

INSPECTION REPORT

**MICKLEFIELD CHURCH OF ENGLAND
VOLUNTARY CONTROLLED PRIMARY
SCHOOL**

Micklefield, Leeds

LEA area: Leeds

Unique reference number: 107992

Headteacher: Mrs L Donnelly

Reporting inspector: Mrs J Randall
1471

Dates of inspection: 2 – 5 June 2003

Inspection number: 246748

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:	Voluntary controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Great North Road Micklefield Leeds
Postcode:	LS25 4AQ
Telephone number:	0113 214 6818
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Appropriate authority:	The governing body
Name of chair of governors:	Ms A Brook
Date of previous inspection:	1 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1471	Mrs J Randall	Registered inspector	The Foundation Stage English as an additional language Art and design Physical education Religious education	What sort of school is it? The school's results and achievements How well are pupils taught? 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?
4926	Mrs T Aspin	Team inspector	Special educational needs Mathematics Science Information and communication technology Music	How good are the curricular and other opportunities offered to parents?
31175	Mr A Allison	Team inspector	Educational inclusion English Design and technology Geography History	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This voluntary controlled Church of England primary school serves an ex-mining village with many old established families and few opportunities for young people in the village. Many families have no transport. The village has a mix of families from new and affluent housing and some suffering social and economic deprivation. There is higher than average unemployment and at times a drugs and vandalism problem. The intake of school is small and the overall level of prior attainment on entry is uneven from year to year. All levels of prior attainment are represented in the school but overall attainment on entry is below average with a significant proportion of pupils with lower language and vocabulary development. The percentage (14.6) of pupils receiving free school meals is about average but this does not fully represent the social mix of the school. The percentage of pupils on the school's register of special educational needs (16.5) is above average and the percentage of pupils with statements of special educational need (3.6) is also above average. These statements cover a variety of medical, learning and behavioural difficulties. The school is smaller than most primary schools and caters for boys and girls aged three to 11, with 109 full-time pupils and 26 part-time Nursery children. No pupils speak English as an additional language, are Travellers or refugees. A small number of pupils live with carers. A new headteacher took up post in January 2003. The school has gained a Healthy School Award, Eco Schools Award and both the Investors in People and Pupils Awards for their work on developing good relationships.

HOW GOOD THE SCHOOL IS

This is a good school with many significant strengths. Leadership and management by the headteacher and key staff, supported by all in the school, focuses very effectively on very clearly identified priorities and strategies for improvement. The most significant strength of this has been to improve pupils' self-esteem and attitudes to learning. These very good attitudes to learning, together with the good teaching, are the key features of the very good overall achievement of all groups of pupils in English, mathematics and science. The school offers good value for money.

What the school does well

- Achievement in English, mathematics and science is very good. Attainment is well above average in science at the end of Years 2 and 6; in mathematics it is well above average at the end of Year 2 and above average at the end of Year 6. Attainment in art and design is above average.
- The quality of teaching and learning is good overall and very good in the Foundation Stage (Nursery and Reception classes).
- The leadership and management by the headteacher and key staff are very good.
- Excellent overall provision for personal development results in very good behaviour and attitudes to learning and excellent personal and social development.
- Links with parents and parents' views of the school are very good.

What could be improved

- Attainment in English to match that of mathematics and science.
- Attainment in information and communication technology.
- Formal procedures for assessment, recording and tracking of pupils' progress.

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 December 1997 and since then has made very good improvement. All the issues for development have been met but there is still some further work to be done in information

and communication technology. Attainment in English, mathematics and science have improved. The quality of teaching has improved, particularly in the Foundation Stage. Pupils' attitudes and behaviour are now very good and personal development and relationships are excellent. The leadership and management by the headteacher and key staff are now very good, as is the partnership with parents.

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	E	D	C
mathematics	C	C	A	A
science	B	A	A*	A*

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

The school has very small year groups and the overall level of prior attainment on entry fluctuates significantly from year to year. This makes year on year comparisons difficult. In 2002 the results at the end of Year 2 were average in reading and writing when compared with all schools and above average in mathematics. When compared with schools serving similar areas they were above average in reading and well above average in writing and mathematics. All pupils reached the average Level 2 in all three subjects. Inspection judgements are that attainment at the end of the present Year 2 is average in reading and writing and well above average in mathematics and science. At the end of Year 6 results in English were below average when compared with all schools and average in relation to schools in similar circumstances. In mathematics they were well above average in both categories and in science in the top five per cent in the country in both comparisons. The very significant difference in the number of boys and girls (seven boys to every girl) is a factor in the lower attainment in English. Half the pupils in the year group were lower-attaining pupils and a significant number had learning or behavioural difficulties. However, the school identified some aspects of English as an area for development, particularly spelling and the attainment of boys in writing. Inspection judgements are that overall attainment in English this year has improved to average, attainment in mathematics is judged as above average and in science well above average. This year group contains a significant percentage of pupils with special educational needs. Most children reach the nationally expected levels in all six required aspects of the curriculum¹ by the end of the Reception year. Attainment in mathematical development is above average. All groups of pupils, including those with special educational needs achieve very well. Attainment in information and communication technology is below that expected nationally. The school sets challenging targets and these were well met in 2002 in mathematics but not quite met in English. Targets for 2003 are more challenging. The overall trend of improvement in national tests is higher than the national trend.

¹ Personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, creative development, and physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes are very good and a significant factor in achievement.
Behaviour, in and out of classrooms	Behaviour is very good at all times and this allows good learning to take place.
Personal development and relationships	Excellent personal development and very good relationships are a strong feature of the school.
Attendance	Satisfactory and improving but a significant number of pupils are still late for school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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 overall quality of teaching and learning is good. Teaching and learning in the Foundation Stage (Nursery and Reception classes) are very good and the staff have a very good understanding of the requirements of the latest national guidance for this stage. The procedures for assessment, recording and tracking of children's progress are particularly effective. The quality of teaching in English is good and in mathematics is very good. All teachers have a good grasp of the National Literacy and Numeracy Strategies. Recent initiatives in English are effective in raising standards, particularly in relation to boys. The school meets the needs of all groups of pupils very well. The provision for pupils with special educational needs is very good. The school identifies pupils who are potentially gifted and talented and planning identifies opportunities for the learning of this group to be extended. The support for those pupils identified as needing extra support to meet the nationally required levels in English and mathematics is very effective. The key factor in the quality of learning is the effort that the school makes to develop pupils' self-esteem and confidence and interest in school. Pupils want to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is very good in the Foundation Stage and good in Years 1-2 and 3-6. As yet, not all aspects of information and communication technology are fully in place.
Provision for pupils with special educational needs	Provision is very good and they achieve very well in relation to their prior attainment or emotional and behavioural needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is very good. Provision for social development is excellent. Provision for cultural development is good. There are too few planned opportunities for pupils to learn about life in a culturally diverse society and about world cultures.
How well the school cares for its pupils	The school cares for its pupils very well with particular strengths in monitoring and supporting personal development. The school works very

	well with parents in support of this.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good – there is a clear vision for the school and a determination to take the school forward. This has a continuing effect on attainment and achievement.
How well the governors fulfil their responsibilities	Governors are strongly committed to the school and fulfil their legal responsibilities well.
The school's evaluation of its performance	The school does this very well and takes appropriate action to improve.
The strategic use of resources	All resources are used well to support good learning. The school works hard to get good value for money. All staff are well qualified and experienced. Accommodation and resources are satisfactory overall. There are weaknesses in the access to the secure outdoor area for the Foundation Stage children making it difficult to use fully and in the equipment for use outside.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress. • The teaching is good and pupils are expected to work hard. • They would feel comfortable about approaching the school. 	<ul style="list-style-type: none"> • Information on pupils' progress. • Partnership with parents. • Extra-curricular activities.

The inspection team agrees with parents' positive views about the school. The information provided on pupils' progress is judged as good and the partnership with parents very good. The range of lunchtime and after-school clubs is judged as excellent for such a small school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The overall level of prior attainment on entry to the Nursery is below average, particularly in communication, language and literacy skills, although all levels are represented. Pupils achieve very well in the school with almost all pupils likely to achieve the average Level 4 by the end of Year 6 and an increasing number achieving at a higher level. The most significant feature of the rise in standards over the last few years has been the improvement in pupils' self-esteem and attitudes to learning. These very good attitudes to learning, together with the good teaching, are the key features of the very good overall achievement of all groups of pupils in English, mathematics and science.
2. In 2002 the results at the end of Year 2 were average in reading and writing when compared with all schools and above average in mathematics. When compared with schools serving similar areas they were above average in reading and well above average in writing and mathematics. All pupils reached the average Level 2 in all three subjects. Inspection judgements are that attainment at the end of the present Year 2 is average in English and well above average in mathematics and science.
3. At the end of Year 6 results in English were below average when compared with all schools and average in relation to schools in similar circumstances. In mathematics they were well above average in both categories and in science in the top five per cent in the country in both comparisons. The very significant difference in the number of boys and girls (seven boys to every girl) is a factor in the lower attainment in English. Half the pupils in the year group were lower-attaining pupils and a significant number had learning or behavioural difficulties. However, the school identified some aspects of English as an area for development, particularly spelling and the attainment of boys in writing. Inspection judgements are that overall attainment in English this year has improved to average, attainment in mathematics is judged as above average and in science well above average. This year group contains a significant percentage of pupils with special educational needs. Despite this the school is likely to be very close to achieving its even more challenging targets this year.
4. In information and communication technology standards are broadly similar to those expected nationally by the end of Year 2 although there are weaknesses in key skills. By Year 6 pupils' experience is patchy. There have been continuous technical problems with the computer suite since its installation and some teachers, although now more confident, still lack expertise in some aspects of the curriculum and some of the required skills and knowledge have not been covered sufficiently. Pupils have little or no experience in creating multi-media presentations or in controlling sensory devices from a computer. They have very basic data handling skills and have little understanding of the role of technology in society. However standards are now improving and the school is aware of the need to catch-up.
5. Standards in art and design are above the expected levels at the end of Years 2 and 6. Three-dimensional work is a significant strength. The expertise and enthusiasm of the subject leader is a significant factor in pupils' attainment. By the end of Year 2 pupils attain the levels expected nationally in music. No overall judgement was made on standards at the end of Year 6 as there was insufficient evidence during the inspection.

Pupils sing tunefully and listen to a variety of music each week. A key feature is pupils' confidence and the recent recording made of pupils' singing demonstrates this well.

6. Standards in geography and history are similar to those expected of pupils in Years 2 and 6. Knowledge and understanding is enriched by many practical experiences and visits to places of interest and literacy and numeracy skills are fostered well through these subjects. In design and technology standards are also similar to those found nationally. Pupils understand the process of designing, making and evaluating the end product to make improvements. They choose and use tools appropriately and safely. Mathematical and literacy skills are fostered well. In physical education pupils demonstrate skills similar to the average levels for their age. They show increasing skill in controlling balls and in small games skills. About three-quarters of pupils in Year 6 can swim 25 metres.
7. Attainment in religious education broadly meets the requirements of the locally agreed syllabus. However, pupils' understanding and knowledge of the Christian faith is far better than that of other world faiths. Although pupils clearly learn about other faiths they find it difficult to retain this knowledge as topics are not revisited with enough frequency and learning is not made memorable by enough practical experiences.
8. Most children reach the nationally expected levels in all six required aspects of the curriculum by the end of the Reception year. Attainment in mathematical development is above average. All groups of pupils, including those with special educational needs, achieve very well.
9. Pupils with special educational needs achieve very well regardless of their specific learning difficulties. Those with behavioural difficulties learn to cope with their problems and concentrate on their work. The school identifies higher-attainers and pupils who are potentially gifted and talented in each class and challenges them appropriately. There are extra challenges provided by extra-curricular activities such as the Latin club.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, values and personal development are a strength of the school. Attitudes and behaviour have improved since the previous inspection and they are now very good. The most significant strength of this improvement has been the strenuous efforts to enhance pupils' self-esteem and attitudes to learning. These very good attitudes to learning are one of the key features of the very good overall achievement of all groups of pupils. Pupils are polite and confident and are well supported by teaching staff, who use praise and encouragement very well to promote self-esteem. Pupils quickly settle down to lessons and are enthusiastic, interested and involved in most activities. A good example of this was observed in a Year 1 science lesson where pupils experimented with a watering can to decide which materials were water-resistant. Most pupils listen well, and maintain concentration and effort. This was evident in a Year 1 literacy lesson where the pupils described the setting for a story. They respond swiftly to instructions and are able to express their opinions clearly during question and answer sessions. Many pupils take advantage of the lunchtime and after-school activities such as the craft, guitar and Latin clubs. Pupils' very positive attitudes to school make a very strong contribution to their successful learning.

11. Behaviour in the school and on the playing field is very good because the pupils respond well to the consistently high expectations of all staff. At lunchtimes pupils are polite and friendly and treat the supervisors with respect. They understand well what is expected of them and know the difference between right and wrong and how their actions can affect others. This is because they understand the clear behaviour guidelines that are consistently reinforced by staff. The school rules are also clearly displayed in the classrooms. Older pupils have 'think books' in which they can write down any problems to be shared with a member of staff. Consequently there is a warm and friendly atmosphere in the school and bullying and racially motivated incidents are rare. However, if they do arise pupils have confirmed that they can confidently approach staff to swiftly resolve problems. In the last complete school year four pupils were temporarily excluded from the school because of aggressive behaviour towards other pupils or staff. All have now either left the school or are receiving behaviour support in another setting and there have been no further incidents of exclusion. The very good behaviour of the pupils improves the quality of their learning and adds to the family atmosphere that is evident throughout the school.
12. Very good relationships are a strong feature of the school. Relationships at all levels are warm and friendly, both amongst the pupils themselves and between the pupils and staff. At lunchtime, the pupils talk and play together sociably. They work together very well regardless of gender or race, upholding the school promise by 'protecting and respecting each other'. Pupils with special educational needs take a full and active part in lessons and all school activities. Other pupils accept their differences and recognise that some pupils need additional support. They listen patiently when those who find learning difficult answer questions and do not laugh when they make mistakes.
13. Personal development is excellent. Pupils respect the feelings, values and beliefs of others very well. This was evident in a Year 3/4 lesson, in discussing Judaism, where the pupils spoke without fear or embarrassment. Pupils take responsibility for tasks around the school and are reliable and trustworthy. They act as assembly, class and register monitors, for example. The school has developed Class Councils, which forward issues for discussion to the main elected School Council. These provide opportunities for pupils to put forward their views on school life. Minutes of the meetings are recorded in their personal diaries. Previously the Council has discussed developing the playground for older pupils and at present consideration is being given to ways of improving behaviour at lunchtime. The Council raises funds by asking the pupils for a 'penny pledge'. The whole school is involved in the ECO and Healthy Schools Award Schemes, which encourage care of the environment and a healthy lifestyle. Pupils recycle waste paper and eat a healthy diet at breaks and lunchtimes such as fruit and salads. Being able to contribute to school development issues and taking on responsibilities is having a very good effect on personal development. Pupils are also gaining an understanding of the wider global community by raising money for charitable causes such as Dr. Barnardo's, shoeboxes for Africa and for Comic Relief charity.
14. Attendance is satisfactory and has improved since the start of the school year in September 2002. The rate of authorised absence, mainly due to medical problems, has reduced. The amount of unauthorised absence is similar to the national picture. Registration meets legal requirements and is swiftly and effectively undertaken. However, a significant number of pupils are frequently late for school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The overall quality of teaching and learning is good. About four fifths of lessons were good or better and about a half very good or excellent and these lessons were spread across the whole school. No unsatisfactory teaching was observed. Teaching and learning in the Foundation Stage (Nursery and Reception classes) are very good and the staff have a very good understanding of the requirements of the latest national guidance for this stage. In both classes there is a very appropriate mix of adult-directed learning and activities that children choose for themselves and which allow for creative, imaginative and exploratory learning to take place. The procedures for assessment, recording and tracking of children's progress are particularly effective. Some excellent teaching was observed in the Reception class.
16. The significant features of the effective teaching across the school are the ways in which teachers use questioning and discussions to further pupils' thinking, to extend vocabulary and challenge all levels of prior attainment. Relationships with pupils are very good and all staff value all pupils and make every effort to improve their self-esteem. Some challenging behaviour is managed very well. Lessons are very well planned and the choice of interesting resources encourages a good response from pupils in terms of interest and concentration. The pace of lessons is challenging and very little time is wasted. Teachers have very high expectations of all groups of pupils and their ability to succeed. Home work satisfactorily supports learning, particularly reading.
17. The quality of teaching and learning in English is good. All teachers have a good grasp of the National Literacy Strategy. Recent initiatives in English are effective in raising standards, particularly in relation to boys. Lesson plans contain detailed learning aims with tasks that are well matched to previous learning. Tasks are chosen that interest and challenge and drama features significantly as a tool for learning, for generating interest and for improving communication skills. Because of the high expectations of pace and effort and the interesting lessons, pupils apply themselves well, for example when composing a nonsense poem. All pupils, and particularly boys, are benefiting from the increased opportunities to write in other subjects and the efforts to provide books and opportunities that interest them particularly.
18. In mathematics teaching and learning are very good. All teachers have a very secure understanding of National Numeracy Strategy. Introductory mental arithmetic sessions are sharply focused, well thought out and relevant. All pupils are involved and challenged at the right level. Key vocabulary is emphasised well and the development of speaking and listening skills permeates all lessons.
19. The quality of teaching and learning in science are very good. Explanations are clear and good use is made of demonstrations. A spirit of enquiry is encouraged and pupils demonstrate independence in thinking skills.
20. No overall judgement was made on the quality of teaching in information and communication technology as not enough lessons were seen. Teachers are improving their skills in teaching the subject as rapidly as possible. Not enough use is made in other subjects of information and communication technology and this is an area for development although some good examples were seen in English, geography and religious education.

21. During the inspection the quality of teaching and learning in religious education was good overall. Pupils in Years 3-6 learned about Judaism through a number of very effective strategies and objects of religious significance. In Year 2 the teacher led a very sensitive discussion about the role of the church in family life. Vocabulary was emphasised and good explanations given.
22. Insufficient evidence was seen to judge the quality of teaching in art and design. An outstanding lesson, in which the teacher's high level of skills and expertise led pupils to achieve work of a standard well above average, demonstrated high expectations, skilled planning of a series of lessons, very clear teaching of techniques and skilled questioning to improve evaluation and develop subject vocabulary. Teaching is good in music and in individual lessons pupils learn well. Teachers follow a commercial scheme with confidence, even when they have no personal musical expertise. A visiting pianist makes a very good contribution to music in the school.
23. Too few lessons were observed to make a judgement on the overall quality of teaching and learning in history and geography but they are judged good in history in Years 1-2 and in geography in Years 3-6. This is because teachers plan well, use resources that promote the interest of all pupils and expect pupils to work at a brisk pace. Teachers draw well on skills and understanding learned in other subjects. Only one lesson was observed in design and technology and in this lesson it was notable that the learning support assistants were used well to support the seven pupils having special educational needs, two at the highest level. In the limited number of lessons observed in physical education the teaching and learning was satisfactory. Lessons are well planned and teachers are gaining in confidence in the subject through the use of new supportive materials.
24. Staff meet the needs of all groups of pupils very well. The school identifies pupils who are higher-attainers or potentially gifted and talented and planning identifies opportunities for the learning of this group to be extended. The support for those pupils identified as needing extra support to meet the nationally required levels in English and mathematics is very effective. The needs of pupils with special educational needs are also very well met. Work is always structured so that they can take a full and active part in lessons. Although individual education plans are not always clearly focused or used in planning, teachers know their pupils well, and the steps needed for them to progress in their learning. The classroom and special support assistants have a very important and effective role in supporting these pupils. They show initiative in their approach, and use time particularly well. For example they sit close to the pupils they support when the teacher is speaking to the whole class, make sure that the pupils understand the questions and help them work out answers. Their notes of progress and achievement in lessons provide a very effective tool to inform the teacher of how much has been understood. Pupils with behavioural difficulties are helped to develop good learning attitudes, self-control and self-esteem.

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

25. A good quality and interesting curriculum is provided for pupils in Years 1 to 6. For children in the Foundation stage it is very good. In both Nursery and Reception classes there is a very appropriate mix of adult-directed learning and activities that children choose for themselves and which allow for creative, imaginative and exploratory learning to take place. The latest national guidance for this stage of learning is well understood by all staff and sessions are very well planned in the light of this. The curriculum for pupils in Years 1 to 6 covers all the subjects of the National Curriculum

and the locally agreed syllabus for religious education. The current rolling programme of topics in religious education means that pupils do not visit and revisit work relating to world faiths other than Christianity often enough for them to retain the knowledge and understanding gained at the time. There is a suitable sex education policy. Education for the misuse of drugs and alcohol abuse is dealt with well by teachers and by specialists from the police force. Provision for personal, social, health and citizenship education is excellent.

26. Since the previous inspection all levels of planning have improved and planning is now good for all subjects except information and communication technology. Work in different subjects is often linked together to make the best use of time. Commercial materials and published schemes are suitably adapted to take into account the mixed-age group classes. Teachers clearly identify targets for learning in their daily planning and work is matched to the needs of pupils with different levels of attainment. Class teachers carefully evaluate outcomes of lessons and support assistants keep valuable diaries of attainment and achievement of the pupils for whom they are responsible. This information is used well to prepare further work. Where pupils do not have sufficient maturity to cope in their own year group they are often given time with younger pupils in order to meet their particular needs.
27. The National Literacy Strategy is well established and literacy skills are taught well. These skills are used effectively to support other subjects and this is improving standards. The National Numeracy Strategy is very well established and numeracy skills are used in subjects such as science. The school has had long-term technical difficulties with the computer suite and this has impeded learning in information and communication technology. However, during the inspection insufficient use was made, both of computers in the classrooms and of the suite to help pupils with other subjects or to develop their information and communication technology skills.
28. Provision for pupils with all types of special educational need is very good. Individual education plans and some group plans mostly have generalised targets and therefore are of limited use in planning. Nevertheless teachers and support assistants know the pupils well and provide suitable activities to help them learn. The requirements set out in statements of special educational need are met in full. Pupils with special educational needs are included in all school activities. There is, however, limited use of information and communication technology to support the learning of these pupils, other than where designated computers are provided that are linked to statements of special educational need. Special support groups in literacy and numeracy make a very good contribution to the learning of those not quite reaching the levels of attainment expected for their age.
29. The school is well aware of the need to ensure that all groups of pupils achieve to the best of their ability. For example, the school has identified potentially gifted and talented pupils in each class and planning indicates extension work and challenge for these pupils. They are also challenged by extra provision such as the opportunity to learn Latin in a lunchtime club. Special attention has been given to the achievement of boys in English and initiatives such as new books and the use of drama to introduce Shakespeare have been very effective in raising interest and attainment.
30. Very good use is made of the local community, for example the local shops and a local Nature Park, to extend pupils' learning. Extra-curricular provision is excellent for a small school although a few parents feel that more should be provided. Activities are changed regularly to broaden and extend pupils' learning. These are available to all but the youngest pupils and a particularly good activity for younger pupils provides an

opportunity to learn to play the ocarina. Links with other local primary schools are good and contribute well to the development of teachers' expertise as well as provide an extension of experiences for pupils. Satisfactory links are maintained with secondary schools. Pupils are well prepared for the next stage of their education.

31. Provision for spiritual, moral, social and cultural development is very good overall. Spiritual development is very well promoted. There are strong links with the local church and these contribute to pupils' spiritual development. Pupils are taught to think about different issues, for example their own truthfulness or the effects of carelessness. They were fascinated by the story of the Egyptian god Anubis weighing a dead person's heart against a feather to see if that person had lived an honest and truthful life. Pupils learn to show respect for each other and listen to the contributions of others in their class. Lessons are often fun and pupils experience a great excitement in learning. Children in the Nursery were fascinated by the tadpoles in a tank and by the way in which celery changes colour in coloured water.
32. Provision for moral development is very good. Classroom and school routines are well established and good behaviour and good manners are expected at all times. Teachers provide very good examples of how to work together and have very good relationships with the pupils. Much work is done to help pupils become more aware of their environment, and they successfully participate in local and regional competitions to demonstrate their understanding. Praise and certificates are given to recognise all types of achievement and teachers take pains to explain why certain behaviour or actions are unacceptable.
33. Social education is excellent. Since the previous inspection much has been done to improve pupils' self-esteem and attitudes to school and learning. The school is now a happy place to which pupils are keen to come and where they are proud of their achievement, regardless of their age or level of attainment. Teachers and classroom assistants provide an attractive and welcoming environment where all are valued. Pupils learn to work together and share in many activities or work independently when the teacher is giving attention to other pupils. They have their own councils and make decisions. For example, they have set up a patrol of toilet areas to stop any silliness at lunchtimes. The Breakfast Club is a fun activity where pupils are made welcome but also taught good manners. A drop-in centre and a mentoring system offer pupils the opportunity to discuss their problems. Pupils take on simple responsibilities with pride, such as managing the overhead projector in assembly. They learn about those less fortunate than themselves and are well informed about the many charities that they support. They plan and carry out their own fund raising activities to support charities of their own choice. In the Nursery and Reception classes children are taught well to be responsible for their own learning and are mature and sensible by the time they come to the end of the Reception year.
34. Cultural education is good. Pupils are taught, in an exciting way, about their own history. For example, they learned about the seaside a hundred years ago, what it was like when one of the governors used to go as a child and the differences between past and present. Pupils enjoy a range of art, literature and music. Children in the Reception class were fascinated by a study of the paintings of Monet. Those in Years 5 and 6 have a great enthusiasm for Shakespeare. A variety of music is played in and around school everyday and as pupils move in and out of the hall for collective worship. In the week of inspection much was heard of Louis Armstrong playing and singing his own music as well as traditional American music. Visitors representing other countries and cultures occasionally extend the pupils' awareness of different types of music and dance, for example a Caribbean steel band visited the school. Although there are

activities to make pupils aware of a society that is made up of different cultures, experiences are not securely embedded in the planning across all subjects. Not enough opportunities are provided for pupils to develop their understanding of the cultures associated with other faiths through video recordings, discussions with people who represent those faiths and visits to their places of worship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. This is a very caring and friendly school in which all staff know the pupils and their families well. This strength of the school is reflected in the care arrangements in place and has been maintained since the previous inspection. The school has established a Breakfast Club. The pupils arrive at school early, enjoy the healthy food provided and are given a good start to the day. It enables parents to know that their children are safe, secure and well looked after before school starts and supports punctuality and good attendance. Over 20 pupils were seen taking breakfast on one morning of the inspection week. During the week of the national tests, breakfast is provided for all pupils taking the tests to give a good start to the day.
36. Procedures for child protection and for ensuring pupils' welfare are very good. The headteacher is the named person responsible for child protection and 'looked-after' children. The newly appointed headteacher is fully trained and is aware that staff and lunchtime supervisors need frequent updates. The school follows the procedures in the local education authority's health and safety policy and whole-school risk assessment has been carried out. A policy is in place for the safe use of the Internet by all pupils. Electrical and fire extinguisher checks are carried out annually and safety equipment is kept in proper working order and checked by the appropriate authorities. Levels of supervision at breaks and lunchtimes are very good and the staff supervising the playing field are in constant radio contact with the school. There are good arrangements in place for dealing with accidents and all members of staff have been trained to administer first aid.
37. Procedures for monitoring and improving attendance are good. Class teachers and the learning mentor monitor attendance, keeping the secretary and headteacher fully informed. The secretary and learning mentor check on the receipt of absence notes and monitor punctuality and medical appointments. Should the school not receive a reason for absence the learning mentor makes telephone contact or carries out a home visit. The educational welfare officer provides additional support as necessary. Good attendance is promoted with certificates and a leaflet is distributed to parents explaining the school's expectations for good attendance. The Breakfast Club also encourages the pupils to arrive at school early.
38. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. Class teachers manage behaviour very well and the recently revised behaviour policy has had a positive effect on raising standards of behaviour. Supervisors have successfully established positive behaviour patterns at lunchtimes. There is an effective scheme of rewards and sanctions in place, which all the pupils understand. Achievement assemblies and house points promote good behaviour and achievement. The school's provision for personal, social, health and citizenship education also makes a very effective contribution. No bullying or challenging behaviour was seen during the inspection, but when problems occasionally arise they are dealt with swiftly by the headteacher. Serious incidents are recorded and parents involved as necessary. Pupils with special educational needs are identified at an early stage. Classroom assistants carefully record learning and their notebooks provide a

very clear record of pupils' progress and the weaknesses that need to be addressed. Support staff are well informed and are suitably trained to manage difficult situations.

39. Procedures for assessing pupils' attainment and progress are sound overall. They are very good in the Nursery and Reception classes where they are particularly efficient, used well in day-to-day planning and include photographic evidence of learning taking place. There are effective procedures at the end of Years 2 and 6 when the results of the national and optional tests are carefully analysed. The school also uses other tests effectively to help assess pupils' word recognition and phonic skills. In science and other subjects, the school has satisfactory procedures for assessing pupils learning at the end of each unit of study but does not yet link these assessments to the nationally expected standards. The school does not yet use information and communication technology for analysing data and monitoring progress. As a result, tracking the progress of individual pupils is not focused sharply enough. Nevertheless, through the careful analysis of test results the school identified the need to raise the standards attained by boys and in writing generally. The analyses are also used well to set targets for individual pupils in English and so help them to know what they have to achieve to make further progress. However, this strategy has yet to be implemented in mathematics and science. The assessment strategy provides relevant information for governors about the school's performance and for parents about their children. Marking of work is satisfactory overall. The marking of writing in English and in other subjects is often very relevant to the learning intentions and teachers' comments help to improve the writing. For example, "Both sentences begin with 'School'. Could you change the second one?" However, pupils' spelling is weak and the school recognises that marking should give more attention to this, in particular to technical vocabulary and to the key words identified in the National Literacy Strategy.
40. Procedures for monitoring and supporting pupils' personal development are very good. They are founded on the very good relationships between the staff and the pupils and the school's strong commitment to promoting the pupils' confidence and self-esteem. The staff know the pupils very well and in return pupils feel valued and supported. The learning mentor provides very effective academic and pastoral support for the pupils. As well as providing support in lesson time, she is available to counsel the pupils if they have problems and support their social development by supervising lunchtime clubs. Personal, social, health and citizenship education is very successfully promoted. The provision is excellent and incorporates discussion periods called 'circle time', which enable pupils to openly discuss relevant issues such as behaviour and friendship. A 'circle time' session for Year 6 pupils, observed during the inspection, gave pupils the opportunity to discuss their transition to secondary school. Health professionals such as the educational psychologist and school nurse provide additional support. The school is involved in the 'Investors in Pupils Award'. Class and individual targets are set to help pupils to improve their behaviour and aspects of their work in English and mathematics. By reviewing their targets, pupils begin to evaluate what they need to do to improve and recognise the progress they have made. The success that the school achieves in its support and guidance of pupils has a very positive effect on pupils' attitudes to school and contributes very well to the drive to raise standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The majority of parents have expressed very good support for the school. Parents spoken with during the inspection commended the newly appointed headteacher for making gradual changes and creating a pleasant working environment with a good 'team spirit'. The parents' questionnaires raised concerns about information on pupils' progress, the school's partnership with parents and extra-curricular activities. The

inspection team acknowledges that the new headteacher is working hard to develop the partnership with parents and this is judged as very good and progress information is good. After-school and lunchtime activities are judged by the inspection team to be excellent for a small school but the headteacher would like to develop more sporting opportunities and clubs for younger pupils.

42. Links with parents have improved since the previous inspection and are now very good. Parents are encouraged to come into school and notices are clearly displayed on the parents' notice boards. The headteacher and staff are always accessible where there are concerns. Festivals, school productions, parents' meetings and special assemblies are well attended. Frequent letters are sent home to inform parents about events and achievements and coffee mornings, induction meetings and home visits are arranged before admission to the Nursery or Reception class. The governing body also issues a newsletter to keep parents informed about their meetings. The parent governors regularly speak to the headteacher regarding issues raised by parents. The headteacher makes regular contributions to the local 'Micklefielder' magazine. The school has distributed a suitable home/school agreement but not all parents have signed and returned it. The first contact many parents have with the school is through the Mums and Tots Club. This enables the parents and children to become familiar with the school and aids transition into the Nursery. Nursery staff also make home visits before children begin.
43. Parental involvement has a good effect on the life of the school. Some parents and members of the community assist in classrooms as volunteer helpers. They help with cooking, reading and sporting activities. The school has established the 'Friends of Micklefield Association', which organises social and fund-raising activities. Events such as the Christmas Fair raise money to benefit the pupils.
44. The quality of information for parents is good. The school prospectus and governors' annual report are detailed and informative. Induction packs of information about the school are given to new parents. They contain leaflets promoting good attendance, school policies and guidance on helping children to learn. Regular letters keep parents informed and include information about what each class will be studying. Open evenings are held and the school has hosted workshops to explain the information and communication technology curriculum and the national tests. Parents have the opportunity to consult staff formally in the summer and autumn terms to discuss their children's progress. The pupils' progress reports are good. They include all the required information and comments on the pupil's personal and social education. Targets for improvement or 'next steps' are given for English, mathematics and science. These enable parents to understand how they can help their children to improve their work.
45. Parents of pupils with special educational needs are well informed. Guidelines to involve parents in the different stages of assessment and target setting, wherever possible are met. Regular reviews take place to which parents are invited and legal requirements are met to hold formal reviews each year for those with more serious learning difficulties.
46. The contribution that parents make to their children's learning at school and at home is satisfactory. The school has informed parents of the homework policy and works hard to involve parents in their children's learning but not all respond well. Courses for parents have been held but attendance was low. However, the newly appointed headteacher considers this to be an area for development and the school works hard towards this.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the headteacher are very good. The head teacher has a very clear vision for the school. Her determination to continue from where her predecessor left off in taking the school forward, with the very strong support of all staff, ensures that all pupils achieve very well in a very calm and supportive learning environment.
48. Everyone in the school communicates very high expectations of behaviour and this is reflected in the very good behaviour of pupils both in and out of class. The school believes in making the best possible provision for all pupils and it puts this into practice very well. All pupils have full access to the National Curriculum and to educational visits and visitors that support learning. The roles of subject leaders are very clearly identified and, as a result, they make a very good contribution to the management in the school.
49. Provision for pupils with special educational needs is very well managed and well supported by both the designated governor and the governing body. The most recent national guidelines form the basis of the school policy. There is a clear vision for development. Legal requirements are met and formal records carefully maintained. The budget is used appropriately to provide a good number of high quality and well-trained classroom support assistants, who contribute greatly to the very good achievement of these pupils.
50. The governing body is strongly committed to the school and fulfils its legal responsibilities well. Governors know the school well because of visits and the detailed reports from the headteacher. This knowledge ensures that the decision-making through the committee structure makes a good contribution to the school's improvement. Procedures for measuring and improving the performance of staff are very securely in place. Targets are very relevant and achievable because of the commitment of all staff. The principles of best value are applied well. The governing body ensures that financial planning facilitates the achievement of the identified priorities. The budget is monitored well to ensure that money is spent as designated thus enabling the school to raise standards. The commitment of the governing body to ensuring the support of parents for the school is demonstrated well by their recent initiative to send letters to all parents after the termly governors' meeting. Additionally, the governors were instrumental in the setting up of a Latin Club as an extra-curricular opportunity for older pupils. This is led by a member of the governing body and is proving popular with pupils, enhancing their learning in history, information and communication technology and English as well as Latin.
51. The school checks and evaluates its performance very well. This is achieved by detailed analysis of national tests in English and mathematics at the end of years 2 and 6 and the developing teacher assessments in all subjects in each year group. These analyses enable the school to identify priorities that inform the school improvement plan and take the necessary action to ensure better provision. For example, an identified weakness in writing, particularly that of boys, led to this becoming a focus for improvement across the school. All teachers ensure that pupils have opportunities to improve their writing skills in literacy lessons, in other subjects, and through additional support. As a result, standards of writing are improving and higher-attaining pupils are beginning to reach standards that are above those expected nationally.

52. The accommodation is satisfactory overall for the numbers on roll although some classrooms are small. However, access to the outdoor area hinders full use for the Reception class and steps make wheelchair access, should this be required, to the library and from outside via the Foundation Stage entrance very difficult. The quantity and quality of learning resources are satisfactory overall. Resources for English, mathematics and science and music are satisfactory. Resources for other subjects are better than this and support learning well. There are suitable resources to support learning for pupils with special educational needs, including books carefully chosen to meet the needs of older pupils who have difficulty in reading. There is a weakness in the outdoor resources for Nursery and Reception children and these are dull and lack appropriate challenge. Some other resources for this age group are old and dated. Displays are usually mounted well and clearly labelled and make a satisfactory contribution to consolidating learning, particularly when they include challenging questions. For example, a history display about the seaside now and 100 years ago in a Year 2 classroom challenged pupils to spot the differences between then and now. The playground areas allow sufficient space for pupils to play safely during supervised break times. Teachers and support staff have the necessary experience and expertise to teach the National Curriculum and religious education effectively to the benefit of all groups of pupils.
53. The school is in a good position to provide school experience for students following initial teacher training courses. Information and communication technology is used satisfactorily in the day-to-day administration of the school. The quantity and quality of resources, including the information and communication technology suite, enable the school to make sound use of information and communication technology to support learning in other subjects, as exemplified in a Year 3/4 information and communication technology lesson that fostered learning in geography effectively.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. In order to improve the school further, the headteacher, staff and governors should:
- (1) raise attainment in English to match that achieved in mathematics and science by;
 - a. continuing, evaluating and refining the successful strategies already in place;
 - b. focusing particularly on the writing by boys, spelling and the development of literacy skills in other subjects;
(paragraphs 63-72)
 - (2) raise attainment in information and communication technology by;
 - a. ensuring that all pupils have the full range of experiences required for their age;
 - b. making more effective use of all the resources available;
 - c. improving the subject expertise of all staff;
 - d. planning more securely for its use in other subjects;
(paragraphs 97-101)

- (3) improve the formal procedures for assessing, recording and tracking of pupils' progress by;
- a. consolidating the current effective strategies already in place in English;
 - b. extending these to mathematics and science;
 - c. and then to the other subjects of the National Curriculum and religious education.
- (paragraph 39)

These issues are firmly embedded in the school's current improvement planning.

Other issues which should be considered by the school

Improving the quality of the outdoor resources for children in the Nursery and Reception classes and replacing old and dated indoor resources.
(paragraph 56)

Making the planning for teaching and learning about life in and respect for cultural diversity more explicit and more securely embedded within the planning.
(paragraph 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	14	13	8	0	0	0
Percentage	12.5	35	32.5	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	109
Number of full-time pupils known to be eligible for free school meals	0	16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	18

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.2

Unauthorised absence

	%
School data	0.1

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	7	4	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (76)	100 (71)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (76)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

*Because both the number of boys and the number of girls is fewer than ten, these figures have been omitted.

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	14	2	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	10	16	16
Percentage of pupils at NC level 4 or above	School	63 (74)	100 (89)	100 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	6	16	16
Percentage of pupils at NC level 4 or above	School	38 (74)	100 (79)	100 (95)
	National	73 (72)	74 (74)	82 (82)

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

* Because the number of girls is fewer than ten, these figures have been omitted.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	91	10	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	3	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)	6.6
Number of pupils per qualified teacher	18.2
Average class size	21.8

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	157

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	21.6
Total number of education support staff	1
Total aggregate hours worked per week	33
Number of pupils per FTE adult	10.8

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	320,500
Total expenditure	303,284
Expenditure per pupil	2,964
Balance brought forward from previous year	18,310
Balance carried forward to next year	17,210

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	135
Number of questionnaires returned	56

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	48	5	0	0
My child is making good progress in school.	45	50	0	2	4
Behaviour in the school is good.	23	63	4	0	11
My child gets the right amount of work to do at home.	9	75	7	5	4
The teaching is good.	39	50	5	5	0
I am kept well informed about how my child is getting on.	20	45	29	5	2
I would feel comfortable about approaching the school with questions or a problem.	46	41	7	5	0
The school expects my child to work hard and achieve his or her best.	52	41	7	0	0
The school works closely with parents.	20	54	18	5	4
The school is well led and managed.	20	64	7	4	5
The school is helping my child become mature and responsible.	34	55	11	0	0
The school provides an interesting range of activities outside lessons.	32	30	25	0	13

N.B. Figures may not total exactly 100% due to rounding up/down.

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

55. Provision for children in the Foundation Stage (Nursery and Reception classes) is very good. There is a wide spread of prior attainment on entry but overall levels are below average with a large group of children with speech and language problems and limited vocabulary. The latest national guidance for this stage of learning is very well understood by all staff and sessions are very well planned in the light of this. Of particular note are the very good procedures for assessing, recording and tracking of children's progress in all areas of learning. These procedures include photographic evidence. Children with all levels of prior attainment make good progress and in some aspects of learning very good progress. The six Nursery children attending the Reception class in the afternoon are very well integrated and their needs are fully met. Provision for children with special educational needs is very good and the staff manage some challenging children very well.
56. The quality of teaching has improved since the previous inspection. Teaching and learning in all the six following areas of learning are very good, with some excellent teaching observed in the Reception class. In both classes there is a very appropriate mix of adult-directed learning and activities that children choose for themselves and which allow for creative, imaginative and exploratory learning to take place. Although the school has a secure outside area for the Foundation Stage access to this is difficult, particularly for the Reception class. This inhibits its full use throughout the day and restricts the curriculum in relation to outside work. The school manages this difficulty as best they can. Resources for outside activity are old and worn and in need of replacement. The classes have a full range of the equipment normally found for this stage of learning but some is in need of replacement and the resources for construction work are limited.

Personal, social and emotional development

57. In the Nursery, children settle well into classroom routines. They learn to listen in groups and to relate well to adults and other children. They gain independence when they each carry out their daily tasks at clearing up time. They share food and taste new items such as celery. In the Reception class children know how to use equipment. They choose their own paint and dispense it without supervision. They change their clothes successfully for physical education and are expected to do so before the music finishes. They apply themselves well to tasks and work together in the role-play areas. They work well with partners in physical education lessons. In both classes children learn about the lives and cultures of others. For example, opportunities have included learning about Divali, experiencing a Japanese storyteller and tasting Caribbean food and listening to music. Almost all children achieve the nationally required early learning goals² by the end of the Reception year and many are more socially mature for their age.

² The early learning goals are nationally expected targets for children reaching the end of the reception class in the six areas of learning known as personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development.

Communication, language and literacy

58. Communication and language development is an integral part of all that takes place in both classes. All staff focus very well on extending children's vocabulary and improving sentence structure. In the Nursery children enjoyed listening to the story of *The Enormous Turnip* and learned many new words. The teacher carefully explained the meaning of words such as 'enormous' and helped children to find words that meant the same. She carefully ensured that children learned what a turnip is by showing a real one. In the Reception class children share a large class book with the teacher and discuss the story. The teacher's lively and interactive manner pushed the children to think hard, to predict and extended vocabulary very well. Almost all children in the Reception class write simple sentences or phrases with most words spelled phonically correct. They read simple books and know many initial sounds of words. Most children meet the requirements of the early learning goals. About a quarter of children are already writing and reading above this level, writing several sentences using full stops and capital letters appropriately and reading with intonation. Books in both classes are good in quantity and quality and cover a range of scheme books and other fiction and non-fiction displayed in attractive book corners. Children take books home to share with adults and there is a very good home-school book to accompany them.

Mathematical development

59. Much incidental mathematics development takes place in the Nursery, particularly opportunities for counting. Children paint on different shaped paper and some know the names of basic shapes. They match groups of objects to numbers. When working in the sand and water they develop their understanding of capacity and volume well. In the Reception class a good emphasis is placed on investigating number and this results in a very secure understanding of basic number facts. Almost all children can count to 10 and back and many to 20. They know the names of shapes and most understand 'more than' and 'less than'. The higher-attainers count in doubles and have very good mental skills for their age. The teacher seizes every opportunity to develop skills. For example in physical education children made *symmetrical* shapes. An activity based on 'mystery pots' attracted children's attention very well and allowed them to develop an understanding of 'full', 'empty' 'half full' and to use an estimate of weight to predict. Children were challenged to fill the pots with as many things as possible and quickly learned that the greater the volume the smaller the number of objects. Overall attainment is above that required by the early learning goals by the end of the Reception year but many children still reverse figures.

Knowledge and understanding of the world

60. Observation and photographic evidence shows that there is a very wide range of opportunities for children to gain a knowledge and understanding of the world. In both classes children build and create structures with various construction materials, showing an appropriate increase in skills. However equipment for this aspect of learning is under-resourced. During the inspection children in the Nursery experimented with celery in different coloured water and watched the effects of the colour on the celery. They observed tadpoles and the teacher made this a very effective experience by the provision of various magnifiers and a good display of books. They use computers, operate the mouse effectively and learn many skills, for example in mathematics, from a range of simple programs. Exploration of the properties of soil linked well with the observations of the growing plants and the children enjoyed making 'gardens' in the soil with leaves, decorative stones and plastic flowers. The role-play area of a garden centre resulted from a visit to a plant nursery. Children learned well

about change when cooking French apple tarts and gained skills in rolling pastry, cutting and weighing through this. In the Reception class children use more complex programs on the computer. They create secret gardens using a simple design program. They have a flower and vegetable shop as a role-play area and buy and sell goods, using and developing mathematical skills. Linked with the current theme on plants, children learned the bible story of *The Sower*. They learn about France through their work on the painter Monet. Almost all children achieve the early learning goals in this area.

Physical development

61. Day-to-day physical development is hindered by the difficult and restricted access to the outdoor area. This means that the outdoor area cannot be used for ongoing activities at most times during the day as is desirable for this stage of learning. However the area is used to the best of the staff's ability. Nursery children use tricycles, toy traffic cones and a crawling tunnel satisfactorily. The unsatisfactory quality of equipment available means that activities are not stimulating enough and there is not enough opportunity for children to climb, be adventurous or create large structures. In a formal physical education lesson, Reception children showed good awareness of the effect of exercise on the body and the need to warm-up. They use different sized balls to experiment and practise different kinds of ball control. The teacher's very good knowledge and enthusiasm extended the effort and improved performance very well. Almost all children at least showed attainment similar to that required by the early learning goals. Children in both classes develop appropriate skills for their age and stage in using pencils, paintbrushes, scissors and tools.

Creative development

62. In the Nursery children enjoy using and creating with paint. There are many opportunities for them to use different kinds of paint and in different ways and a very good emphasis on colour mixing. They design and create their own garden using pasta, rice, tissue paper, small card circles and glue. A computer program is also used to create pictures. In the Reception class some very high quality work resulted from an investigation and discussion of the work of Monet and this was a direct consequence of the skilled and enthusiastic teaching. Children talked of 'daubing' on the paint and 'painting large'. They looked very carefully at how flower petals were represented. Very good observational drawings are linked with the plant topic and the paintings of flowers show very detailed work. Nursery children experiment with musical instruments and sing songs. They demonstrate an understanding of loud and soft in music. Currently they are enjoying listening to harp music. The repertoire of songs is extended in the Reception class. They recognise how sounds can change and identify percussion instruments to represent sunshine, for example. Imaginative skills develop well in both classes in the well thought out and attractive role-play areas. Overall almost all children reach the early learning goals for creative development and most achieve higher than this in artistic aspects by the end of the Reception class.

ENGLISH

63. Inspection judgements are that attainment in English is broadly similar to the standards expected nationally by the end of Years 2 and 6. This is an improvement since the previous inspection because attainment is now higher by the end of Year 6. Higher-attaining pupils and those identified as gifted and talented attain standards above those expected nationally. The national test results for 2002 showed that attainment was average by the end of Year 2, but when compared with similar schools, above in

reading and well above in writing. Attainment was below average in Year 6, although typical of the attainment of pupils in similar schools. The improvement is partly because these are different pupils. A more significant factor is that the strategies identified by the school to improve the attitudes of boys to reading and writing are proving very effective. Additionally, all pupils are benefiting from the good opportunities to practise and improve their writing, not only in the literacy lesson, but through other subjects as well. The school did not meet its target for the percentage of pupils to reach Level 4 but is likely to come very close to reaching its much more ambitious target this year.

64. Pupils who have special educational needs make very good progress because of the help provided for them and all other pupils make good progress in their learning in Years 1 and 2 and maintain this progress in Years 3 to 6. All groups of pupils achieve well.
65. The attainment at the end of Years 2 and 6 is similar to that expected nationally in speaking and listening. In speaking and listening pupils demonstrate interest in whole class and small group discussions, for example when Year 2 pupils were challenged to consider and explain why they liked the poem 'The Folk who live in Backward Town'. They also respond appropriately to questions. By the end of Year 6 all pupils have extended their skills and have grown in confidence in this aspect. Year 4 pupils contribute their ideas for a nonsense poem with obvious enjoyment, speaking clearly so that their peers can easily hear what they are saying. Year 6 pupils discuss quietly and sensibly in groups how they will create a woodland tableau in drama, using skills learned in physical education. The attainment of all pupils reflects the good progress made since they entered the school because of the many opportunities to talk with teachers and support staff. Pupils extend their range of vocabulary because teachers use a good range of vocabulary themselves. They also provide pupils with good opportunities to ask and answer questions through role-play situations, for example when taking on the role of a person who lived in 'Backward Town'. There are also displays of vocabulary lists to prompt pupils, for example for literacy, mathematics and science. Pupils listen very closely to the teacher during the literacy lesson and in other lessons. The views and opinions of other pupils are treated with respect.
66. By the end of Years 2 and 6 attainment in reading is similar to that found in most schools. Pupils make good progress in their reading because of the quality of teaching and by initiatives such as the additional literacy support and the action taken by the school to provide books that cater to a wide range of interests. By Year 2 pupils enjoy reading. Higher and average-attaining pupils read at the level expected nationally and sometimes above that. They generally read confidently and accurately, but with occasional errors. Lower-attaining pupils read less confidently and sometimes do not recognise errors and this hinders their understanding of the events in the story. All talk about the main characters, retell the story and make comparisons with other books. By Year 6, higher-attaining pupils discuss their choice of books very well. Higher and average-attaining pupils read fluently and with expression, whilst lower-attaining pupils read confidently and usually accurately, although if they make a mistake they often recognise this. They have good strategies for choosing books to read. A higher-attaining pupil said that, when choosing books in the library bus, she first decides whether she wants to read a non-fiction or a fiction book. If fiction, she decides on the kind of fiction before reading the blurb and looking at the opening chapter. When explaining why *The Faraway Tree* is her favourite book she said 'I can really get lost in the book'. An average-attaining pupil explained that her favourite author was Jacqueline Wilson because she 'really catches the reader'. All pupils know how to find information by using the contents page, the index page and the glossary in non-fiction books but

strategies for locating non-fiction books in a library are less well developed. All pupils enjoy reading and take books home to read to adults who add comments to the reading record. In lessons, teachers provide good examples for pupils. In a Year 3/4 guided reading lesson the teacher reminded all pupils to take notice of punctuation and pause after commas and full stops. She demonstrated this well with the group with whom she was working. This resulted in pupils striving to read as shown and their reading of the passage improved. The school is active in promoting an interest in reading outside the school, for example through having a Japanese storyteller visit the school. These activities also support pupils' cultural development well.

67. Standards in writing are broadly similar to those expected nationally at the end of both Years 2 and 6. The school has identified a need to provide all pupils with more opportunities to tackle writing tasks, not only in the literacy lesson, but also in other subjects. This initiative is helping to raise standards. All pupils apply themselves very well to writing tasks, as seen in a Year 3/4 class where pupils worked in pairs or small groups to compose a nonsense poem. The wide range of writing tasks includes poetry, for example when pupils in Year 6 write about a hurricane. Younger pupils write instructions, about 'Safety', re-tell stories and write about a flawed character. When working on tasks to promote their understanding of words they make up definitions such as 'paint brush – a wooden stick with hairs on top'. By Year 6 pupils satisfactorily write reports that use emotive language, when writing about floods in connection with work in geography. In history they write balanced arguments about the strikes in the 1970s. They also make notes using bullet points when watching video recordings about Ancient Greece. After a visit to Elland Road football ground they write a recount that reflects well some of their feelings. One pupil wrote 'It was really scary as I went up' in relation to the visit to the camera gantry. The presentation of work is satisfactory across the school but spelling is a weakness that the school recognises and is acting on. The skills of handwriting are taught systematically, resulting in skills appropriate for pupils' age.
68. Very good opportunities are provided to promote literacy skills in other subjects. This is a strength of the subject and is significant in raising standards. In a good Year 3/4 religious education lesson, speaking and listening skills were fostered well when learning about the origin and customs of the Jewish Sabbath. Most of the writing tasks in other subjects have a clear literacy focus and this is reflected in the marking. In a piece of writing in history about the first four-minute mile, the teacher praised the pupil for using two good complex sentences. Teachers also set targets as a result of marking work in other subjects. The marking of an explanation of the eco-system, written by an older pupil, included targets relating to structuring work in paragraphs and to extending sentences by the use of connectives. Strategies such as these help all pupils to make good progress in their literacy skills.
69. The use of information and communication technology to foster learning is promoted satisfactorily. Teachers occasionally use overhead projectors effectively during lessons, for example in a Year 3/4 literacy lesson focusing on poetry. In an outstanding Year 5/6 lesson, a CD player was used to very great effect to enhance the quality of work in a drama lesson. Opportunities for word processing are satisfactory and there is a planned initiative to use recently purchased software to help pupils to improve their spelling.
70. The quality of teaching is good overall. It is never less than satisfactory and occasionally it is outstanding. This is an improvement since the previous inspection and is a significant factor in the improvement in standards. Teaching is good because of the particular strengths of teachers' planning, their high expectations of what pupils

should be able to do, the management of pupils and good use of time, resources and learning support assistants. Teachers have a good knowledge and understanding of the National Literacy Strategy. This leads to good planning. The plans contain detailed learning aims, with tasks that are matched well to previous learning. Also, in all lessons, pupils are made aware at the outset what it is they are expected to learn during the lesson. They are reminded of this during the lesson and during the review session at the end of the lesson. As a result, both teachers and pupils have a good knowledge of the learning and the progress they are making. Standards are rising also because all pupils concentrate very well and apply themselves very well to the task in hand because of the very high expectations of pace of work and effort. Tasks are chosen that interest and challenge. This was very much in evidence in an outstanding lesson with Year 5/6 pupils. Their re-enacting of a woodland scene from 'A Midsummer Night's Dream' was not only impressively moving, but had a very ethereal and spiritual quality that captured the essence of the scene totally. Drama is used well across the school to promote an interest in English.

71. Marking is satisfactory overall and has some good features. It is usually accurate and comments are constructive and encouraging. There are many examples of comments that help pupils to make progress in their learning. However, the school recognises that insufficient attention is paid to spelling. Homework makes a satisfactory contribution to pupils' learning. All pupils have individual targets so that they know what they have to do to improve their work. The school implements the national strategies for providing additional literacy support well. All learning support assistants are very much part of a whole school team so that the help they provide for pupils within the literacy lesson in class, in small groups outside the classroom for additional literacy support, and in other lessons, leads to very good progress for those pupils who have special educational needs and good progress for other pupils. The curriculum is enriched by opportunities to visit the theatre and by visiting drama groups and storytellers. The very high expectations of behaviour and of how pupils will work in pairs and small groups exemplify the school's provision for moral and social growth. Spiritual and cultural development are fostered by encouraging a love of literature and poetry.
72. The subject is led and managed well. Test results are analysed carefully for strengths and weaknesses, to identify aspects of the subject that need to be developed. One outcome is that writing has been targeted as a key area for improvement and is being achieved by providing good teaching and many opportunities to write, not only in English, but also in other subjects. The subject leaders have a clear understanding of the strengths of the subject as well as the areas for development. They recognise that spelling is a weakness and strategies, including the use of information and communication technology to improve spelling, are being implemented. The school is determined to raise standards further and is in a good position to do so.

MATHEMATICS

73. Inspection judgements are that attainment in mathematics is well above average by the end of Year 2 and above average at the end of Year 6. Pupils achieve very well. This represents very good improvement since the previous inspection when attainment was judged above average in Year 2 and below in Year 6. Almost all pupils reach the nationally expected level of attainment even though some have special educational needs. Throughout the school pupils with all levels of prior attainment make very good progress in their learning. In the national tests in 2002 pupils in Year 2 attained standards that were above average and well above those of similar schools. Compared with all schools and similar schools attainment in Year 6 was well above

average and the school's target for pupils reaching the nationally expected level was exceeded. Because of the great variation of attainment of different year groups on entry to the school, outcomes in national tests vary and cannot easily be compared with results in other years. The current Year 6 contains a high proportion of pupils with special educational needs and therefore attainment appears lower than in national tests in 2002, but achievement is still very good. Teachers recognise the value of additional booster classes prior to the tests that, in particular, help some pupils attain the nationally expected level in the tests. The school is likely to just miss their very ambitious target for 2003 because of the degree of learning difficulties of the high proportion of pupils in the present Year 6 class.

74. The use of the National Numeracy Strategy and the targets set within the strategy, have had a considerable effect on learning. Teachers demonstrate particularly good expertise developing strategies for mental calculation. Although many pupils find it hard to remember facts, they are able to work out answers mentally, given time. Since the previous inspection standards have improved considerably, mainly due to a strong focus on the development of self-esteem, confidence and enjoyment of mathematics through success in practical and whole class activities. This means that less emphasis has been placed on written communication and presentation and more on the good strategy of pupils finding their answers in any way they can. Teachers recognise that the improvement of drawing and writing is the next stage to further development of mathematical skills.
75. By the end of Year 2, all pupils are confident using some multiplication tables. They have a good grasp of basic number skills and know the names of two and three-dimensional shapes. Many pupils still reverse their figures but they understand their work. By the end of Year 6, pupils have a broad base of understanding in number, shape and space and data handling, although higher order data handling skills are not used very often. Pupils tackle new problems with confidence, in their own way. In one lesson all pupils in Year 6, including those with special educational needs and those with average attainment or better in Year 5, completed tasks using co-ordinates that required knowledge and understanding above that expected nationally in Year 6.
76. The quality of teaching is very good. All teachers have a very secure understanding of the National Numeracy Strategy. Pupils are informed what they are expected to learn during each lesson. Resources are well prepared, easily accessible and help pupils learn through first hand experiences. Lessons start very quickly as pupils follow well-established class routines and settle down rapidly on entry to the classroom or when lessons change over. Behaviour is also very good and pupils are very keen to learn. This means that time is used well. Introductory mental arithmetic sessions are sharply focused, well thought out and relevant. They involve all pupils and challenge them at the right level. Main tasks are clearly explained and planning is such that the transition from mental activities to the main focus of the lesson is often seamless as tasks are closely linked. For example, in one excellent lesson in Year 1, pupils completed a mental arithmetic task which involved understanding of ordering numbers less than 50 and adding 2 more or finding 2 less to reinforce addition and subtraction at their own level. Teachers use very good question and answer techniques to keep all pupils involved, including those with special educational needs. They constantly require pupils to explain their answers to questions, thus helping pupils express themselves clearly and reinforcing learning in both mathematics and English. This strategy contributes much to pupils' personal development as those with higher attainment learn to appreciate the effort that pupils with special educational needs have to make to achieve small steps in learning. Key vocabulary is emphasised and, although pupils may be unable to write or spell the words, they do know them. For example in a lesson for

Years 5 and 6, the pupils demonstrated their understanding of 'vertical', 'horizontal', 'axes', 'origin', 'quadrant' and 'perpendicular'. The development of speaking and listening skills permeates all lessons. In the support group for those with lower attainment in Year 5, pupils make clear gains in learning and confidence due to the patient support and skills of the classroom assistant, firm control and use of well-prepared resources.

77. The use of consistent assessment and recording methods to track pupils' attainment throughout the school is in the early stages of development, as is the consistent use of data to inform curriculum development. However, individual teachers do analyse attainment and adjust their planning to meet the current needs of pupils in their classes. For example one teacher was able to say exactly which question in a national test caused the pupils the most problems. Resources are adequate to support learning through the National Numeracy Strategy although not enough use is made of information and communication technology, particularly in the support of higher order skills of data handling.

SCIENCE

78. Attainment in science is well above average at the end of both Years 2 and 6, representing very good achievement. In the previous inspection attainment was judged similar to the national average in Year 2 and below in Year 6. Since then science has improved greatly. Key factors in the improvement in attainment are the very good subject knowledge of the teachers, the small single year group classes for science and the emphasis on discussion and practical work. In national assessments in 2002 almost all pupils in Year 6 attained results that were above average and the rest achieved the nationally expected level of attainment giving overall results that were high. Year groups are relatively small and there are noticeable differences in overall attainment between each year but learning is consistently very good throughout the school, regardless of pupils' competencies in reading and writing. Due to timetable arrangements no science lessons were seen in Years 5 and 6. Judgements are based on the observation of teaching in other years, on a scrutiny of work and on discussions with staff and pupils.
79. In Year 2 pupils know many facts about materials. For example, they use both scientific and mathematical skills to classify them confidently in different ways and record their findings. They recognise when wood is natural or adapted for human use and that paper is a form of wood. Their written work not only demonstrates a very secure understanding of plant growth, but also many health and safety issues. Understanding of physical processes such as how motion and force are linked is also well above average. Pupils record very effectively in different ways, which supports their development of numeracy skills. A spirit of enquiry is encouraged and pupils' work demonstrates independent thought, as rarely do the teachers use worksheets.
80. In Year 6 all pupils have a very wide breadth of knowledge and understanding in life processes and living things, the properties of materials and physical processes even though some pupils cannot communicate clearly in writing, or spell key words correctly. They have a very good understanding of health and hygiene issues, for example of the effects of alcohol and drug abuse. They understand the process of fair testing, although they are less proficient designing and carrying through experiments requiring changes of different variables. They frequently use skills such as tabulation, measuring and graph work in their science that is linked to their learning in mathematics.

81. The quality of teaching is very good. Lessons are very well planned and structured. Resources are well prepared and quickly accessible. Explanations are clear and good use is made of demonstrations to develop understanding. For example, in one Year 3 lesson about teeth, pupils could see how incisors cut food and molars crushed it, because the teacher had made working models and demonstrate their use on slices of apples. Teachers have very good class control and relationships with pupils, who are influenced by the enthusiasm of the teachers. Therefore pupils listen well, are keen to respond to questions, and no time is wasted in lessons. Tasks are carefully matched to pupils' prior attainment. This means that pupils with special educational needs are able to participate fully and those with high attainment are equally challenged. Since the previous inspection teachers have rightly focused on giving pupils a desire to learn, through enjoyment and success. However, despite high standards of knowledge and understanding, the pupils' lack of competency in English does restrict older pupils' ability to record and present findings from experiments. Marking varies in quality, with some negative marking seen that is out of keeping with the school policy and some very good practice in Year 1 that clearly identifies the pupils understanding.
82. Due to the size of the school and the responsibilities that have to be shared between a small staff, and because standards in national tests have been consistently above the nationally expected standard in recent years, the management and development of science, and checking teaching has rightly been low priority. As such, provision, the development and use assessment, target setting, recording and checking of teaching has been managed effectively. Resources, including books, are satisfactory to enable pupils to learn although information and communication technology is not used consistently to improve learning. Very good use is made of first hand experiences through visitors and visits to stimulate interest. For example work with a local nature park helped pupils understand about plant dispersal.

ART AND DESIGN

83. Only two lessons were observed during the inspection and much additional evidence on attainment was gained from displays, photographic evidence and discussion. Attainment in art and design is above the level normally found both at the end of Year 2 and Year 6 and this represents an improvement since the previous inspection. Three-dimensional work is a significant strength. In Years 1-2 good examples of paintings in the style of the Fauvist movement and portraits and observational drawing all show good development of skills and understanding. Photographs of work in Years 3-6 show good development and use of shading techniques and watercolours. Printing techniques are developed well. From Year 1-6 there is a good focus on fabric and three-dimensional work. The environmental sculptures, created with the support of visiting artists are very effective. All pupils, including those with special educational needs, make very good progress and there are many opportunities for those with special talents to extend these.
84. Not enough lessons were observed to make a secure judgement on the quality of teaching. In Years 3-6 the subject leader, who is an art and design specialist, teaches both classes. In an outstanding lesson in the Year 5/6 class the quality of the clay models and the understanding and use of techniques was well above that normally found. During a series of lessons and following discussion and examination of the work of Henry Moore (significant to pupils in that he was born locally) pupils made sketches in sketchbooks. They were then taught very well the skills to create a three-dimensional image on paper using pastels. Pupils very successfully added light and shade to their drawing and rounded their original angular drawings. These were then translated into clay models. The teacher made very clear teaching points to improve

techniques and develop subject vocabulary. Very good questioning techniques and discussion led pupils to evaluate and improve their work very successfully. The good quality of resources also contributed to pupils' success. The support available for pupils with special educational needs ensured that they were able to achieve very well and they gained confidence and pride in doing so. The pace, challenge and very high expectations in the lesson led to a very high level of creativity and effort.

85. The subject is well led and managed and the very knowledgeable subject leader provides much support and encouragement. Recent work on revising and renewing all levels of planning for the subject are becoming effective, particularly in Years 3-6. As yet, the school has informal systems for recording pupils' attainment and progress but realises that this is a future area for further development. Information and communication technology, although used on occasion, has not yet become fully integrated as an artistic medium or a tool for research and its potential is an area for development. Although there are some opportunities for pupils to investigate and appreciate art and design from around the world, these opportunities are not securely written into the subject planning and do not contribute enough to pupils' understanding of other cultures. The subject makes a good contribution to pupils' cultural development.

DESIGN AND TECHNOLOGY

86. Evidence from the present inspection, planning, analysis of work, photographs and one lesson observation, indicates that standards are broadly similar to those expected nationally for pupils in Year 2 and Year 6. The school has maintained the standards identified by the previous inspection.
87. Pupils in Years 1 and 2, including those with special educational needs, make good progress in their learning. They understand that design and technology is about designing, making and evaluating the end product to consider how they could improve the product. They use notebooks to design, for example a hand puppet. They learn to select appropriate materials for making, such as appropriate glues and materials for their playground designs. Year 1 pupils gained cutting and mixing skills in food technology when they made pizzas and this activity also contributed well to practical mathematics skills. Pupils also cut out with scissors accurately and handle these tools safely.
88. Through Year 3 to Year 6 pupils maintain a similar rate of progress. They extend their designing and making skills through projects that include designing and making photograph frames, pencil cases, chairs, bread, sandwich snacks and construction tasks that include adding switches, alarms or hydraulic features, so consolidating what they have learned in science. A good feature of the 'chairs' topic is the way pupils collect ideas from a variety of sources for all types of chair. All pupils learn to use appropriate tools and equipment safely and competently.
89. Teaching, on the evidence of planning, photographs and one lesson observation, is satisfactory. In the satisfactory lesson in Year 5/6, planning was good and the learning support assistants were used well to help the seven pupils who have special educational needs, two of these at the highest level of need, so that these pupils made the same progress in the lesson as other pupils. The theme of the lesson – preparation for an annual Afternoon Tea Event – not only motivated pupils, but drew on and consolidated pupils' learning in science, information and communication technology, English and personal, social and health education. At times the pace of the

lesson was slow, but the very good relationships between the teacher and the pupils and her high expectations of behaviour ensured that learning was not inhibited.

90. The subject is led and managed well. The subject leaders have a good understanding of the requirements of the National Curriculum and the scheme of work ensures that all areas are fully covered in relation to skills as well as knowledge and understanding. Resources match the scheme of work well and this fosters learning. The subject leaders also know the strengths and areas for development. The main areas for development are the extension of the present satisfactory assessment arrangements and the need to ensure that pupils, particularly the older pupils, record their evaluations as well as evaluating by discussion. These developments will put the school in a good position to raise attainment further.

GEOGRAPHY and HISTORY

91. Standards in these subjects are broadly similar to those expected nationally for pupils at the end of Year 2 and Year 6. All groups of pupils, including those who have special educational needs, make good progress and achieve well in Year 1 and Year 2 and maintain this progress in Years 3 -6. The school has maintained the standards identified in the previous inspection.
92. Pupils in Years 1 and 2 make good progress in their learning. Pupils learn about different places in the world through the travels of Barnaby Bear and locate places on a map of the world. They learn early map-work skills by drawing their route to school. They begin to distinguish between human and physical features of the environment and compare Micklefield with a different locality through a study of the Island of Struay. They also compare Micklefield with a seaside environment and this links well to their work in history. By looking at photographic evidence and watching video recordings, they gain a good understanding of 'then' and 'now', for example by identifying the similarities and differences between a visit to the seaside 100 years ago and today. They foster their sense of time by identifying their school holidays on a time-line.
93. By the end of Year 6 all pupils have maintained their earlier progress and have extended their knowledge and understanding of the world by comparing life in Micklefield with that in other parts of Britain, with the island of St Lucia and with a village in Kenya. Pupils know about river systems and use terms such as 'source', 'tributary', 'meander' and 'erosion'. They extend their use of geographical skills through the use of aerial photographs and by using their knowledge of co-ordinates learned in mathematics to improve map work skills. Through studies of the Greek civilisation, life in Tudor England and Britain since the 1930s, in which they utilise different sources of evidence, pupils learn about methods of historical enquiry and extend their knowledge and understanding of their heritage.
94. There was insufficient evidence to make overall judgements about the teaching of geography and history. Teaching and learning are good in history in Year 1/2 and in geography in Years 3-6. Teaching and learning are good because teachers ensure that pupils know what it is they will have learned or be able to do by the end of the lesson. When reviewing learning in the concluding part of the lesson, teachers remind pupils of these learning aims so helping them to realise the progress they have made. Teachers plan well, use resources that promote the interest of all pupils and expect pupils to work at a brisk pace. For example, in a Year 1 lesson, pupils used picture boards of the seaside. Following careful observation and discussion with the teacher and with their partner, they placed photographs on the picture board to show the similarities and differences between seaside holidays 100 years ago and now. The task intrigued all

pupils. Their interest was further stimulated by the teacher's use of questions that were matched well to their prior attainment. The learning support assistant was deployed well to help those pupils who have special educational needs. Similarly, in a Year 6 geography lesson, during which pupils used models they had made of a wildlife park to draw plans from an aerial view, pupils showed a high level of interest. The teacher used this lesson well to consolidate previous learning about directions and map reading, drawing on what pupils had learned about co-ordinates in mathematics.

95. The curriculum for these subjects is enriched through the good opportunities for visits to places of interest such as to the local shops, Robin Hood's Bay and Armley Mills and visitors such as the drama group 'Tempus Fugit' and the pending visit by staff from the Leeds Mining Museum. Additionally, the school uses information and communication technology to enhance learning through the use of video recordings, CD-ROMs and software programs that foster map work skills. The school also makes very good use of these subjects to extend and consolidate skills learned in literacy sessions, for example, when older pupils write their explanation of the eco-system, make notes while watching a video recording about the Parthenon or present a balanced argument about the strikes in the 1970s. A good example of the interlinking of history and literacy that fosters learning in both subjects very effectively is the shared writing about the 1930s that began 'For some people the 1930s were difficult, depressing years...'. Strategies such as these make a good contribution to the promotion of positive attitudes to the subjects and to helping all pupils to achieve very well.
96. Both subjects are led and managed well. There has been little time for the recently introduced 'buddy' system for subject leaders to have any effect other than being supportive of each other. The subject leaders have a clear understanding of the strengths of the subject and the areas for development, such as improving the current assessment arrangements and extending the use of information and communication technology to foster learning, that will enhance the learning opportunities for all pupils. The subjects have good resources for all year groups and these contribute well to the standards attained by pupils. This is an improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Standards of attainment are broadly those expected nationally by the end of Year 2, although there are some weaknesses in key skills. Standards are below those expected by the end of Year 6. These judgements are the same as those of the previous inspection. However, since then, requirements have increased considerably. The potential for raising standards has improved, as the quality and range of resources available, including computers and software, are good. However, there have been continuous problems with the computer suite since its installation. Nevertheless, computers in classrooms and the suite are not used often enough and some teachers lack confidence and expertise in some aspects of the curriculum and so some of the required skills, knowledge and understanding are not covered sufficiently.
98. In Year 2 pupils have begun to use a keyboard to print information. They enter data into a simple spreadsheet and print different types of graph. They draw and colour pictures using different tools. However pupils are not confident in saving and retrieving their work, or logging on to the computer. They use tape recorders and understand the value of the digital cameras to record their work.
99. By Year 6 experience is patchy. Some pupils have more opportunities than others to use computers and other information and technology equipment. Pupils have begun to use the Internet at school although research opportunities are limited. They have had

very little experience of using e-mail. A few pupils have word processing skills above those expected for their age. All pupils use digital cameras and combine their photographs with their writing. However, pupils have little or no experience creating multi-media presentations or in controlling sensory devices or models from a computer. They have very basic data handling skills and have very little understanding of the use of information and communication technology in society. Nevertheless standards are improving after a lean time where progress in learning has been very limited.

100. Only two lessons where information and communication technology was taught directly were seen during the inspection and therefore no overall judgement is made on teaching. In one satisfactory lesson for pupils in Years 3 and 4, the computer skills required by the pupils were of a very low standard, although the program in use supported geography appropriately. In another very good lesson in Year 1 instructions were clear, vocabulary was carefully developed and reinforced and the activity ensured that almost all pupils reached at least the standard expected for their age. In a science lesson in Year 3, a small group of pupils used a simple program to help them position the different types of teeth in a human mouth. This program was well matched to the science activity but pupils demonstrated that their mouse control and computer management skills were not high enough. Where teaching was less effective, pupils were constantly interrupted with new information that could have been given at the start of the activity and so every time they really became involved their train of thought was broken.
101. There is a suitable vision for development and overall management is good. Much has been done to audit equipment, develop teachers' subject expertise and set up sources of information and guidance. However, assessment and recording of attainment, both in classes and as a whole school is in the early stages of development and, where records are kept, they are not always up to date. Checking to see that teachers provide pupils with their full entitlement is not rigorous enough. Similarly, although there is a good range of computer software and some pupils do use equipment such as overhead projectors and tape recorders, teachers do not plan effectively to use information and communication technology to support other subjects. Designated computers are used to support those with statements of special educational needs but generally not enough use is made of special computer programs to help pupils with special educational needs to learn.

MUSIC

102. By the end of Year 2 pupils attain the levels expected nationally and this matches the judgement made in the previous inspection. Pupils in Years 1 and 2 achieve well. No judgement can be made on overall attainment in Year 6 as there was insufficient evidence, due to the organisation of the timetable. A key feature of music in the school is the pupils' confidence in singing together regardless of their level of attainment, age or gender. Recently a recording has been made of their singing and the school gives this value as it often provides background music in the entrance hall and corridors.

103. By the end of Year 2 pupils sing a range of songs tunefully and with great enthusiasm. They know the names of some instruments and the sounds they make. They select their own instruments to create interesting sounds to illustrate a story and give reasons for their choices. They show great self-control when using instruments and working with others. By the end of Year 6 pupils sing tunefully, although only about half are able to sing expressively. They have some understanding of musical structure but there is insufficient evidence of composition at the nationally expected level and no two-part singing was heard during the inspection. Pupils hear a variety of music each week although there is no evidence of written appraisal.
104. Teaching is good and in individual lessons pupils learn well. Teachers follow a commercial scheme with confidence, even when they have no particular musical expertise. Lessons are well planned, structured and organised and classes are managed well so that good use is made of time in lessons. Teachers work alongside groups helping them improve their performance and their instrumental skills. Pupils use tape recorders and CD players but not enough use is made of information and communication technology, particularly computers, to support learning in music. A visiting pianist, who takes all classes for singing, makes a very good contribution to music in the school.
105. The subject is managed effectively although assessment, recording, and checking of teaching and attainment are in the early stages of development. Annual whole school performances combining drama and singing raise the profile of music and play an important part in the life of the school and these are well attended by the community. There is great potential for improvement due to the enthusiasm of two of the teachers. Music makes a very good contribution to spiritual, moral and social development and a good contribution to cultural development. This is also supported by occasional visits from specialist groups such as a Caribbean steel band.

PHYSICAL EDUCATION

106. In the limited number of lessons observed attainment in physical education is judged to be similar to that found nationally at the end of both Year 2 and Year 6. This reflects the judgements found in by the previous inspection. By the end of Year 2 most pupils demonstrate suitable skills for their age in bouncing, throwing and catching balls. During warm-up sessions they use space well. They know how to use apparatus sensibly and enjoy lessons. Pupils in Years 3 and 4 show an increasing skill and accuracy in ball skills and use these in simple games. In Year 6 about 75 per cent of pupils are able to swim the required 25 metres and, in the second half of the summer term, the school provides further opportunities for any pupils not achieving this standard to catch up. All pupils are aware of the importance of warm-up and cool-down, the effect of exercise on the body and the importance of this. All pupils, including those with special educational needs, make satisfactory progress.
107. Teaching and learning are satisfactory. Lessons are well planned and teachers are gaining in confidence in the subject. In the lessons observed all groups of pupils were well supported and the skills of different groups of pupils were challenged appropriately. A recent subject audit by the very knowledgeable subject leader has resulted in new ways of working, new materials and ideas in some aspects of the subject. The school is in the very early stages of this development. The subject is very well led and managed and much lively and enthusiastic support is provided for continuing improvements in teaching and learning. Resources are very good and the playgrounds and field used well. Evidence from the subject leader's file and development plan and the subject planning shows that all aspects of the subject are taught appropriately

during each school year. Assessment and recording of pupils' progress has not yet been formalised. There are some extra-curricular opportunities for all pupils to develop further sporting skills and these also contribute well to pupils' social development, although the school would like to develop these further.

RELIGIOUS EDUCATION

108. Attainment in religious education broadly meets the requirements of the locally agreed syllabus at the end of both Year 2 and 6 and this reflects the findings of the previous inspection report. Although all aspects of the syllabus are taught, pupils' knowledge and understanding of the Christian faith is better than that of other world faiths. This is because pupils visit and revisit these topics too infrequently to retain the knowledge acquired and understanding is not developed through more memorable experiences such as video recordings, films, visits and visitors. There are many and frequent links with the local church. In Year 2, pupils demonstrated a good understanding of the role of the local church in people's lives in relation to baptism, weddings and funerals. They discussed feelings well in relation to these events. They know the names and use of parts of the church such as the font. They have a good knowledge of stories of Jesus. In discussion could remember well the parable of *The Loaves and Fishes* and set this in the world today, quoting their own school efforts to fill shoe boxes with essentials for the needy overseas and with the famines in Africa. They related the story of *The Good Samaritan* well to caring for others.
109. Pupils at the end of Year 6 talked with interest and understanding of the work completed on Old Testament stories and showed great enthusiasm for the associated drama work and use of information and communication technology. With much prompting they recalled a little of the work covered on other world faiths. During an introductory lesson on Judaism they remembered a satisfactory amount of previous work learned when they were younger but only with many reminders. In their writing they show a good knowledge of significant religious leaders in modern times such as Martin Luther King and Mother Teresa and writing skills were well developed through this work.
110. The quality of teaching and learning during the inspection was good overall. The very knowledgeable subject leader teaches both classes in Years 3-6. In these lessons pupils learned more about Judaism through a variety of practical experiences and objects of religious significance. The lessons were interesting and effective because of the good range of teaching strategies used. In Year 2 the teacher successfully led a sensitive and challenging discussion about the role of the local church in family life relating to baptisms, weddings and funerals. Vocabulary was emphasised and very good explanations were given. Through this pupils expressed their thoughts about difficult topics such as family deaths and deepened their understanding of the meaning of 'sacrament' in relation to baptism and marriage. Tasks were well prepared so that all could succeed and there were very good opportunities to develop literacy skills. In all lessons teachers were aware of the needs of different groups of pupils and support and questioning was targeted appropriately to enable all pupils to achieve well.
111. The subject is well led and managed and much support is available for teachers to develop their subject knowledge and skills. Teachers are confident in the subject. The rolling programme of topics that the school currently works through is a useful way of covering the curriculum in this small school but the opportunities for learning about world faiths, although well planned, are not frequent enough for pupils to have a secure enough retention of their learning. Formal procedures to record pupils' development and understanding are not yet in place. The school is well resourced with objects of

religious significance, books and pictures but there are not enough visits, visitors and video recordings to make the work on world faiths meaningful enough for pupils to remember or to deepen understanding of what these faiths mean to the members of them. The subject makes a very good contribution to pupils' spiritual, moral and social development and a satisfactory contribution to cultural development.