

INSPECTION REPORT

**LINTHWAITE ARDRON MEMORIAL C OF E
(AIDED) JUNIOR AND INFANT SCHOOL**

Huddersfield

LEA area: Kirklees

Unique reference number: 107740

Acting Headteacher: Mrs E Moody

Reporting inspector: Dr B Blundell
23868

Dates of inspection: 11 - 14 November 2002

Inspection number: 246711

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 5 to 11

Gender of pupils: Mixed

School address: Church Lane
Linthwaite
Huddersfield

Postcode: HD7 5TA

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Appropriate authority: The Governing Body

Name of chair of governors: Rev T Morley

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr B Blundell	Registered inspector	Mathematics Information and communication technology Design and technology Educational inclusion	What sort of a school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13706	Mrs G Marsland	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22482	Mr B Potter	Team inspector	Special educational needs English as an additional language English Geography History Physical education	How good are the curricular and other opportunities offered to pupils?

31175	Mr A Allison	Team Inspector	Areas of learning for children in the Foundation Stage Science Art and design Music	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Linthwaite Ardron Memorial Church of England (Aided) School is a school for boys and girls, aged five to 11, situated in Linthwaite, Huddersfield. There are 143 pupils on roll. The ethnic background of the pupils is largely white with United Kingdom heritage, with a small number of pupils having mixed white and black Caribbean; Pakistani and Indian heritages. Two pupils have English as an additional language; the languages spoken by these pupils are Gujarati and Urdu. Neither of these pupils is at an early stage of the acquisition of English. The percentage of pupils known to be eligible for free school meals is below the national average. Whilst the percentage of pupils identified as having special educational needs matches the national average, the proportion of pupils with a statement of special needs is above average. The school attracts a considerable proportion of pupils with special educational needs from outside its area. At present there are 30 such pupils on the register, including two with a statement of special educational needs. The nature of pupils' special needs includes moderate learning difficulties and autism. The high proportion of pupils with special educational needs to be found in Year 6 has had the effect of lowering attainment standards overall. The vast majority of pupils join the school at an early age and remain until age 11. Pupils' attainment on entry is broadly average.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. Standards for current pupils by the end of Year 6 are meeting national expectations in English, mathematics and science, despite a high proportion having special educational needs. The overall quality of teaching is good and leadership and management by the acting headteacher are particularly effective. The school is providing satisfactory value for money.

What the school does well

- Over the last three years averaged together, pupils have left the school ahead of national averages in English and mathematics.
- Leadership and management by the acting headteacher are particularly effective; she has worked hard with the competent deputy headteacher to ensure that the school is moving in the right direction.
- The overall quality of teaching is good; pupils' learning is now good.
- The provision for pupils' spiritual, moral, social and cultural development is good.

What could be improved

- The attitudes and behaviour of a minority of pupils are unsatisfactory and are having an adverse effect on the learning of others.
- The presentation of pupils' work is inconsistent.
- The assessment and tracking of pupils' work in subjects other than English and mathematics is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March, 1998. The school is currently in a state of transition. There have been many staff changes, but the school now has a team of competent teachers on permanent contracts. There have been three acting headteachers since February 2002, pending the retirement of the previous headteacher being confirmed. The governors are seeking to appoint a new headteacher from April 2003. The previous turnover of staff, coupled with the lack of a permanent headteacher has not helped the stability of the school.

The overall quality of teaching has improved considerably, with a much higher proportion of high quality teaching seen than at the last inspection, and no unsatisfactory teaching. Whilst standards for the current Year 6 in English, mathematics and science are lower than the Year 6 at the time of the last inspection, the current Year 6 has a particularly high proportion of pupils with special educational needs. The key issue to implement schemes of work has been appropriately addressed. Short-term planning is now monitored effectively. Portfolios of pupils' work have been completed and are used well to help plan further work. The school has the capacity to improve further. The school has improved satisfactorily since the last inspection.

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	D	A	A	B
Mathematics	B	C	C	C
Science	C	D	D	D

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

In the national tests in 2002 for pupils at the end of Year 6, attainment was well above average compared with national averages in English, average in mathematics and below average in science. Compared with schools of a similar type, pupils' results were above average in English, average in mathematics and below average in science. Over the three years from 2000 to 2002 taken together, pupils have left the school just over one term ahead of pupils nationally in English, over half a term ahead in mathematics, and half a term behind in science.

In the national tests in 2002 for pupils at the end of Year 2, standards were above average in reading and average in writing and mathematics. Compared to schools of a similar type, pupils' attainment was average in reading, writing and in mathematics. Over the three years from 2000 to 2002 taken together, pupils have left the Infant phase one and a half terms ahead of pupils nationally in reading, nearly one term ahead in writing and just over one term ahead in mathematics. The results at the end of the Junior phase, up to 2002, rose at a similar rate to results nationally. The school's targets are appropriately ambitious.

In the work seen during the inspection, standards for pupils by the end of Year 6 match national expectations in English, science and mathematics. Standards for pupils by the end of Year 2 are above national expectations in reading, writing and mathematics and match them in science. For pupils at the end of Year 2 and at the end of Year 6, standards in art and design are above national expectations; they meet national expectations in information and communication technology, geography, history, physical education and design and technology; there was insufficient evidence to judge standards in music, although the quality of singing meets national expectations. The majority of children aged five are on course to exceed the Early Learning Goals. (The Early Learning Goals are the nationally expected standards for children at the end of the Foundation Stage.)

Pupils' achievement is satisfactory overall. Standards at this school are not yet sufficiently high, but now that the school has a complement of permanent teachers, standards are on course to rise.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are satisfactory overall. Many pupils have positive attitudes, but a number of pupils, particularly but not exclusively some of the older ones, have unsatisfactory attitudes to their work.
Behaviour, in and out of classrooms	Pupils' behaviour, both in and out of the classrooms is satisfactory. Whilst most pupils behave well, a significant number try to misbehave and disrupt classes.
Personal development and relationships	Pupils' personal development is good; relationships are generally good.
Attendance	Pupils' attendance is well above average and the level of unauthorised absence is low.

TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics in the lessons seen is good overall. The skills of literacy and numeracy are taught well.

Strengths in teaching include the sharing of learning objectives for lessons with pupils, so that they understand the precise purpose of lessons. Examples of very good teaching were observed in all three sections of the school. The school meets the needs of all pupils appropriately. Owing to the sharing of learning objectives for lessons, pupils' own knowledge of their learning is good. A significant minority of pupils do not work hard enough, lack concentration and do not show sufficient interest in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are good in the Foundation Stage and sound in the Infants and Juniors.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	Provision for pupils with English as an additional language is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development is good. Pupils' spiritual, moral, social and cultural development is well provided for. The class councils and school councils aid pupils' development effectively.

How well the school cares for its pupils	The school's care for its pupils is sound.
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The school works satisfactorily with parents. The contribution of the community to the pupils' learning is very good. The curriculum for the youngest children is particularly good. All areas of the curriculum meet statutory requirements. The tracking of pupils' attainment is good in English and mathematics, but has yet to spread to other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the acting headteacher and deputy headteacher are very effective. The current acting headteacher commenced her duty in September 2002 and has worked very hard for the school since then.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is good. The Chair of Governors comes into school nearly every day and takes the whole school for a church service every week. Many governors come into school to help in class on a weekly basis.
The school's evaluation of its performance	The school's evaluation of its performance is good. The results of national tests are analysed appropriately.
The strategic use of resources	The school's strategic use of resources is good. The school is this year addressing well a small deficit in its budget and spends its money wisely.

The school is now appropriately staffed; the accommodation is good and well cared for by the caretaker and cleaner. There is, however, no outdoor play area for children in the Foundation Stage. Learning resources are good in quality and quantity. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard. • Their children like school. • They feel comfortable approaching the school with problems. • Behaviour in the school is good. • Children are making good progress. 	<ul style="list-style-type: none"> • They are unhappy with the changes in the leadership of the school, pending the appointment of a permanent headteacher. • Some parents are concerned that there have been too many changes in the staffing of the school. • Most parents would like to see a greater range of extra-curricular activities. • Some parents would like to be kept better informed about how their children are progressing.

The inspection team agrees with parents' positive views; it notes that the school is due to appoint a permanent headteacher from April 2003 and that the teaching staff currently at the school are all in permanent posts. It finds the range of extra-curricular activities to be sound and information for parents to be appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. **Shortly after children enter the Foundation Stage in Reception** they are assessed to see what they know, understand and can do; social and physical skills are also noted. This is known as the baseline test. The intake in 2002 was judged to be average. An analysis of previous intakes shows that the intake in 2002 scored similarly to that in previous years.
2. **By the age of five, near to the end of their time in Reception**, children are again assessed against national standards known as the Early Learning Goals. The majority of the children currently in Reception are on course to exceed the majority of these goals. However, most children do not start Reception until after Christmas, and no judgement can be made on the standards of those younger children.
3. **At the age of seven, close to the end of their time in Year 2**, pupils take the national tests in reading, writing and mathematics. The pupils who sat these tests in 2002 obtained levels that were well above the national average in reading, and matched the national averages in writing and mathematics. Their attainment when compared to that of schools of a similar type was average in reading, writing, and in mathematics. Those who took the tests in 2001 attained standards that were average in reading, below average in writing and average in mathematics. Taking the results over the last three years from 2000 to 2002, averaged together, pupils' performance has been six months ahead of national averages in reading, nearly a term ahead in writing and just over one term ahead in mathematics. In all three subject areas, boys have performed at a similar level to that of girls.
4. **Inspectors find that pupils currently in Year 2, who will take their national tests in May, 2003, are reaching above national expectations in reading, writing, mathematics and art and design.** Standards in science, information and communication technology, design and technology, geography, history and physical education meet national expectations. There was too little evidence to judge overall standards in music, although attainment in singing meets national expectations.
5. **By the age of 11, near to the end of Year 6**, pupils take the national tests in English, mathematics and science. Pupils' performance in the 2002 tests in terms of National Curriculum points scores was well above average in English, compared with schools nationally, average in mathematics and below average in science. It was above average in English, average in mathematics and below average in science, when compared with the performance of pupils in schools of a similar type. Taking the three years from 2000 to 2002 averaged together, pupils have left the Junior phase just over one term ahead of pupils nationally in English, nearly one term ahead in mathematics, and just half a term behind in science. Girls have generally performed a little better than boys. Pupils have generally made satisfactory progress between the end of Infant phase tests and those at the end of the Junior phase; however, progress has been greater in English than in mathematics and science.
6. **Inspectors find that pupils currently in Year 6** are working at standards that meet national expectations in English, mathematics and science. The quality and quantity of work in their books show that they have made satisfactory progress over the last

twelve months in all three subjects. As with pupils lower down the school, standards in information and communication technology, physical education, design and technology, history and geography meet national expectations. Standards in art and design are above national expectations. There was insufficient evidence to judge standards in music, although standards in singing meet national expectations.

7. **Since the last inspection**, standards for the current Year 6 are not as high in English, mathematics and science as they were for the Year 6 cohort at the last inspection. However, the current Year 6 has a high proportion of pupils with special educational needs, amounting to one third of the class. Two pupils have a statement of special needs in that class. In other areas, and at the end of Year 2, standards have been broadly maintained.
8. In the national testing for 2002, a high proportion of Year 2 pupils with special educational needs attained average and expected standards. This is indicative of very good progress. The proportion of pupils in Year 6 who attained average and expected standards was lower, but they still were able to make satisfactory progress. The small number of pupils in school for whom English is an additional language are well integrated. They are often to be found amongst the higher achievers, have good attitudes and are very well motivated. There are no language difficulties that impede their learning, and it is not necessary for additional support to be provided.
9. **Pupils are generally achieving** satisfactorily, considering their prior attainment.

Pupils' attitudes, values and personal development

10. The pupils' attitudes to the school are satisfactory. Parents have confirmed that their children enjoy coming to school. The majority of pupils are enthusiastic, interested and involved in most activities and listen well to their teachers. There was a good example of this in a Year 5/6 science lesson, where the class discussed electrical circuits. Pupils are keen to answer questions and readily suggest solutions. This was also seen in a Year 3/4 literacy lesson, where the pupils were learning about speech marks. Most concentrated hard on their work. Concentration was a feature of a Year 1/2 information and communication technology lesson, where the pupils carefully studied facial expressions before using the drawing program. However, a significant number of pupils are slow to settle down to their work and lack concentration and perseverance. This was seen in a Year 4/5 music lesson on listening skills where, after earlier warnings, two pupils had to be sent out of the class for behaving badly and interrupting the lesson. Teaching staff are patient and use suitable praise and encouragement. After-school activities, such as the Green club, first-aid club, netball, recorder group and table-top games, are very well supported. The positive attitudes of the majority of pupils contribute well to successful learning and support attempts to raise standards.
11. The behaviour of the majority of pupils is satisfactory and there have been no exclusions in the last year. However, behaviour has declined since the previous inspection in 1998. Most pupils know what is expected of them, and understand the difference between right and wrong and the impact their actions could have on others, but a significant number of pupils can be challenging and their behaviour disrupts learning. Although class teachers manage behaviour well, the headteacher has acknowledged that the behaviour policy needs further revision and that staffing

difficulties have hindered progress. When there is a problem, targets are set for improvement. There were no bullying or racially motivated incidents during the inspection. The generally positive attitude of most pupils has a good effect on the quality of learning in most lessons.

12. Relationships within the school are good; they are caring and friendly, both among the pupils themselves and between the pupils and staff. At lunchtime, the pupils talk sociably with each other and with the supervising staff. They work and play well together in pairs and groups, regardless of gender or ethnicity.
13. The school is successful in promoting personal development. The pupils respect the feelings, values and beliefs of others. This was evident in a Year 5/6 personal, social, health and citizenship education lesson, where, without fear or embarrassment, they discussed listening to the views of others. They take responsibility for tasks around the school and are reliable and trustworthy. They act as monitors in assembly, in class, in the computer suite and for returning the dinner register to the office. Year 6 pupils support the younger children by escorting them to church and teaching them about road safety. The pupils have elected members to serve on the school council, to put forward their views to the headteacher and staff. Class councils also discuss issues to be brought to the attention of the whole-school council. Under discussion at present are the Christmas Fair and Bring-and-Buy fund-raising events. The pupils are also gaining an understanding of wider global issues by raising funds for charities such as the Christian Africa Relief Trust and the NSPCC. These responsibilities have a good effect on personal development.
14. The overall attendance rate for the school is very good, and high in comparison to other primary schools. This is an improvement since the previous inspection. Pupils are punctual for school. Registration meets legal requirements and is undertaken efficiently. However, although discouraged by the school some families still take holidays in term-time.
15. Special educational needs pupils have satisfactory attitudes overall. Their behaviour is usually good and the few pupils with behavioural difficulties are well managed in a non-confrontational way. Personal development and relationships are good. Attendance is very good and in line with that of their peers.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The overall quality of teaching is good. After a period of time when there have been many staff changes, the school now has a dedicated team of teachers, all but one of whom are on permanent contracts. Overall, teaching in the lessons seen was very good in the Foundation Stage, good in the Infants and good in the Juniors. In all lessons observed, teaching was at least satisfactory. Overall, it was satisfactory in 20 per cent of lessons, good in 40 per cent, and very good in 40 per cent.
17. Whilst overall standards of teaching were at least satisfactory, examples of very good lessons were seen in each of the three sections of the school.
18. The greatest strengths in the teaching include the helpful manner in which teachers often share the learning objectives for lessons with their pupils, particularly in English and mathematics; the way in which they manage some challenging pupils, which is good throughout the school; and their high expectations.

19. Teachers work very hard, sometimes harder than some of their pupils. Whilst pupils are aware of what is expected from them in terms of behaviour, they do not always respond appropriately. Teachers have to put a lot of effort into managing their classes, due to the attempts by a minority to disrupt lessons. This spoils the happy atmosphere which teachers do their best to create and hampers learning. In a numeracy lesson in the Juniors, in which the teacher worked hard for her class, the pupils' response was unsatisfactory. They lacked perseverance and concentration and did too little work. These pupils made only satisfactory progress in their knowledge and understanding of time. In a good design and technology lesson for the oldest pupils, some of the pupils responded poorly to the teachers' thorough preparation. They did not appreciate how fortunate they were in having such a competent teacher. Another disturbing feature of this lesson was that the caretaker, who had constructed a number of models to help pupils' learning and who was present in this lesson to assist, was not treated with sufficient respect by some of the pupils. This new team of teachers are working hard and with some success to eliminate such unsatisfactory behaviour. Classroom support assistants through the school make a valuable contribution to pupils' learning.
20. The pace of lessons is good through the school overall. In the best lessons, pupils are reminded of the time limits on an exercise, as in a very good numeracy lesson for children in Reception. When pupils are given relatively short time spans to complete a piece of work and reminded of this, it ensures that they focus on the work they have to complete.
21. Throughout the school, literacy and numeracy are well taught and support good learning. Lessons generally start with effective question and answer sessions, to revise previous work and set pupils thinking. For example, in a very good literacy lesson for pupils in Year 6, the teacher asked probing questions that thoroughly assessed pupils' level of understanding on their work on the theme of complex sentences.
22. Teachers' knowledge and understanding are generally good in all subject areas. The deputy headteacher has expertise in information and communication technology, and by spreading this to other staff, has made a positive impact on pupils' learning in this subject through the school.
23. In the Infants and Juniors, day-to-day marking of pupils' work is good and this helps pupils to learn well. Pupils' work is well marked, with appropriate comments to praise pupils' efforts, together with comments to stretch pupils who have obtained full marks for a particular exercise. The presentation of pupils' work is inconsistent and reflects the differences in their attitudes to learning; this is unsatisfactory.
24. Lessons generally have clear learning objectives and these are looked at again at the end, to see how far they have been met. Many lessons end with a worthwhile oral question and answer session, as in the majority of literacy and numeracy lessons. The use of homework is satisfactory overall. The arrangement of the classroom furniture in some classes is not conducive to maximising learning, with pupils facing one another rather than the teacher. The grouping of pupils in the mixed-age classes, according to their age rather than prior attainment, makes the teaching of a very broad range of attainment unnecessarily difficult.

25. Good teaching serves the need of pupils with special educational needs very well. Through the quality of teaching and support they are able to achieve to their potential. This helps them build their confidence and self-esteem, and ultimately allows them to work with an increasing degree of independence.
26. Standards of teaching have improved since the last inspection. At that time, just over one in twenty lessons was judged to be very good or better; that has now risen to four in ten.

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

27. The curriculum provided by the school is satisfactory overall and the statutory curriculum is in place. In March, 1998, the inspection team judged that the curriculum “was broad and balanced and satisfactory in all its areas”. These standards have been maintained with some improvements in some aspects of curriculum provision. Most subjects are reflected in high quality displays around the school.
28. The satisfactory breadth and balance of the curriculum meets the needs of all pupils, including those with special educational needs. The good provision made for them and the quality of support they receive enable them to make very good progress in the lower school, whilst the older pupils make satisfactory progress. These pupils are provided with a range of activities that match their ability and mirror the activities being carried out by the rest of their class. Their good individual education plans have clear and achievable targets, which are appropriate to the individual’s current needs. These targets are satisfactorily reflected in teachers’ planning. Good records are kept of progress and parents are well involved in the process by which the school addresses their child’s special educational need.
29. Equality of opportunity throughout the school is good; all pupils have good access to the planned curriculum, which includes all subjects of the National Curriculum, together with religious education. Each subject has its own scheme of work, satisfactorily based upon national recommendations, ensuring compliance with the requirements of the National Curriculum. These are satisfactorily reflected in practice and can be seen in the day-to-day teaching. This has successfully addressed a key issue of the previous inspection when it was found that some areas were without schemes of work and there was a need “to refine those which currently exist in order that teachers have a clear understanding of what to teach in each year group”. The school has good provision for health education, whilst provision for drugs awareness and sex education are satisfactory.
30. The school follows the national guidelines for literacy and numeracy and the strategies and the skills the teachers employ are satisfactory overall, with many examples seen of good implementation of strategies. The successful teaching of literacy empowers pupils in all other areas of the curriculum, in which their ‘literacy hour’ learning and experiences are seen to enrich other work that they do. For example, Year 1 children made good use of skills they have learnt when they wrote an account of “How I made a sandwich” for their design and technology work.

31. The use of the computer across the curriculum is satisfactory, as was seen in an information and communication technology/literacy lesson taught in the computer suite for Year 5/6 pupils, in which they sought to compose a poem entitled "The Dentist" with a variety of chosen words and comparisons.
32. The provision of extra-curricular activities is satisfactory. There is a satisfactory range of after-school clubs, in which all staff are involved; these include netball, recorders, board games, first aid, and a new club for "Green Issues" which is assuming growing importance in the school. There are plans to extend these activities to address the current lack of opportunities to practise and play football. At present, all these opportunities are provided for the upper school pupils only.
33. There are very good links between the school and the wider community. There are strong links with the church, and the vicar is a very regular visitor to the school. Governors also contribute to the day-to-day life of the school; for example, some governors hear children read on a regular basis. A number of parents help on a weekly basis and so contribute to pupils' learning opportunities. The school has worked with the local "Colne Valley Trust". An artist has worked in school to help pupils evolve ideas that will contribute to a monument to be erected beside a local canal. There are many links with agencies and businesses that are promoting and supporting the "Eco" project, with which the school is starting to be heavily involved. The school is well used by the community for Brownies and Guides meetings.
34. Links with other schools are good. A teacher from the High School works on a regular basis with Year 5/6 pupils to develop cooperative skills in physical education, to enhance relationships and pupils' ability to work together. The High School is willing to loan additional equipment for physical education and design and technology, and it is possible that the High School will assist in an extra-curricular drama activity.
35. Overall the provision and outcome of spiritual, moral, social and cultural are good. Although this does not match the 'very good' overall judgment made at the previous inspection, it remains one of the areas in which the school is relatively strong.
36. The provision of spiritual development and its outcome are good. The good quality of collective worship and assemblies, which are held daily and in which pupils are encouraged to reflect, makes a very significant contribution to spiritual development. The frequent inclusion of matters, real, relevant and immediate to pupils, is good and there is time to reflect upon the "message" they have been given. The themes from assembly are often referred to in subsequent lessons, as was seen at the time of the inspection which coincided with Remembrance Day. The teachers show care and concern for pupils, supporting the Christian ethos which is part of the school. Displays around the school heighten pupils' awareness of others and their feelings. Pupils in Year 1 write sensitively about friendship, and an older pupil reflected upon ways she has been able to help a less fortunate pupil.
37. The provision and outcome of social and moral development are good. The school council makes very good contribution to its members' independence and initiative. A very good feature is the way in which individual class councils meet and feed their ideas to the main council. In this way, significantly more pupils are able to make active contributions. Pupils take their role on the School Council seriously and, in conducting their meeting, they show very good initiative and corporate responsibility.

The meetings are conducted almost entirely by pupils, and they learn the process of democratically arrived at decisions. School residential visits, such as a recent visit to Stainforth, give pupils the opportunity to learn the responsibility and the caring and sharing that is necessary for successfully living together. Good contributions are made to charities, with the good example of the generous sum recently collected and donated to the NSPCC.

38. This is a very caring school and one that provides, through the adults working there, very good role models. Rules for school are on display and regularly referred to. Pupils are clearly able to distinguish right from wrong, although the attitudes of a minority of pupils are sometimes less than satisfactory. A 'special mention' assembly is held each fortnight, during which pupils are recognised for both good behaviour and work. The behaviour policy is very good and provides both rewards and sanctions, neither which are applied indiscriminately; rather they are used sparingly to ensure they are meaningful and valued. A very good feature is the requirement for pupils to make written reflection on their actions that accompanies any school notification of parents of specific incidents.
39. The pupils are taught well to appreciate their own cultural traditions but the opportunity to learn the diversity and richness of other cultures is less well developed. The best opportunities for this come through their studies of other faiths and religions. Cultural enrichment takes place through certain subject areas, in particular art and design and music. Further enhancement comes through visitors to the school and external visits. For example, there have been visits of musicians and theatre groups, and visits to the theatre and museums.
40. The school has been through a period of difficulty with frequent changes of headteacher and staff. This has not helped its development of curriculum areas, but the school has addressed the issues from the previous inspection concerning curriculum. It is a credit to all concerned that the school has continued to move forward, albeit at a slower rate than would otherwise have been possible.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. This is a caring and supportive school in which the well-being of the pupils is a priority and a feature of the drive to raise standards.
42. Procedures for child protection and for ensuring the pupils' welfare are satisfactory. The school follows the procedures in the local authority's health and safety policy and whole-school risk assessment has been carried out. However, checks on fire extinguishers have not been done. Rules for the use of the Internet are in place and the pupils understand them. Staff and lunchtime supervisors supervise pupils carefully at breaks and lunchtimes. There are good arrangements for dealing with accidents, and two members of staff have been trained in first-aid procedures. The deputy headteacher is the named person responsible for child protection and 'looked after' children. Staff are aware of procedures, but the headteacher acknowledges the need for regular training for teaching and lunchtime staff, particularly in view of recent staff changes.
43. The school's procedures for monitoring and improving attendance are good and have been maintained since the previous inspection. The headteacher and secretary monitor attendance and the secretary checks absences each day. Any problems are swiftly brought to the attention of the headteacher. However, parents

provide good support by confirming absences by letter or telephone. Pupils who have medical appointments or who are late for school have to report to the secretary at the main entrance. The school does not require the use of procedures to improve attendance at present, as the overall attendance rate for the school is higher than that of most primary schools.

44. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. Although the school has experienced difficulties with a frequent change of headteacher and staff, the class teachers manage behaviour well. A new behaviour policy, including procedures for dealing with bullying, was established in 2001. A suitable scheme of rewards for good behaviour is in place, and includes, badges, stickers, table points and lunchtime and playground awards. An appropriate scheme of sanctions for challenging behaviour is also used, such as the loss of a break or lunchtime. Good behaviour is frequently discussed in personal, social, health and citizenship education lessons and in 'special mention' assemblies. Achievement is rewarded in 'show and tell' assemblies. Incidents of bullying are rare, but when it occasionally occurs, it is dealt with by the headteacher with parents involved as necessary.
45. Procedures for monitoring and supporting personal development are satisfactory. Personal, social, health and citizenship education is taught within assemblies and lessons. The school also uses group discussion periods, known as 'circle time', for raising awareness of issues such as behaviour. This makes a valuable contribution to the pupils' personal development. Teaching is supported by the use of outside agencies such as the police and health professionals. During the inspection, a visiting theatre group with learning difficulties worked with the Year 3/4 class, to raise awareness of people with disabilities, and to promote respect, working together and consideration for others.
46. The assessment of pupils' work and its use to plan future work is good overall, especially in English and mathematics. Whilst progress in this area has been made since the last inspection, and some tracking is now taking place, assessment is not consistently implemented through the school in other subjects. The school uses the optional national tests in Years 3, 4 and 5 appropriately. The key issue at the last inspection, to complete portfolios of pupils' work in the core subjects, has been met. Nonetheless, the tracking of pupils' academic progress, particularly in science and the foundation subjects could be improved.
47. The good provision made by the school for pupils with special education needs ensures they receive their entitlement to a broad and balanced curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The majority of parents are satisfied with the school. Although the response to the parents' questionnaire was low, the parents' meeting was well attended. Some concerns were expressed regarding staffing, partnership with parents and information about pupils' progress. Staffing issues have now been resolved with arrangements for the appointment of a new headteacher in place, and all but one of the teaching staff employed on a permanent contract. These issues have hindered the school's progress in developing a strong partnership with parents. However, the pupils' progress reports were judged to be of a high quality, and parents have the opportunity to consult staff formally about their child's progress twice yearly.

49. The school has worked hard to form good links with parents, despite staffing difficulties. An 'open door' policy is in operation and there are frequent letters to inform parents about events and achievements. The headteacher and staff are accessible when there are concerns, and parents' information can be obtained in the main entrance to the school. A suitable home/school agreement has been distributed and the majority of parents have signed and returned it. 'Special mention' and 'show and tell assemblies', church visits and parents' meetings are well attended. A questionnaire has also been sent to parents to establish their views on homework.
50. Parental involvement has a good effect on the life of the school. A large group of supportive parents and staff organise social and fundraising events for the 'Friends' Association'. Dances and fairs have been arranged, and a substantial amount of money has been raised to benefit the pupils. The association has purchased computers and white boards and assisted with the cost of educational visits. There are a large number of volunteer helpers, which include parents, grandparents, governors and members of the local community. These provide valuable help in classrooms and the library, and in listening to children read.
51. The quality of information for parents is at least satisfactory in all areas. The school prospectus and governors' reports are informative. Parents receive a half-termly newsletter and curriculum information to inform parents what their children will be taught. Parents have the opportunity to consult staff formally twice yearly to discuss their child's progress. The pupils' reports are of a high quality; they include all the required information, targets for improvement, the child's self-evaluation and a section on attitudes and application to their work. There is also a section where parents can make written comments.
52. The contribution that parents make to their children's learning at school and at home is satisfactory. Parents help with homework and research tasks. All have been informed about the school's expectations regarding homework. Home/school reading record books for younger pupils are used well. A new initiative is the development of mathematics packs to be taken home and worked on with parents. These are shortly to be given to Year 3/4 pupils and parents.
53. Parents of pupils with special educational needs are involved in identifying their needs and the school seeks to involve them in the learning. They are invited to attend and contribute to meetings which review their child's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. This has been a difficult area for the school. The headteacher left in February 2002, and since then there have been three acting headteachers, including the current one. The way ahead is now, however, clear for the school, with the governing body seeking to appoint a new headteacher by April 2003, or very soon after. The current acting headteacher has agreed to remain in post, if necessary until summer 2003, providing much needed continuity.
55. The leadership and management by the acting headteacher are good, in both academic and pastoral spheres. She is committed and able; since she came to the school in September 2002, she has worked hard on its behalf. Her leadership ensures clear educational direction for the school and she is backed in her work by the governing body. The school's aims and values are easily seen in the daily

routines of the school, and the school's aims are re-drafted annually, following discussions with staff, governors and parents. The deputy headteacher, who is a competent Year 6 teacher, has responsibility for monitoring planning and behaviour, as recorded in the class behaviour books. The senior management team, which comprises of the acting headteacher and the deputy headteacher, is very competent. The subject co-ordinators manage their subjects appropriately, monitoring planning and marking, although they are not yet involved in the monitoring of teaching except in the core subjects.

56. The governing body's fulfilment of its statutory responsibilities is good. The governors want the best for the school and are determined that it should continue to succeed. Their role in helping to shape the educational direction of the school is good. The Chair of Governors visits the school nearly every day and liaises with the headteacher. It is important that the governors continue to give their full backing to the current acting headteacher. Many governors visit the school regularly, helping in class each week. They have monitored the implementation of some of the curriculum appropriately, particularly special educational needs, numeracy and literacy. The governing body has a good understanding of the main strengths and weaknesses of the school. Between them, the governors bring a wide range of expertise to the running of this school.
57. Whilst the headteacher has monitored teaching of literacy and numeracy in all classes, this has not yet spread to specific monitoring of subject teaching by all curriculum co-ordinators. The headteacher has provided staff with both effective verbal and written feedback. Co-ordinators monitor the planning of their subjects and marking across the school. Short term planning, which was a key issue at the last inspection, has improved, due to effective monitoring.
58. The school's targets are appropriate and sufficiently ambitious. The school has a good capacity to succeed. Procedures for the induction of new staff are good. The recently appointed teachers have been appropriately mentored by the deputy headteacher. Appropriate policies and plans are in place for performance management; teachers all have a focused target for improving their competence in information and communication technology.
59. The co-ordinator for special educational needs is very new to the position but is attending a number of training courses. She is a confident and hard working person and is maintaining and extending the good provision the school is making. There is a pro-active nominated governor for special needs, and all statutory requirements are met.
60. The match of teachers and support staff to the demands of the curriculum is currently good. The accommodation is good overall, and is very well maintained. However, the youngest children lack a dedicated outdoor play area. Classrooms have attractive displays. Resources are generally good in quality and quantity.
61. The effectiveness of the school's use of new technology is good. The school's competent secretary helps ensure the smooth running of the school. Finances are handled well, and the school applies the principles of best value well. The current deficit in the budget is now reducing this year, following a rise last year, and is on course to be eliminated next year, due to prudent savings. Specific grants are used appropriately. The school development plan is a most useful working document that clearly prioritises the school's needs.

62. At the time of the last inspection, the headteacher's leadership was described as good; the current incumbent has maintained this standard.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to further improve the school, the headteacher, senior management team and governing body should:-

- improve the attitudes and behaviour of the minority of pupils who are having an adverse effect on the learning of others;
(Paragraphs: 10 and 11)
- improve the presentation of pupils' work to a consistently good standard;
(Paragraph 23)
- ensure that the assessment and tracking of pupils' work in subjects other than English and mathematics are improved.
(Paragraph 46)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	12	6	0	0	0
Percentage	0	40	40	20	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three 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)	N/A	143
Number of full-time pupils known to be eligible for free school meals	N/A	4

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.0

Unauthorised absence

	%
School data	0.0

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	*	*	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	21	20	21
Percentage of pupils at NC level 2 or above	School	95 (76)	91 (62)	95 (86)
	National	84 (84)	89 (89)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	21	21	20
Percentage of pupils at NC level 2 or above	School	95 (86)	95 (90)	91 (90)
	National	85 (85)	89 (89)	89 (89)

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

* Figures for boys and girls omitted as very small numbers.

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	13	15	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	11
	Girls	14	11	14
	Total	22	19	25
Percentage of pupils at NC level 4 or above	School	79 (86)	68 (71)	89 (93)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	13	11	13
	Total	23	21	25
Percentage of pupils at NC level 4 or above	School	82 (79)	75 (79)	89 (79)
	National	72 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
135	0	0
0	0	0
0	0	0
6	0	0
0	0	0
0	0	0
0	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	24
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	97

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Financial information

Financial year	2000-2001
	£
Total income	363,986
Total expenditure	366,326
Expenditure per pupil	2,275
Balance brought forward from previous year	-13,375
Balance carried forward to next year	-15,715

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	143
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	55	3	3	0
My child is making good progress in school.	30	63	5	0	3
Behaviour in the school is good.	28	70	3	0	0
My child gets the right amount of work to do at home.	28	63	8	3	0
The teaching is good.	38	43	5	0	15
I am kept well informed about how my child is getting on.	30	45	23	3	0
I would feel comfortable about approaching the school with questions or a problem.	48	45	3	0	5
The school expects my child to work hard and achieve his or her best.	50	50	0	0	0
The school works closely with parents.	30	50	13	0	8
The school is well led and managed.	25	35	20	3	18
The school is helping my child become mature and responsible.	38	55	5	0	3
The school provides an interesting range of activities outside lessons.	8	35	43	15	0

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Children in the Foundation Stage (Reception class) work towards the nationally expected Early Learning Goals. Although the children are in a class with Year 1 pupils, the teacher ensures that the learning opportunities provided for this class are stimulating, interesting and of a good quality. This is because her planning takes good account of the needs of the Reception children. All Reception children are motivated to learn well. All children in the Foundation Stage have a rich experience in every aspect of development that provides a very solid basis for their learning. Assessment on entry to the school over the past three years shows a wide range of prior attainment, but the overall level of attainment is average. There are ten children currently in the Reception class and another twelve are scheduled for admission in January. These ten children make very good progress in lessons and are on course to attain at a higher than average level overall, by the end of the year.
65. Teaching in the Foundation Stage is very good. The teacher has a very good understanding of the role of play and child-initiated learning in the development of young children. Together with the teaching assistants, she interacts very well with children, and by careful questioning and by developing vocabulary, enables all children to make very good progress in lessons. A good example of this was in a numeracy lesson focusing on ordinal numbers. Planning is of a high order and ensures activities are matched well to children's prior attainment, and takes account of regular ongoing evaluations of children's learning. Other key strengths of the teaching that promote very good progress in lessons and good progress over time by all children are the consistently high expectations of all staff, the management of the children and the very good relationships that promote confidence and self-esteem in the children. Literacy and numeracy sessions have a good balance of teacher-directed learning and opportunities for children to experiment, imagine and initiate their own learning, as was seen in the range of activities provided after an introductory session consolidating and extending children's knowledge and understanding of sounds associated with letters of the alphabet. The learning experiences capture the interest and imagination of all children; for example, the toyshop corner linked to the topic 'Toys'. Teachers and assistants utilise a range of good quality resources well, although overall the resources are only satisfactory, because the planned secure outdoor area is not yet available and there is insufficient outdoor equipment and apparatus. The accommodation is satisfactory for the present numbers but the classroom and adjacent areas will be very crowded when the full complement of Reception children has been admitted.
66. The teamwork – teachers and teaching assistants – is a key factor in the good leadership and management shown by the newly appointed co-ordinator. She has already revised the Foundation Stage policy document, and identified the need to reorganise the areas of learning within the classroom in order to enhance the learning opportunities. The Foundation Stage is a strength of the school.

Personal, social and emotional development

67. This aspect of learning is fostered well. Children are encouraged to take responsibility for their own learning. All interact very well with adults, and share and work with others. This is because of the opportunities provided and the high

expectations of the teacher and the teaching assistants. Children know and understand ongoing routines, and share and take turns well for their age. Almost all children are very secure and confident. Children have many opportunities to explore, experiment and imagine and initiate their own learning to enable them to make good progress. Reception children are included in whole-school collective worship. They are on course to achieve the Early Learning Goals for this aspect of development, and several of this group will exceed these goals.

Communication, language and literacy

68. Communication, language and literacy are taught very well in the Reception class. Fostering these skills permeates all that takes place. The classroom is rich in stimuli to improve children's language. Staff interact very well with children, asking questions, widening vocabulary and encouraging talk at all times. Children listen well to stories such as 'The Big Hungry Bear', using the headphones attached to a listening centre that they operate themselves. They use the book area independently to 'read' books and are gaining a good interest in books and stories. All Reception children recognise letters such as 'a', 'b', 'c', 'd' and 'm' and know the sound associated with the letter. This learning is reinforced by combining the sounds with actions. Outside the literacy lessons, teachers provide many well-chosen experiences for children to enhance their skills, particularly in listening and speaking, but also in writing. The average and higher attaining children form letters correctly and can read back to adults their attempts at writing, for example, about fireworks. Children take books home to read or share with adults at home. Higher and average attaining children already recognise words such as 'muddy' and 'trainers' as well as the names of the characters in their reading books. They read simple sentences. When they do not recognise all the words, they 'read' the sentence using the picture as a clue to what has been written, and what they 'read' usually makes sense. Children of low prior attainment hold the books the right way, know that the text has meaning and that it should be read from left to right, even though they only recognise the names of some characters. All children make very good progress in lessons. Overall attainment is above that expected of children at this stage of the year.

Mathematical development

69. Mathematical development is supported well by very good teaching. Teachers use strategies to consolidate learning such as saying the next number when the teacher counts '3, 4, 5' or '9, 8, 7'. Knowledge and understanding of the language of position (ordinal numbers) is reinforced well through practical activities. For example, the children went into the playground and, when asked, raced to the teacher three at a time. They were rewarded with 1st, 2nd and 3rd stickers that they wore proudly for the rest of the day. Singing songs such as 'Five currant buns' also reinforces their knowledge and understanding of number well. Some of their early learning about shape is done through art activities, such as using squares and rectangles to print patterns. The very good progress in lessons made by all children is because teachers ensure that children know what it is they will learn during the lesson, and use the concluding part of the lesson to review this learning. Also, teachers and teaching assistants have high expectations, manage the children very well, challenge children's thinking with questions and provide activities that match their prior attainment. This motivates the children and they work with a high level of concentration. Overall attainment is similar to what is expected for children of this age.

Knowledge and understanding of the world

70. Children learn about the world around them in a variety of ways. The water tray contains models of sea creatures. Children talk about this to each other and when prompted by adults. They experiment in the tray filled with a mixture of pasta shapes, rice, lentils and peas, collecting, for example, just pasta, using sieves with holes of different sizes. The current topic, 'Toys' helps them to develop a sense of place and an awareness of other cultures, as they follow the travels of 'Francesca Bear', an Italian teddy bear. The role-play area supports their learning in this topic as well as enabling them to practise their speaking, listening and writing skills. They develop their ability to control a cursor confidently by using a 'mouse' to manipulate objects on the screen, or, for example, to draw pictures of themselves. To foster the concept of time, the teacher brought in a teddy bear that belonged to her, one that belonged to her daughter and a newly purchased one. The teacher encouraged children to observe these closely, by very effective questioning, and to feel them to see what was different about the texture. This activity supported both scientific enquiry and listening and speaking skills. All children benefit from direct teaching and from the very good opportunities to explore and initiate their own learning. Most of the children are likely to achieve most of the Early Learning Goals in this aspect of development by the end of the Reception year, and several will be working at a higher level.

Physical Development

71. Children in the Reception class benefit from the use of the hall, not only for timetabled lessons, but also during some playtimes, when the weather prevents children from going into the playground. In these sessions, children use small apparatus such as bean bags to improve their throwing and catching skills. Children in the Reception class also use the main playground for outdoor physical education lessons and supervised play activities. The teachers constantly stress the importance of being aware of space and of other children, to avoid accidents. The school is planning to provide a secure outside play area for the Reception class. This will improve children's learning opportunities significantly. In the classrooms many opportunities are provided to develop their co-ordination skills when manipulating small items such as paste and paint brushes, making items with clay, completing jig-saw puzzles, manipulating a 'mouse' to control a cursor on the screen, constructing models, and 'writing' in the writing area. Attainment is typical of children of this age, but all are making very good progress.

Creative development

72. Teachers provide many good opportunities for creative development and there is evident enjoyment in the way children respond to these opportunities. They use their imagination frequently when playing with construction equipment and in the role-play area. They talk to adults about what they are doing and respond to comments and questions about activities. This was very noticeable with the group making creatures using clay. The teaching assistant helped them to understand the meaning of texture as they used tools to create scales on a crocodile. These opportunities foster speaking and listening skills well. Musical opportunities are provided through singing and exploring sounds made by musical instruments, enabling them to sing songs such as 'Snowman' from memory. They do this as they move their hands with good control. Children explore colour, texture and shape when playing in the sand tray, when painting or making patterns with pasta shells, rice and lentils. The sessions

observed, together with evidence from displays, show that the range of good opportunities planned and provided enables all children to make good progress in this aspect of their development. They are on course to meet the Early Learning Goals expected of children at the end of the Foundation Stage. Several children will exceed the national expectations.

ENGLISH

73. Standards of attainment for pupils at the end of Year 2 are above the average standards found in most schools. This reflects the standards reported at the time of the previous inspection in March, 1998. An above average standard of attainment was also reported at the time of the previous inspection for pupils at the end of Year 6, but standards for the present Year 6 pupils is currently only in line with the national average. The reason for this is the higher proportion of pupils with special educational needs to be found in the class and the unsatisfactory attitudes of a minority of pupils not always conducive to effective learning for either themselves or their peers.
74. In the statutory tests in reading and writing in 2002, the proportion of seven-year-olds who reached the expected level was low compared with the national average and when compared with that in similar schools. However, these low results were substantially compensated by the well above average number of pupils who achieved the higher attainment level. The trend over time shows a fluctuating rate of improvement but one consistently above the national average for reading and more recent improvements to results in writing, in response to the national initiative.
75. Statutory testing in 2002 for 11-year-olds produced results that were above the national average for the expected level, and well above the national average for the proportion of pupils who achieved the higher level of attainment. For both Year 2 and Year 6 pupils, the school has done well to provide the challenge that has resulted in a significantly high number of pupils exceeding expectations. This factor shows that the school has fully addressed a statement made in the previous inspection report concerning "the need for further development to effectively support continuity and progression in learning and ultimately raise the standards especially for higher attaining pupils". Over an aggregate of three years, the Year 6 pupils have left the school 1.2 terms ahead of the national average.
76. Many pupils start school with satisfactory communication skills. Careful tracking of their attainment from year to year and the standards they achieve indicate very clearly that almost all pupils, including those with special educational needs, are making good progress as they move through the school. The overall rate of learning in all the lessons observed throughout the school was very good. This is laying good and solid foundations and assisting the work of the end-of-key-stage teachers.
77. Literacy makes a good contribution to all areas of the curriculum and is used well to enrich all other subjects. There is good opportunity in lessons to extend vocabulary and become aware of and learn a variety of styles and purposes for writing. This knowledge and skills are well used in subject areas such as science and history.
78. In recognition of its importance to all areas of learning, reading is an important priority in the school. Reading throughout the school is good, and many pupils are confident readers. Letter sounds and the blend of letter sounds are very well taught to the younger children, and the school has introduced a highly enjoyable scheme to teach this which helps to ensure and maintain the children's interest and enthusiasm.

A very good example of this was seen in the Reception/Year 1 class. Group and class reading of shared texts show that pupils are able to use and apply these skills in deciphering unfamiliar words. The library is very pleasant and welcoming, with a wide range of good quality books, which pupils access through a well established system. The good overall standards in reading enable the successful development and use of research skills, as is seen when a Year 3/4 class were encouraged to research information about Victorian schools from books.

79. By the end of Year 2, pupils are very confident in their knowledge and ability. In the oral session that begins every lesson, the pupils contribute very well, giving good response to the teachers' challenging questioning, providing very good evidence of good speaking and listening ability. They show instances of very good knowledge, which they are well able to articulate. For example, one pupil says confidently, "A sentence is a group of words that make sense". They recognise quickly that an expression such as "clever class" is an example of alliteration. They listen carefully to the story of Jack and the Beanstalk, and in the task that follows the story, they show a good ability to re-tell the narrative. Examination of pupils' past work show that all pupils work at tasks well matched to their attainment levels. Independent writing about "The Lost Rabbit" shows well-formed handwriting with good and phonetically correct spelling. The higher-attaining pupils write good sentences that convey ideas and meaning with basic grammar correctly used. Most pupils, including those with special educational needs, can order events and sequence their ideas in their writing, but the application of grammar is less apparent. Handwriting shows that letter formation is reasonably accurate and better examples are regular in size and spacing, but there is sometimes the tendency to forget the good practice they are taught in handwriting lessons when it comes to using these learnt skills in their general work.
80. By the end of Year 6, attainment for the majority is satisfactory, with a minority of pupils achieving well. In a lesson observed which took as its central theme a study of the poem "The Listeners", pupils showed very good ability to make comparisons between this and a poem they had recently studied, "The Highwayman". In making this comparison, it was clear that pupils understood the significance of setting, character, rhyme, metaphor and simile. A significant number were able to identify main and subordinate clauses in such sentences as, "Travelling through the forest, the man reached the house". They responded very well to the high expectations that the teacher had of them. The pupils worked very well, orally under the teachers' direction, but were less successful in completing their independent work, during which there was some loss of interest and concentration. Such attitudes are a detriment to learning. Pupils with special educational needs are very ably supported by the classroom assistants, who ensure their access to the full lesson. In examining pupils' past work it is clear that most are able to produce an appropriate quantity of work, writing for different purposes such as report writing, letter writing, poetry and story writing. Most aspects of grammar are included, but the learning from the frequent grammar exercises they have worked upon throughout the school is not consistently applied.
81. Teaching is overall good and frequently very good, and its quality is always underpinned by realistically high expectations. Lesson planning is good and the implementation of the National Literacy Strategy is satisfactory or very good in some better examples of teaching. It is providing some good learning opportunities for each and every pupil. All elements of the curriculum are very well incorporated.

Pupils are interested and teachers work hard to motivate them. Teachers manage learning and behaviour well and consistently apply school policy to regulate and modify the occasions of less than satisfactory behaviour and attitudes of a minority. Teachers seek to improve their practice through training. Homework is set regularly and well marked and valued.

82. Assessment is good. The school uses optional Standard Attainment Tests and a close record of achievement is kept. Targets set for the school for the current Year 6 are ambitious taking into account the high number of pupils with special educational needs. Group targets set for the younger children and individual targets set for the older pupils are both shared with the pupils. Through its good records and tracking of individual pupil's progress, the school is able to predict likely attainment results. This also helps the school to identify underachievement in individuals or in groups of pupils and address any school, group or individual areas of concern appropriately.
83. The subject manager is working well. She has a very clear overview of the school's performance and has produced a good action plan to improve standards. She is aware that "booster" classes must be very effective in order to raise the standards of those pupils who are at present predicted to fall short of the expected level of attainment in the results of 2003 national testing. Resources are good, and satisfactory use is made of information and communication technology.

MATHEMATICS

84. On the basis of 2002 national test results based on average National Curriculum points scores, attainment matched the national average at the end of Year 2. The percentage of pupils obtaining Level 2, the expected level, was average, as was the proportion obtaining the higher Level 3. Pupils' performance in the Year 2 2002 mathematics test was average in comparison with schools with pupils from similar backgrounds. The overall attainment of pupils in the three years from 2000 to 2002 was just over one term ahead of the national average. The performance of girls was similar to that of boys.
85. In the 2002 national tests at the end of Year 6, pupils' attainment in terms of points scores was in line with the national average. The proportion of pupils obtaining Level 4, the expected level nationally, was average, as was the proportion of pupils reaching the higher Level 5. When compared with pupils from similar schools, standards were also average. The performance of boys has been slightly lower than that of girls over the last three years. For the current groups of pupils, evidence from the lessons observed, scrutiny of pupils' work and discussions with pupils indicate that attainment is above national expectations at the end of the Infant phase, and in line with national expectations at the end of the Junior phase. The current Year 6 has a high proportion of pupils – one third of the class - with special educational needs; two pupils have a statement of special educational needs. Standards for pupils in the current Year 5 are above national expectations.
86. Within the range of mathematics work seen during the inspection, many pupils in the Infant phase demonstrate a satisfactory level of attainment related to investigative mathematics and number. Pupils throughout the school have an unsatisfactory knowledge of their multiplication tables, because they are not practised in class with sufficient regularity. This hinders attainment in other areas of mathematics. Pupils aged 11 can work out the equivalence of metric units, as when changing thirty

millimetres into metres. They work out the areas and perimeters of complex shapes to a good standard. Pupils use correct mathematical vocabulary throughout the school, and this helps their learning. They develop their own strategies when solving problems in their heads, can interpret charts appropriately, and are familiar with different ways of presenting data. There was no discernible difference in the performance of girls and boys in the lessons seen. Standards in mathematics currently match those at the time of the last inspection for pupils at the end of the Infant phase but are lower at the end of the Junior phase due in large measure to the high proportion of pupils having special educational needs. To raise standards of attainment further there is a need to ensure that all pupils have instant recall of their multiplication tables.

87. Overall learning of pupils in mathematics in the lessons seen was good in both the Infant and Junior phase; this includes those pupils having special educational needs. An analysis of standards of pupils' work from their exercise books over the last twelve months shows learning to be good rather than very good. The major factor aiding current progress is the overall very good standard of teaching. The teaching observed was very good in four of the five lessons seen and satisfactory in the other one. The features that made the best lessons very good, and contributed to a significant rate of learning, were the highest possible expectations on the part of the teachers, coupled with a brisk and purposeful pace in which the teachers set time targets for pupils. Such lessons clearly explained what the learning objectives were at the outset, and re-visited these at the end of the session to see how far they had been achieved. A factor that reduced the rate of learning in some classes was the poor work ethic of a minority of pupils; they sought to cause low-level disruption to their lessons. Teachers in most numeracy lessons begin with effective question and answer sessions to revise previous work and set pupils thinking. However, progress is hindered by the lack of pupils' instant recall of multiplication tables, although pupils' achievements are satisfactory overall. The co-ordinator for mathematics is capable and committed, and has provided the school with worthwhile demonstration lessons. Information and communication technology is used effectively to support learning, and resources are good.

SCIENCE

88. The results of the teacher assessments in 2002 showed that, by the end of Year 2, standards in science were similar to those found nationally. However, the percentage of pupils attaining the higher Level 3 was well above the national average. The national tests in 2002 showed that the standards attained at the end of Year 6 were below those expected nationally, and below the average standard attained in similar schools. Attainment by the end of Year 6 was well below that of schools that had similar prior attainment at the end of Year 2. This was because of the lower proportion of pupils attaining the higher Level 5. Over the past three years, the standards attained have been just below the national average. There is no significant difference between the attainment of boys and girls.
89. Inspection findings are that standards in science are similar to those expected nationally by the end of Year 2 and Year 6. Standards are lower than reported at the previous inspection. A direct comparison is not possible because of the relatively low numbers of pupils in the year groups. The percentage of pupils with special educational needs also varies. In the present Year 6, almost one third of the pupils

have special educational needs, two of these at the highest level of need. Another factor is that, although the majority of pupils are interested and behave well, a significant minority behave unsatisfactorily and this inhibits learning. Overall, achievement is satisfactory. All pupils make steady progress.

90. The school is addressing the issue of attainment well. An analysis of pupils' performance in national tests and teacher assessments showed that pupils were insufficiently challenged to attain the higher Level 5 at the end of Year 6. Analysis also showed that the skills needed to plan, carry out and draw conclusions from science investigations were not high enough. The scheme of work, based on the latest national guidance, has been reviewed so that every unit of study now incorporates work that will foster these enquiry skills and so help to raise attainment. In addition, teachers remind pupils in lessons of what they need to know or be able to do to attain the higher Level 5 by the end of Year 6. Another change is that in the Year 5 / 6 class, one of the weekly science lessons takes place early in the day, because the teacher believes that the class are more receptive then than in the afternoon. Inspection evidence showed this to be the case. All pupils applied themselves diligently and were interested and enthusiastic in the morning lesson about electrical circuits. They made more progress in their learning than in the afternoon lesson two days earlier. The school is about to improve assessment procedures by setting up a system that will facilitate tracking the progress of pupils, and setting targets and sharing them with individual pupils. Marking of work is inconsistent. It rarely helps pupils to take their learning in science forward, or gives them short-term targets at which to aim. Improving marking together with the changes the school is already implementing or about to implement will put the school in a good position to raise standards. The school's participation in the Eco project is effective in fostering learning and interest in science as well as in other subjects.
91. Teaching is good overall and never less than satisfactory. Two thirds of the teaching is good or better. This is an improvement since the previous inspection, when only fifty per cent of the teaching was judged to be good, with one lesson judged to be very good. The strong features of the good teaching are the knowledge and understanding of the teachers; the planning, including the way assessment informs planning, teaching methods; the management of and relationships with pupils; the high expectations of what pupils should be able to do; the use of resources; and the good use of the learning support assistants. In all lessons, teachers ensure all pupils are aware of what they should be able to do or to know and understand by the end of the lesson. The high expectations teachers have were exemplified in a good lesson in Years 3 and 4, in which pupils considered how they could melt ice cubes and why the ice cubes melted. All pupils rose to the challenge and, because they were interested, behaviour was good, and they came up with a range of good ideas. In a very good lesson in Years 5 and 6, the teacher asked very effective questions, relevant to all pupils' levels of attainment, to review previous learning about electrical circuits. The teacher extended learning by the use of very good resources and tasks matched very well to the prior attainment of pupils, so that, by the end of the lesson, most pupils were able to explain the difference between series and parallel circuits confidently. They were also able to draw the circuits, using the recognised scientific symbols for switches, batteries and bulbs. In this lesson also, the learning support assistant worked very effectively with a pupil with special educational needs, including supporting him when working with the computer, to enable him to make good progress in his learning. Where teaching is good, the interest of all pupils is

captured. They work enthusiastically and co-operatively and behave well. As a result, they make good progress in the lesson. Where teaching is satisfactory, the pace of the lesson is slower and learning is hindered by the unsatisfactory behaviour of a significant minority of pupils.

92. Pupils are given the opportunity to use information and communication technology to support learning through the use of CD-ROMS, digital microscopes and data-logging and sensing software. As these opportunities increase there is the potential to raise standards.
93. Leadership and management of the subject are sound. The co-ordinator has only recently been appointed to the school. She already has a good understanding of the strengths of the subject and is aware of the need to develop some aspects, such as investigative skills in order to raise attainment.

ART AND DESIGN

94. Standards in art and design are similar to those assessed in the previous inspection, when standards were judged to be above those expected for pupils nationally by the end of Year 2 and Year 6. All pupils, including those with special educational needs, make good progress in Years 1-2 and maintain this progress in Years 3-6.
95. The scheme of work has been reviewed since the previous inspection. It is now based on the latest national guidance with some adaptations, so that the requirements of the National Curriculum are met well for all pupils. No teaching was seen so no judgement can be made about the quality of teaching. However, teachers' planning, displays of work and the sketchbooks used by pupils in Year 3-6 indicate that teachers have high expectations of the pupils. In Year 2, the observational drawings of fruit, executed in pastel on black paper, particularly two drawings of a pineapple, were impressive. Teachers continue to foster observational skills well with older pupils. A display of drawings of flowering plants by Year 3-4 pupils was linked to writing entitled 'Looking very carefully.' The detailed descriptions, for example, of a box of baubles, challenged other pupils to guess the subject of the writing. This work strongly reinforced skills learned in the literacy hour. Work done in the Year 5 / 6 class, in connection with a unit of study entitled, 'What a performance', exemplified good use of sketchbooks for collecting ideas and doing preliminary designs. Some of the ideas were collected as part of a homework task. The opportunity to produce designs for an iron monument to be made by a local blacksmith and to be erected beside a local canal aroused the interest of pupils. This was reflected in their keenness to produce thoughtful designs. Teachers make effective use of information and communication technology to consolidate and extend learning. This is shown when Year 1 pupils do drawings of themselves using 'Dazzle', and when pupils in Year 2 produce pictures in the style of Mondrian. One display of work in the style of Mondrian included biographical notes about the artist. This and work in the style of other artists, such as Picasso, together with prints of the work of artists from both this country and around the world, for example, Africa, make a positive contribution to pupils' cultural development.
96. The co-ordinator is new to the school and is still establishing herself in her role. She already has a sound understanding of the strengths and areas for development of the subject. When the present satisfactory procedures for assessing and tracking pupils' work are improved and the policy for the subject updated, the school will be in position to raise standards further. Resources are good.

DESIGN AND TECHNOLOGY

97. Owing to timetable constraints, it was only possible to see two lessons in design and technology for pupils in Years 3 and 4 and Years 5 and 6. One of these was taught well and one very well; pupils make good progress and achieve standards matching national expectations. An analysis of work recently carried out at the school shows that pupils' attainment is in line with national expectations at the end of both the Infant and Junior phases. Learning is good overall for all pupils, including those with special educational needs, throughout the Infant and Junior phases; pupils are building up the key skills of designing and making as they go through the school. Teachers manage their pupils well and have high expectations; this helps to ensure that pupils' learning is good. Nonetheless, there are occasions when a minority of pupils do not work sufficiently hard. Examples of previous work carried out include fairground rides in Years 5 and 6, pneumatics in the lower Juniors and construction kits in the Infants. Pupils in Year 6 use axles, pulleys and drive-belts appropriately to produce working "buggies". Pupils respond satisfactorily overall and show enthusiasm for the subject.
98. The co-ordinator, who is the newly appointed Reception teacher, is enthusiastic and has attended relevant in-service training. Resources are satisfactory and are stored appropriately. Information and communication technology is used effectively to promote learning. Since the last inspection, standards have been maintained.

GEOGRAPHY AND HISTORY

99. A scarcity of evidence, particularly in geography, makes it advisable to report standards in history and geography together. From lessons seen in history and examinations of past work and teachers' planning, it is possible to make the judgement that attainment is meeting the national expectations for pupils at the end of both Years 2 and 6 for both subjects.
100. The units of teaching of history and geography are often complementary, broadly sharing a common theme. A good example of the link between history and geography and a curriculum that is interesting to pupils is apparent in the summer term plans when history for the Year 1 / 2 class takes as its focus "seaside holidays", whilst geography concentrates on "going to the seaside". These topics for history and geography are arranged over a two year cycle, this arrangement makes sure that the mixed-aged classes have experience of the full statutory curriculum.
101. The curriculum of both subjects for the younger pupils is designed to meet their interests and generate their enthusiasm. Accordingly, pupils in Year 1 gain some knowledge and understanding of the changes brought through the passage of time when they think about the difference between toys we have today and those that our parents and grandparents had. They learn comparative terms such as old and very old, and they look at and feel toys of differing age, and talk about what they discover. Very little recording takes place at this stage, and the main emphasis of lessons is listening and talking about what they are experiencing. This particular topic involved children's families in providing information and examples.
102. The overall quality of teaching and learning in history are sound. A growing awareness of the world beyond their immediate locality is fostered by the travels of Barnaby Bear, who visits various parts of the country and sometimes the world with children, parents, teachers and friends. His travels are marked on a map and through this children become aware of other places, both near and far.

103. By the end of Year 2 pupils have gained satisfactory knowledge of the past and have begun to develop some early concepts of the passage of time and the changes it brings. They have some knowledge of important personalities from history, such as Florence Nightingale, and of significant events, such as the Fire of London. The lesson observed on the Fire of London showed children learning to use evidence, in this case, pictures from books, to help them form opinions. The lesson also reinforced the idea of changes that occur over the period of time, in this case to the city of London.
104. Further examples of pupils' researching for historical knowledge were observed in the lesson for Year 3/4 pupils in which they compared modern schools with those of the Victorian times. This is part of a wider-embracing Victorian topic that pupils have been working upon, and pupils showed good knowledge of customs and conditions of the period. A wall display shows good use of literacy skills in some extended writing about what life was like for children in Victorian times. The display is enhanced by artefacts giving 'primary evidence'.
105. During Years 3/4 and 4/5, planning shows that the geography curriculum requirements to study contrasting locations are fulfilled when a study is made of the life and conditions of a village in India. The Eco project, in which the school is increasingly becoming involved, is providing pupils with very good opportunity to make an in-depth study of their local environment. They consider its good features and how people can improve their environment, and the effect of this on their lives. Pupils in Year 5/6 use information technology well to make a PowerPoint presentation of the outcomes of their work.
106. As part of their study of the Tudors, pupils in Years 4/5 design a symmetrical garden, providing a good link with mathematics. Further evidence is seen of good use of the computer when they access websites of the Internet to find out information. Some good first-hand experience is planned through an educational visit to Oakwell Hall.
107. The work seen and school planning indicate that pupils have the opportunity to experience most of the elements of both the geography and history curriculum by the end of Year 6. They have developed satisfactory skills of research and investigation, and understand the changes that have occurred over the passage of time. They understand and know more about the world and the effects of nature and man upon it. The higher attaining pupils often extend their knowledge to an understanding of cause and effect of events in both subjects. Throughout, pupils with special educational needs are supported and have full access to the curriculum. The mixed-age classes in the school make satisfactory access for all pupils to all areas of the National Curriculum more difficult to arrange, but the school has overcome this difficulty well.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. Attainment at the end of both Year 2 and Year 6 meets national expectations. By the end of Year 2, pupils use information and communication technology (ICT) to assemble text reflecting anger and sadness from work in literacy. They are able to generate text and insert appropriate pictures, and save and retrieve information. By the end of Year 6, pupils are able to plan the layout of a PowerPoint presentation on local issues. They import slides appropriately, are aware of their audience and the

need for quality in their presentations. Their presentations do not yet include appropriate use of hyperlinks and “action settings”. Pupils’ work on control, monitoring and modelling is at nationally expected levels. They use ICT to support work across the curriculum.

109. Learning is good in both the Infant and Junior phases, for all pupils, including those having special educational needs. It was possible to see three lessons in this subject, which were all taught well. The school makes very efficient use of its ICT suite; all classes are timetabled for at least two sessions per week there, and the computers are networked to the computers in the classrooms, enabling further work to be carried out in class. Assessment is not yet used effectively to monitor pupils’ progress in this subject. Pupils’ response is good. They show interest in this subject. Pupils work hard in practising their skills and work co-operatively very well.
110. The co-ordinator for this subject, who is the deputy headteacher, is extremely knowledgeable and keen to spread her skills through the school. Whilst she has already provided in-service training for colleagues, she has not yet had time to monitor and evaluate the work of colleagues. The school is linked to the Internet and there is an appropriate range of cross-curricular software. Great improvements have been made since the last inspection in terms of the hardware available; standards remain in line with national expectations.

MUSIC

111. There was insufficient evidence to make a judgement about standards in music by the end of Year 2 or by the end of Year 6, so it is not possible to make a comparison with the previous inspection findings. However, from listening to the pupils singing in collective worship and in a singing session for Junior pupils, it is judged that standards in this aspect of music are typical of pupils of their age in Year 2 and Year 6. All pupils, including those with special educational needs, make satisfactory progress in singing.
112. Pupils in Years 1 and 2 sing with enjoyment and with some expression, for example when singing ‘Peace, perfect peace’. They listened carefully to the introduction and joined in at the appropriate time. Older pupils also sing with enthusiasm and enjoyment. They sing rhythmically and are in tune. Diction is clear and the oldest pupils incorporate dynamics, for example, when singing loudly then softly in, ‘Think of a world without any flowers’. Pupils also have the opportunity to set words to music. During an act of collective worship in which the theme was Remembrance Day, a group of Year 5 pupils sang, with a visiting guitarist, about war. The pupils had set their words to a tune provided by the accompanist. All pupils listened closely and so consolidated their listening and appreciation skills.
113. No judgement can be made about teaching and learning. The school’s arrangements for teaching music meant that it was only possible to see one lesson. In that lesson, teaching was satisfactory. The planning indicated a satisfactory level of knowledge and understanding of the National Curriculum requirements by the teacher. The activities challenged the pupils to listen carefully to an extract from ‘Strawberry Fields’, listening for hidden messages in some songs. Pupils put forward their suggestions, and wrote why they thought the music was dreamlike in places in their music notebooks. In this lesson, the pace slowed from time to time because, whilst the majority of pupils were interested and concentrated well, the behaviour of a

significant minority was unsatisfactory. The teacher applied the school's behaviour management strategy effectively, but the interruptions meant that the progress made by pupils in their learning was satisfactory, not good. In the singing session for Junior children, the teacher gave good advice about posture and breathing. This improved the quality of the singing.

114. Extra-curricular activities enrich the music curriculum. Pupils have the opportunity to learn the recorder and to write songs. There are also opportunities to learn to play orchestral instruments through the peripatetic service, though this is no longer free. Pupils who choose to learn instruments concentrate well in their lessons. They enjoy the challenges set by the teacher, for example, in a brass lesson where a baritone player and a trombonist played a two-part arrangement of 'Jingle Bells'. Annual productions such as 'Hosanna Rock' provide opportunities for singing and playing, and the whole school is involved in these productions. Visiting musicians such as a guitar group that will perform for pupils in Year 1-2 also enrich the curriculum.
115. The co-ordinator is new to the school and is still establishing herself in her role. The school has a scheme of work based on the latest national guidance, which ensures that the requirements of the National Curriculum are met for all pupils. This is to be adapted and supplemented so that teachers will be able to teach the subject with more confidence. Assessment is satisfactory and informs planning. Resources for teaching music are satisfactory. There are sufficient tape recorders and CD players to enable pupils to listen to different types of music and to record their own compositions. The use of computers to consolidate and promote learning is an area for development.

PHYSICAL EDUCATION

116. Due to the school's arrangement for teaching physical education, it was not possible to observe any lessons for the dance element of the statutory curriculum. An overview of the school's plans for the subject, together with some teachers' planning, confirms that statutory requirements are met, although teaching and learning and pupils' attitudes and standards for this aspect are unable to be reported. The lessons seen indicate that standards of attainment are in line with national expectations for pupils at the end of Year 2 and Year 6, and that all pupils, including those with special educational needs, are making satisfactory progress. This is similar to the judgement made at the last inspection.
117. A lesson with gymnastics as its focus was observed in Years Reception/1. This lesson was satisfactory, but did not incorporate appropriate warm-up activities due to the apparatus being already set out. The pupils were well involved and behaved for the most part sensibly in various climbing and travelling activities, although their response to the teachers' instructions was sometimes too slow. Most pupils showed they could work co-operatively, but many need to learn to control movement. They were very well involved in putting away the apparatus at the end of the lesson under the guidance of their teacher. By Year 2, at which stage a lesson in ball control and throwing skills was seen, it is apparent that satisfactory progress has been made. The pupils are more capable of following instructions and, after an appropriate warm up activity, are soon busy and interested in learning how to throw a ball underarm and then progressing to the more difficult over-arm method. They practised and refined their skills and learned from demonstrations. Neither lesson was particularly physically demanding nor gave sufficient outlets for the energy of young children.

118. A well-planned warm-up activity provided an appropriate start to a gymnastics lesson for Year 3/4 pupils. Pupils responded well to the reminder of keeping to “an appropriate noise level” and this timely reminder resulted in very good attitudes and behaviour throughout the lesson. Pupils show they are able to respond successfully to the teachers’ challenges, moving and changing direction with alternating speed and shape. Each activity was progressive; for example, balancing taking weight on different parts of the body extended to including variables such as speed and levels. Constant challenges and the brisk pace of the lesson maintained interest and co-operation and so fostered progress. Pupils were seen to modify and improve their performances, and to observe critically and applaud demonstrations by other pupils.

119. The teaching seen in the lessons observed was at least satisfactory, and one lesson showed good teaching. Teachers are well involved in their pupils’ activity, offering suggestion, encouragement and praise. Satisfactory subject knowledge and understanding result in planning being appropriate for the age and attainments of the pupils. Teachers’ plans are implemented well, and pupils are managed effectively. Resources are good.