

INSPECTION REPORT

**HORBURY BRIDGE CE (VC) JUNIOR AND INFANT
SCHOOL**

Horbury Bridge, Wakefield

LEA area: Wakefield

Unique reference number: 108245

Headteacher: Colleen Bimrose

Reporting inspector: J. Ann Sharpe
18101

Dates of inspection: 20th – 22nd January 2003

Inspection number: 246780

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:	4 to 11
Gender of pupils:	Mixed
School address:	Bridge Road Horbury Bridge Wakefield West Yorkshire
Postcode:	WF4 5PS
Telephone number:	01924 302800
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Appropriate authority:	The governing body
Name of chair of governors:	Councillor Janet Holmes
Date of previous inspection:	12 th – 14 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18101	J. Ann Sharpe	Registered inspector	Mathematics Design and technology Physical education Foundation Stage English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve?
13448	Dawn Lloyd	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?
8070	Joe Haves	Team inspector	English Information and communication technology Geography History Educational inclusion	How good are the curricular and other opportunities offered to pupils?
1678	David Peckett	Team inspector	Science Art and design Music Religious education Special educational needs.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The 96 pupils (51 girls and 45 boys) who attend this small primary school are between the ages of four and eleven. Pupils are taught in a Foundation Stage class and three mixed-age classes. The number of pupils on roll is rising, although the school is not full in all year groups. Only about a third of the pupils live in Horbury Bridge, and many come from beyond the traditional school catchment. Almost all the pupils are white and speak English at home. The proportion of pupils receiving free school meals is low. Eight pupils have special educational needs (well below average), including two pupils with formal statements (above average). The attainment of children when they start school is average, overall. Since the last inspection, the school has undergone the first phase of a refurbishment of the building. Two classes are still taught in mobiles about 80 metres from the main building.

HOW GOOD THE SCHOOL IS

This happy, friendly and welcoming school gives the pupils a good quality education. The headteacher leads a strong team of teachers and well-trained support staff. All staff work hard together to ensure that teaching is good and that pupils achieve well. Pupils attain above average standards, particularly in the basic skills of reading, writing and number work. Their very good attitudes and behaviour reflect the importance that governors and staff give to catering for pupils' personal development. The school is improving owing to good leadership, overall. The high cost of educating each pupil provides satisfactory value for money.

What the school does well

- Pupils of all ages achieve well, and the standard of their work is above average.
- Teaching in lessons is almost always good or very good in all classes.
- Pupils' very good attitudes and behaviour help them to do well at school.
- The headteacher ensures that everyone works hard together for the good of the pupils.
- Pupils' work in information and communication technology (ICT) is improving rapidly.
- Recent improvements to the building are having a good impact on pupils' education.
- Support staff are an asset to the school and contribute very well to pupils' achievements.

What could be improved

- Plans for tracking pupils' progress and setting National Curriculum targets for them to aim for are still in the early stages of implementation.
- Governors need to play an even more active part in finding out how well the school is doing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in January 1998 has been good, considering the disruption caused by the refurbishment of the building. The standard of pupils' work has risen in several subjects, most notably in English and in ICT. The main strengths found in 1998 have been maintained or improved; for example the new Foundation Stage class gives children a good start to their education. Teachers have successfully introduced several

national programmes to improve teaching. Governors have tackled the key issues in the last report reasonably well, especially in securing improvements to the premises and the resources. They need to establish better procedures for checking the school's performance. Teachers' plans to continue to improve the procedures for assessing pupils' progress in the National Curriculum are still in the early stages of being put into practice.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A*	D	A	B
Mathematics	A	C	B	C
Science	A	A	C	D

Key	
in the highest 5%	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Results were looked at cautiously because of small year groups; results for the last three years together are more reliable. These suggest that pupils' performance by the end of Year 2 is average in reading and writing and below average in mathematics. Results by the end of Year 6 are above average in English, mathematics and science. Since 1998, improvement in test results has been similar to the national trend. Pupils of all ages achieve well, and the standard of their work by the end of the Reception Year, Year 2 and Year 6 is above average, overall. It is above average in English, mathematics, science, art and design, music and religious education. It is average in ICT, geography and history. No judgements were made in design and technology or physical education, although standards are above average in swimming. Children in the Reception Year achieve very well in personal, social and emotional development, and make a very good start with reading. Pupils in all classes achieve well in the basic skills of reading, writing and number work, owing to good teaching. In science, pupils are good at investigating, but they do not do this as well in mathematics. Pupils are catching up on lost time in ICT, and in Years 3 and 4, they are doing very well. The high standard of music is because many pupils learn to play musical instruments as well as receiving good teaching in class lessons. Pupils with special educational needs usually make good progress. More able pupils often reach their potential, although there are occasions when they mark time because their work is not challenging enough. Governors set targets for test results at the end of Year 6, and the 2003 targets are sufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are keen to come to school, try hard, show interest in lessons and enjoy their learning.
Behaviour, in and out of classrooms	Very good. Pupils know that adults expect them to behave well, and they hardly ever let their teachers down.
Personal development and relationships	Very good. Pupils get along very well together and become more mature and sensible as they grow older. Pupils cope very well with the inadequacies of the accommodation.
Attendance	Good. Pupils' attendance is above the national average, with fewer authorised or unauthorised absences than in most other schools.

Pupils' very good attitudes and values and their good attendance help teachers to be able to concentrate on their job of teaching, as well as contributing very well to pupils' achievements.

TEACHING AND LEARNING

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

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

Good teaching in all classes, including teaching in English and mathematics, helps pupils to achieve well over time. Good teaching in literacy and numeracy lessons enables pupils to do particularly well in their reading, writing and number work. Very good teaching of personal, social and emotional development and of reading in the Foundation Stage class gives children a head start with their education. Teachers know a lot about the subjects they teach, and they are increasing their ICT skills quickly, with the help of the subject co-ordinator. Consequently, pupils are now learning much more quickly than before the new ICT suite was built. Teachers have very good relationships with their pupils, and they provide a secure and purposeful working atmosphere. They ensure that pupils benefit from the very good contribution to learning provided by the nursery nurse and classroom assistants. Teachers use questioning skilfully to increase their pupils' understanding, and to help them to learn and use new words in all subjects. Classrooms and teaching materials are presented to a high standard, and this rubs off on the pupils so that they too are neat, careful and tidy workers. Teachers assess pupils in several helpful ways, but they do not always plan the right match of work for more able and less able pupils. They are only just starting to set National Curriculum targets, so that both teachers and pupils know what they are aiming to achieve over a period of time. Teaching is good in science, ICT and music, and it is satisfactory in geography. No judgements were made in religious education, art and design, design and technology, history or physical education, as too little teaching was seen.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, overall. The broad and interesting curriculum meets requirements, with good attention to teaching literacy and numeracy skills. The curriculum for children in the Foundation Stage is very well planned, and the curriculum for ICT is improving quickly.
Provision for pupils with special educational needs	Good. The well-managed and caring approach ensures that pupils usually have the opportunities they need to do as well as they can.
Provision for pupils with English as an additional language	Currently no pupils need any help.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good provision for moral and social development helps pupils to know the differences between right and wrong, to get along well together and to grow into caring and sensible young people. Good provision for cultural development and satisfactory provision for spiritual development help them to think about the world around them. Pupils do not yet understand much about the multi-cultural nature of our society.
How well the school cares for its pupils	Good, overall. Staff watch over pupils' behaviour and attendance carefully because they want them to do well, both academically and socially. There are good plans to begin to track their progress in the National Curriculum and to set them targets to aim for.

The school's good partnership with parents and carers contributes well to pupils' very good attitudes to school and to the life of the school community. Although few parents help in school, most help with reading and other homework and come to events held at school, especially those involving their own children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is a good leader who encourages a strong team of staff to pull together. She works hard to secure a good education for the pupils. The deputy gives good support and professional leadership to other teachers. Teachers contribute well to improvements when the subjects they lead become a priority in the school development plan (SDP)
How well the governors fulfil their responsibilities	Governors take a keen interest in the life of the school, especially the improvements to the premises and resources. They fulfil their responsibilities soundly, but need to know about how well the school is doing in more detail in order to find out if academic standards are as high as they should be.
The school's evaluation of its performance	Satisfactory. Governors and the headteacher know what the school does well, and the SDP includes appropriate targets for improving provision. In the absence of reliable data to compare national test results, the school does not have a way of showing that it is doing as well as it should. There are plans in place to begin to tackle this matter.
The strategic use of resources	Good. Governors spend money, including specific grants, to benefit the pupils and to fund the priorities in the SDP. The school does not have a long-term plan, however, and some subject co-ordinators do not know when they will next be leading the school through making improvements. Governors apply best value principles soundly.

There are plenty of well-trained staff and good quality resources to help pupils to learn. Although the accommodation still has a lot of unsatisfactory features, everyone works hard to minimise the disadvantages to pupils' education. Recent improvements have had a very positive effect.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The small and friendly school helps children to behave well and to become more mature and responsible as they grow older. Children like coming to school, and they achieve well, owing to good teaching and high expectations. Parents feel comfortable coming to school because staff are very approachable. They feel well informed about their children's progress. 	<ul style="list-style-type: none"> There were no significant issues raised, although one or two parents would like to see more extra-curricular activities, especially sport.

- | | |
|---|--|
| <ul style="list-style-type: none">• The school is well led and managed. | |
|---|--|

Very few parents attended the inspection meeting and only about a quarter returned the questionnaire, but inspectors spoke to more parents during the inspection. Inspectors agree with parents' positive views of the school. For a small school, extra-curricular activities are good. More sporting activities are planned for when the weather improves, and a French club will be starting shortly.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The headteacher and governors are aware that the performance data from the school's national test results has to be interpreted carefully, owing to the small year groups tested. When using the more reliable method of looking at three-year averages from 2000 to 2002, pupils' performance in tests for seven year olds is average in reading and writing and below average in mathematics. Girls appear to perform better than boys do, but most evidently in reading. Using the same method, performance for eleven year olds is above average in English, mathematics and science. When looking at all three subjects together, there is not much difference between the overall performance of girls and that of boys. The test data for 2002 suggests both strengths and weaknesses in pupils' performance in tests, especially weaknesses when comparing this school with results for pupils in similar schools. This may relate to the performance of individual pupils and to the small year groups tested, but the school needs better evidence to show that it is performing as well as it should.

2. National test data indicates that, since 1998, test results for eleven year olds have improved about the same as the national trend. The size of year groups and the balance between the number of girls and boys tested has fluctuated. In 2001, for example, only four girls and one boy were tested, while in 2002 there were eight girls and five boys. Governors set targets for test results and, in 2002, the targets were exceeded considerably. Evidence suggests that these targets might not have been sufficiently challenging, but targets for 2003 are appropriate for the pupils currently in Year 6.

3. Now that teachers have a more stable situation and surroundings in which to work than has been the case in the last two years, they are able to concentrate on lifting the standard of pupils' work. When children start school, their attainment is average. Pupils achieve well in all classes, and at the end of Years 2 and 6, the standard of their work is above average, overall. Standards are above average in English, mathematics, science, art and design, music and religious education. Although standards in ICT are average, pupils are now achieving well, owing to good teaching and to the influence of the subject co-ordinator. In Years 3 and 4, pupils are currently making rapid progress in ICT. The standard of work is average in geography and history. There was insufficient evidence to make judgements in design and technology and physical education, although records show that pupils in Years 5 and 6 achieve well in swimming, and standards are above average by Year 6. Pupils do well in investigative work in science because of the good opportunities that teachers plan for them to carry out experiments and learn about fair testing. Most pupils achieve well in music, owing to good teaching in class lessons and to their enthusiasm and commitment for learning to play musical instruments, including recorders.

4. Pupils in all classes achieve well in the basic skills of literacy and numeracy. This is because teachers understand the importance of these skills to pupils' success in other subjects, and they give a good amount of attention to teaching them in well-planned and organised literacy and numeracy lessons. Pupils achieve well, and sometimes very well, in personal, social, health and citizenship education. They learn to be responsible, caring and considerate people, but do not yet understand much about the multi-cultural society in which they live.

5. Children in the Foundation Stage class achieve well, especially in personal, social and emotional development, where their attainment is well above average by the end of the Reception Year. Children achieve well in all other areas of learning, owing to good teaching

and to the caring and supportive approach by all adults who work with the children. All children get off to a very good start with learning to read. This is because the teacher uses methods that are likely to help children to enjoy books and to use different ways of attempting new words. The teacher works closely with the nursery nurse, classroom assistants and parents to help children to experience early success at school.

6. Pupils with special educational needs achieve well, and sometimes reach the standard of work expected for pupils of their age. This was seen in a mathematics lesson in Year 6, when a pupil with special needs learned to find different ways to solve problems involving larger numbers. Teachers include pupils with special needs in class lessons as often as possible, and make good use of the extra support given by classroom assistants to help pupils to achieve the targets in their individual education plans or formal statements. More able pupils usually achieve well, but there are times, for example in mathematics and ICT lessons, when their work is not challenging enough for them and they mark time. Similarly, pupils with special educational needs in all classes sometimes have difficulties trying to cope with the same exercises as other pupils in their year group, especially in published mathematics workbooks.

7. The standard of work has risen in several subjects since the last inspection, most notably in English, where standards were below average in 1998. The amount of improvement has been good, overall, especially when taking account of the factors that have hindered the school in recent years.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to learning and their behaviour are both very good, and their growing maturity of outlook is clear to see. Pupils agree, and parents confirm, that they like coming to school. Their good attendance record, with below average unauthorised absence, shows their enthusiasm for school. They enjoy learning and particularly like the friendly environment and the good relationships they have with their teachers.

9. Pupils are committed to doing their best in lessons. They listen attentively, are keen to answer questions to show what they have learned and concentrate well on their activities. Pupils present their work carefully and with attention to detail. They are eager to explain and discuss their work with visitors. Pupils make good progress because they try hard and remain focused on their work. They respond well when teaching is stimulating, but also recognise the value of learning for its own sake and its importance as a foundation for later life. This enthusiasm extends into the extra-curricular activities that take place at dinner times and after school, with large numbers of pupils who choose to attend.

10. Behaviour in lessons and around the school is of a consistently high standard. Pupils cope well with the inconvenience of moving from one building to another, walking quietly and sensibly without wasting time. A succession of wet playtimes during the inspection caused no silliness or disruption. In an overcrowded playground, everyone makes space for others to play the games of their choice, and in the dining hall, behaviour is orderly and civilised. No poor behaviour was seen during the inspection, and there have been no exclusions in recent years. Pupils understand the simple code of conduct and know that most rules are in place for their safety. They live up to the school's expectations; for example, visiting music teachers are met with the same high standards of behaviour and treated with the same respect as regular staff.

11. Relationships throughout the school are exceptionally good. The respect and affection that pupils have for their teachers contribute to successful learning, because pupils are confident, co-operative and eager to please adults. In Year 6, for example, pupils read out

their own imaginative dialogues using different voices to represent characters, with no embarrassment or shyness. All were able to enjoy the humour of the lesson in a relaxed, but purposeful atmosphere that helped pupils to make good progress. Pupils get on well together and form close relationships that add to their pleasure in coming to school. Older pupils take it upon themselves to look after younger ones at playtimes. They remember that starting school can be “scary”, so help the little ones to settle into school routines. This example of mature consideration for others shown by older pupils helps the school to maintain the characteristic ethos that staff, governors and parents value so highly.

12. Instances of bullying are very rare because relationships are so good. Pupils are prepared to respect differences; for example, those pupils with special educational needs take a full part in all activities. In lessons, such as art and design and music, pupils often have opportunities to comment on the work of other pupils, and they do so thoughtfully and sensitively so that feelings are not hurt. In discussions in lessons, such as personal, social, health and citizenship education and in religious education, pupils explore feelings and beliefs, knowing that their views will be treated with understanding and respect. There is no evidence of any racist or sexist attitudes, but the oldest pupils do not yet have a sufficiently deep understanding of these issues or a clear awareness of the multi-cultural nature of the society in which they live.

13. Where opportunities to take on responsibilities exist, pupils take these up eagerly and show their willingness to be helpful to their teachers. Sometimes in lessons, teachers expect pupils to be able to get on by themselves and look after their own equipment, and they show that they can work without close supervision. Pupils sometimes research things for themselves, for example when using computers as part of topic work at school or at home. They seldom plan and carry out their own individual or group projects, however, and do not know enough about what they have to aim for to lift the standard of their work. Nevertheless, pupils’ attitudes, values and personal development remain the strength that they were at the last inspection.

HOW WELL ARE PUPILS TAUGHT?

14. There have been several changes of teachers since the last inspection, and the school has suffered a lot of disruption in recent years because of the refurbishment of the building, but teaching and learning have remained good, overall. The school has a strong team of dedicated teachers. All teachers had some good or very good lessons, and none lack expertise significantly in any subject. This good teaching ensures that pupils achieve well throughout the school, and that the standard of their work, overall, is above average by the ages of seven and eleven.

15. It was only possible to see a few lessons or no lessons in some subjects, and judgements take account of pupils’ previous work, teachers’ planning and discussions with pupils. Teaching and learning are good in English, mathematics, science, ICT, music and in the Foundation Stage class. Teachers teach the basic skills of literacy and numeracy well because they have strong expertise in both these areas, and because children get off to a very good start with learning to read in the Foundation Stage class. Teachers have adjusted their teaching well to the national guidance about teaching in literacy and numeracy lessons and to guidance relating to teaching the youngest children in the school. They make lessons interesting and encourage pupils to do their best by presenting classrooms and resources to a high standard.

16. Teaching and learning in ICT have improved since the last inspection, owing to the way that teachers have quickly got to grips very recently with teaching the subject in the new

ICT suite. The subject leader has had a strong influence on raising the profile of ICT as a part of all other subjects and helps other teachers to improve their own skills. Similarly, the strong teaching in music and physical education lessons is because of the particular expertise of the subject co-ordinators.

17. The good teaching in the Foundation Stage class is down to the strong expertise of the teacher responsible for the youngest children in the school. The new classroom provides a wealth of high quality learning experiences for the children, and the teacher is very good at managing a complex pattern of starting school and attendance. The teacher gives priority, rightly, to improving children's personal, social and emotional learning and their language, literacy and mathematics skills. As a result, children make a successful start to their education and achieve a lot in their first class. The teacher, the nursery nurse and the classroom assistants work successfully together to meet the needs of the children.

18. Teaching and learning for pupils with special educational needs was consistently good in the lessons seen during the inspection. This was mainly because of the way that teachers and well-trained classroom assistants worked together to make sure that the pupils had the help they needed to take a full part in lessons. Adults know the pupils well and have very good relationships with them. The pupils usually learn at a good pace, although some previous work in their published mathematics scheme books had clearly been too difficult for them, and they needed a lot of help to complete the same pages as pupils who were much more able. Documentation provided by the headteacher for the inspection suggests that the school already knows that provision for more able pupils to reach their potential needs improving. There are plans to develop a policy for gifted and talented pupils.

19. A particularly good feature of most of the teaching is the positive, professional and skilled way that all teachers manage pupils and their learning. This ensures that pupils' behaviour and attitudes to work are very good and that they learn what their teachers planned that they should learn in each lesson. The very good teaching in personal, social, health and citizenship education lessons helps with this too. Also, teachers are good at questioning their pupils to lead them towards the understanding of new ideas or to find out what they already know. They pay a lot of attention to teaching new words and helping pupils to practise using them in their own speech and writing. This was a weakness at the last inspection.

20. From the fairly limited evidence available, teaching and learning are satisfactory in geography. No overall judgements were made in religious education, art and design, design and technology, history or physical education, but there is no indication of any significant weaknesses, and teaching and learning in the few lessons seen were good or better.

21. Teachers are very clear in their lesson planning what they intend their pupils to learn in each lesson; this was a key issue at the last inspection. They sometimes share the information with the class at the start of lessons to involve the pupils in their own learning. Consequently, most pupils know what they have to do in lessons and can get on by themselves when they are asked to. When asked by inspectors, however, no pupils could say what their teacher wants them to aim to achieve over a longer period of time in literacy and numeracy, for example by the end of term. This is because teachers have not set National Curriculum targets for them, other than the required targets for test results at the end of Year 6. Teachers assess their pupils' attainment in several different and helpful ways, but they are only just starting to assess them formally against the levels set for their ages in the National Curriculum. They are getting ready to assess pupils in writing and expect to continue later with assessing reading and mathematics.

22. Teaching meets the needs of all pupils for most of the time. There were several occasions during the inspection, however, when more able pupils were not stretched enough

and less able pupils struggled to complete work that was beyond their understanding, especially in mathematics. The school has good plans to put this matter right in the near future by tracking pupils' attainment and setting targets for them to move forward to the next level of the National Curriculum.

23. The teacher in the Foundation Stage class has very good procedures for assessing children in all areas of learning and on a regular, day-to-day basis. She collects and records systematically a significant amount of invaluable information that she links tightly to the national expectations about what children should be learning to do. The teacher uses this information well and in a variety of ways to adjust her teaching to the current needs of children of varying levels of ability.

24. Taking account of the difficulties faced by teachers in recent years and of the number of national initiatives that they have been required to respond to with mixed-age classes, the amount of improvement since the last inspection has been good.

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

25. The good quality curriculum meets the requirements of the National Curriculum and of the Wakefield Agreed Syllabus for religious education. A key issue from the last inspection was to develop guidance and schemes of work for subjects, particularly English. Policies for all subjects now give a clear view of the school's values and priorities, and emphasise the need to include all pupils equally in all aspects of its work

26. The curriculum, rightly, gives priority in terms of time to English, mathematics and science, and meets the national recommendation for the total weekly teaching time for all pupils in a fairly balanced way. Although time allocated to design and technology is below the national average, the headteacher explains that pupils have further opportunities as part of their work in other subjects, such as art and design and ICT. Teachers promote both literacy and numeracy effectively across the curriculum. In history, for example, pupils write accounts about the lives of children in wartime, and in ICT, they investigate literacy styles by researching different forms of stories, such as myths and fables. In design and technology, pupils measure angles and test the relative strength of materials, and in science, they record the outcome of their investigations using numbers and data.

27. The curriculum for English is effective because of the good balance between all aspects of pupils' learning in literacy lessons and because of the good contribution of the library club. Standards in English have improved as a result of increased opportunities for specific groups of pupils to gain from extra help in lessons, such as help with improving speech, reading or writing skills. In mathematics, the numeracy hour is well established and having a good effect on standards in number work. Pupils have opportunities to solve problems in their numeracy lessons, but have fewer opportunities to practise applying their skills through investigative work, especially work as a natural extension of other subjects. Investigative work in science, however, is one of the stronger aspects of the curriculum.

28. The curriculum for ICT has improved a lot since the last inspection. It now provides a good range of experiences and is having a major impact on lifting the standard of pupils' work. An important aspect of this improvement is the increasing use by pupils of ICT as part of their learning in other subjects, such as English, art and design, history and science. The curriculum for music includes opportunities for all pupils to learn to play a recorder or another tuned musical instrument. The school makes good use of extra-curricular activities and of the visiting specialist music teachers for this purpose. The above average standard of work in

music is partly due to the school's strong musical tradition or to pupils' involvement in performances both at school and within the community. The curriculum for physical education is stronger now than at the last inspection because of improved resources and because of the strong sporting links within the community.

29. Provision for pupils' personal, social, health and citizenship education is good. In humanities subjects, all pupils have opportunities to investigate past eras and civilisations, such as Ancient Greece. They gain useful insights into non-European cultures by studying life in a village in India. In religious education, pupils learn a lot about the Christian faith as well as being helped to compare major world religions. A good range and number of extra-curricular activities widen the curriculum and are attended by many pupils. The school has recently become involved in the Investors in Pupils programme, although the curriculum already promotes good relationships and social development. The curriculum includes teaching drugs awareness and safety in using medicines, and governors have recently agreed a policy and programme for sex and relationships education, as part of teaching in citizenship. Good links with the church and the community, including the local secondary school, widen pupils' learning experiences, as do the opportunities they have to become involved in charitable fund raising. All these features of the curriculum contribute well to pupils' very good attitudes, values and personal development.

30. Since the last inspection, the school has continued to make good provision for pupils' spiritual, moral, social and cultural development, overall. Adults promote moral values very well, and put strong emphasis on pupils' social development with ample opportunities for them to learn about their own culture.

31. The school's aims include specific reference to spiritual, moral, social and cultural development and to preparing pupils for adult life. Since the school has not taken any formal steps to ensure that this aspect of pupils' education is planned into the curriculum, opportunities for them to increase their awareness and understanding of the world around them are sometimes missed. Consequently, an otherwise effective provision for helping pupils to grow into responsible, caring and thoughtful young people has less impact that it could have. Provision for pupils' spiritual development is satisfactory. Through visits and a well-planned programme of assemblies, the school keeps close contact with the church and other Christian groups. In lessons, such as music, art and design and English, pupils sometimes have opportunities to reflect upon their feelings and are able to discuss these without embarrassment.

32. Provision for pupils' moral and social development is very good. The clear discipline policy is based on strong moral principles and pupils learn to distinguish right from wrong. Everyone encourages pupils to try hard and to do their best in both their work and their behaviour. Adults are good role models and know how to get the best behaviour from their pupils. In lessons, such as religious education and personal, social, health and citizenship education, pupils learn to respect different values and beliefs and are beginning to understand the difference between rights and responsibilities. Staff expect pupils to work together co-operatively and to undertake helpful jobs around the school, as well as expressing their own ideas through the school council. This helps pupils to understand the basic principles of citizenship.

33. Provision for pupils' cultural development is good, overall. Pupils benefit from many opportunities to learn more about their own culture and cultures from the past in subjects, such as music, art and design and history. Displays show that pupils have studied European, Australian and Indian art, and have learned about a few world religions in religious education. In geography, pupils learn about life in other countries, and in music they find out about musical instruments from around the world. When asked, however, the older pupils

demonstrated little knowledge and understanding of the multi-cultural nature of British society, and the curriculum needs to give more attention to this important issue.

34. The curriculum for children in the Foundation Stage is very good because the teacher pays close attention to the national guidance and understands it well. Children benefit from carefully organised provision that is balanced well in terms of play and formal learning both indoors and outdoors. The very good provision for their personal, social and emotional development and for learning to read puts children in a strong position to benefit from their education.

35. Provision for pupils with special educational needs, including those with formal statements, is good. This is because individual education plans are based on careful identification of their needs and because classroom assistants are well trained and skilled at working with groups of pupils and individuals. This maintains a strength from the last inspection. Pupils often work successfully alongside other pupils of their own age, and have help when they need it. At other times, they withdraw from class lessons to work in small groups in literacy and numeracy. The school has a deliberate policy to provide a rich and varied curriculum for all pupils, and pupils with special educational needs have the confidence to take part in activities such as choir, recorders, chess and sporting activities. Documents provided for the inspection by the headteacher show that the school is currently taking action to improve provision and equality of access to the curriculum for the more able pupils, especially in literacy and numeracy. This involves working with local education authority advisors to select teaching materials and taking part in staff training.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Since the last inspection, the school has continued to care for its pupils well, overall. Governors arranged repairs to the unsafe surface and poor drainage of the playground as recommended by inspectors. The same problem is beginning to arise again, however, and governors plan to attend to it as part of the next phase of improvements to the building.

37. The family atmosphere of a small school enables staff to know pupils as individuals, and to take good care of them. Written policies cover all aspects of health and safety, and staff are careful to follow safe practices in lessons. In gymnastics lessons, for example, they place strong emphasis on reminding pupils about safety rules with regard to apparatus, and pupils know why these rules are necessary. Informal checking on the safety of the building and equipment is ongoing, and there are regular fire practices and proper arrangements for routine first aid and medical care. The headteacher's interim arrangements to minimise risks to pupils while outside classrooms are still in use, but formal risk assessments, covering educational visits and daily activities have not yet been built into the school's procedures.

38. A very effective policy for behaviour and discipline includes a simple Code of Conduct, and pupils know why rules are necessary. It is supplemented by a well thought out policy on bullying, but the very good relationships that exist throughout the school mean that the procedures are rarely needed. The rewards and sanctions used succeed in motivating pupils, but more importantly, pupils behave well because they understand what is expected of them. The school watches over pupils' attendance well, and help is at hand on the rare occasions when problems arise.

39. Teachers are well aware of pupils' personal needs; for example, they record medical details carefully. Teachers keep an informal eye on pupils' personal development, so that if a problem is spotted, it is easy to track down the source and take action to put it right. The genuine care that staff show for pupils is evident in their day-to-day relationships with them.

and in the confidence that pupils have to approach adults for help. Although there is an appropriate policy for child protection, staff training has not been updated to ensure that all adults working in the school know the correct thing to do if they have any cause for concern.

40. A key issue at the last inspection was to improve arrangements for assessing pupils' attainment and progress and to use information to plan future teaching. The action plan following the inspection suggests that several improvements were made that were relevant and helpful at that time. Standardised tests, for example, now give an indication of the general progress being made by individual pupils in reading and mathematics. The national picture has changed considerably since 1998, however, and further improvements have been delayed in the school, owing to the disruption and time taken up by the building works. Governors and staff are aware of the limitations of using national test data when year groups are small. They are only just beginning to put more reliable procedures into practice for tracking pupils' progress, finding out if they are achieving well enough and setting future targets for them to aim for in their lessons. Improvement in this area has been relatively slow. The delay means that there are times when more able pupils mark time because lessons provide too little challenge for them, and occasionally less able pupils struggle with work that is too hard for them. The SDP shows that staff and governors are now tackling this issue by starting to track pupils' progress in writing.

41. Procedures for ensuring that teachers' National Curriculum assessments are accurate need tightening. Some differences between teachers' assessments and test results last year were because teachers under assessed pupils' attainment. The headteacher explained that there has not been much time in recent years to continue to build up portfolios of assessed work or to take part in moderation exercises.

42. Teachers and classroom assistants know pupils with special educational needs very well. Pupils often receive good quality help and make good progress in meeting the targets in their individual education plans or their statements. Their provision meets the code of practice and is very good for pupils with statements. Classroom assistants are well informed and closely involved in planning pupils' work. Staff and professionals from educational support services keep a close eye on pupils' progress and make sure that they benefit from the right kind of support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Since the last inspection, the school's links with parents have improved, and the partnership between home and school is now good. The majority of parents are happy with what the school offers, and many play a part in supporting their children's learning at home or giving practical help with fund-raising events. Although a very small proportion of parents attended the inspection meeting and a small proportion returned the questionnaire, the views of parents expressed during the inspection were very positive. A high percentage of pupils come from outside the school's traditional catchment area, and this demonstrates the confidence and satisfaction that parents have with the quality of education provided.

44. Parents are pleased that their children enjoy school and are making good progress. They think that teaching is good and that staff are approachable. Parents think that teachers expect their children to work hard and try their best. They particularly appreciate the family atmosphere of a small school, and feel that this contributes considerably to pupils' good behaviour and attendance. A few parents would like to see more extra-curricular activities, especially sporting activities, and not all parents feel encouraged to help in school. Inspectors largely agree with parents' positive views of the school. The number and range of extra-curricular activities offered throughout the year are good for a school of this size. The school

would welcome practical help from parents, although it appears that many are prevented from volunteering by work and family commitments. It is acknowledged, however, that more positive invitations to parents might increase offers of help.

45. The school provides generally good quality information for parents. Written information, such as the school brochure and governors' annual report, gives details about administrative, curricular and pastoral matters. This is helpful, although the formality of style might deter some parents from reading it. A good range of meetings allows parents to check the progress their children are making with work and personal development. Almost all parents attend the consultation evenings, and many parents take advantage of daily opportunities to discuss minor issues with teachers. Attendance by parents at school events involving children is always very good. Staff and governors were disappointed, however, by the small number of parents who attended the recent meeting planned to explain how the new sex and relationships policy will be implemented. Pupils' annual reports have improved since the last inspection, when they did not meet requirements. Reports now explain clearly what children know, understand and can do in all subjects. There are no specific targets included to help parents to know what their child will be aiming to achieve next.

46. Comments in the home and school reading diaries and pupils' homework diaries demonstrate the keen interest that many parents show in their children's learning at home. Invaluable practical support comes from members of the Parents and Friends Association, who organise fund-raising and social events to raise money to buy additional equipment for the school. All parents support these events very well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. Overall, good leadership by the headteacher and sound management by governors ensure that pupils achieve well over time. The mainly positive picture of the school found at the time of the last inspection has been maintained, and the standard of pupils' work has improved in some subjects. Overall, the headteacher and governors have ensured a good amount of improvement since the last inspection.

48. Governors, staff, parents and the community have confidence in the headteacher to lead the school successfully. She ensures that the school has a strong team of teachers and support staff. A key strength is the way that everyone pulls together for the good of the pupils and to meet the aims of the school. The headteacher ensures that relationships at all levels are good and that every member of staff plays their part in taking the school forward. She has steered the school successfully through a challenging time in recent years, as the first phase of the refurbishment of the building has been in progress. This has involved a lot of additional work and taken up a lot of time, but the benefits can be seen in the high quality improvements to the building so far. The headteacher delegates responsibilities appropriately to the deputy headteacher and to other teachers. The deputy headteacher provides a good role model as a teacher, and works closely with the headteacher to bring about improvements.

49. Owing to the small size of the school, all teachers have several responsibilities for leading and managing provision for subjects or important areas of the work of the school. They carry out their duties positively, and support other teachers whenever they can. When the SDP has a special focus on their particular areas of responsibility, teachers play a more active part. At other times, they oversee provision informally, and checking on the quality of teaching and provision is satisfactory. The co-ordinator for ICT has very strong expertise and is currently helping the school to improve at a rapid pace as part of the planned improvements. Similarly, co-ordinators for English, personal, social, health and citizenship education, and assessment are currently playing a greater role, owing to the priorities of the

SDP. Last year, the co-ordinator for the Foundation Stage had particular leadership and management duties to perform, and the success of this work is evident in the current high quality provision for children in the Foundation Class. Provision for pupils with special educational needs is managed well to make sure that the pupils have their full entitlement. In the absence of totally reliable national test data, the role of co-ordinators for English, mathematics and science needs to include finding out how high standards in the school are, and being able to show that standards are high enough.

50. A key issue at the last inspection was to involve governors more fully in leading and managing the school, and in finding out how well the school was performing. Since that time, governors have increased their knowledge of the school and their involvement in its progress. They take a keen interest in the life of the school and are very supportive of staff and pupils. Governors know what kind of ethos they want for the school, and the headteacher makes sure that this is seen in action. They are particularly keen to see improvements to the accommodation. This was a key issue at the last inspection, and governors have done well to achieve what they have so far. Improvement in the key issue to increase the role of governors in monitoring and evaluating the work of the school, however, has been satisfactory. The headteacher and governors evaluate the performance of their school in general terms, but need to relate this work even more closely to the standards attained by pupils.

51. Governors take their own training seriously, and the chair of governors gives a good lead to other governors. Governors now have a good general overview of the school, gained through attending meetings and discussing the headteacher's reports, but they rely heavily on the headteacher for assurance that the school is doing well enough. Governors have established basic committees to deal with a few important matters, but they prefer to deal with most matters collectively. This limits the amount of detail they can gather and the amount of close checking that they do. They have not delegated many responsibilities, for example for overseeing provision for ICT, literacy, the Foundation Stage or health and safety. Governors know what many of the school's strengths are from their informal observations, but they do not know enough about how high academic standards are. Although they are aware that national test results are not always reliable indicators in small schools, they do not have any other method of satisfying themselves that the school is performing as well as it could or should. Governors are keen, however, to get best value from spending in relation to the current building project.

52. The SDP has several strengths and governors discuss progress in general terms at meetings. They set funds aside for suitable priorities, such as developing provision for ICT, the Foundation Stage classroom and staff training, but do not have much close involvement in finding out if spending represents good value for money in terms of raised standards owing to improved provision. The SDP reflects the fact that there are few staff to share all the responsibilities, but a longer-term general overview would help subject co-ordinators to plan and prepare more effectively for future improvements. Satisfactory arrangements for checking and improving the performance of the headteacher and staff are in place.

53. Financial planning is sound, and the school continues to give satisfactory value for the high cost of educating each pupil. Governors are aware that they will need to partially fund current and future improvements to the building and resources, and they have been setting money aside. This resulted very recently in an excessively large carry-forward budget, but some has now been spent on the new computer suite and Foundation Stage classroom. Governors do not have a written longer-term financial plan detailing how they expect to balance the budget in the near future, when further improvements to the premises will be a drain on finances. The headteacher makes sure that funds for designated purposes, such as funding for pupils with special educational needs, is spent as directed. Along with the school

secretary, the headteacher watches over spending closely to make sure that each budget heading remains on track and that there are no errors in the computing system. Teachers and the secretary use ICT well as means of improving efficiency and presenting information and teaching resources to a high standard.

54. The school runs very smoothly on a day-to-day basis. Support staff, including the nursery nurse, classroom assistants, secretary and caretaker, make a very good contribution to the quality of pupils' education. The school puts a lot of emphasis on staff training, and this pays dividends in the way that support staff feel part of the school and are interested in continually improving their skills. Resources have improved since the last inspection, especially in ICT, but also in those subjects that were weak at the last inspection. There are no significant shortages. The accommodation has improved greatly since the last inspection, owing to the strong determination of the headteacher and chair of governors. The building is very well maintained, clean and attractive to pupils. The plans for the next phase of improvements are in place and are likely to result in a lot more benefits for the pupils. Nevertheless, the adequacy of the accommodation remains a weakness. This is because of the divided nature of the site, mobile classrooms, outside toilets and lack of a Foundation Stage class outside learning area, and because of the curriculum time taken up by moving from building to building.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. In order to continue to raise standards and to improve the quality of education, governors, the headteacher and staff now need to:-

- (1) Put existing plans into place to assess pupils' levels of attainment in the National Curriculum, and set targets in reading, writing and mathematics to inform teaching and to share with pupils.
(See paragraphs 18, 21, 22, 35, 40, 69, 72, 74, 75)
- (2) Extend the work of governors to include more detailed checking of how well the school is doing and finding out whether pupils are achieving well enough.
(See paragraphs 1, 2, 50, 51, 57, 70, 102)

As well as the above key issues, the school should also:-

Ensure that pupils increase their understanding of the multi-cultural nature of the society in which they live. *(See paragraphs 33 and 115).*

Tighten existing procedures for child protection and for health and safety risk assessments. *(See paragraphs 37, 39, 51)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	15	2	0	0	0
Percentage	4	33	56	7	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	96
Number of full-time pupils known to be eligible for free school meals	N/A	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	2
Number of pupils on the school's special educational needs register	N/A	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.0

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	6	6	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	12	11	11
Percentage of pupils at NC level 2 or above	School	100 (87)	92 (73)	92 (93)
	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	92 (87)	92 (93)	92 (87)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	5	8	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	12	12
Percentage of pupils at NC level 4 or above	School	85 (60)	92 (100)	92 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	8	10	13
Percentage of pupils at NC level 4 or above	School	67 (60)	77 (80)	100 (100)
	National	73 (72)	74 (74)	82 (82)

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

NB * Too few girls or boys were tested to require the results to be published.

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	92	0	0
White – Irish	0	0	0
White – any other White background	1	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	3	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	5
Number of pupils per qualified teacher	19.2
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	102

Financial information

Financial year	2001/2
	£
Total income	242,662
Total expenditure	244,177
Expenditure per pupil	2,683
Balance brought forward from previous year	54,720
Balance carried forward to next year	53,205

Recruitment of teachers

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

25.6

Number of questionnaires sent out

90

Number of questionnaires returned

23

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	26	0	0	0
My child is making good progress in school.	74	26	0	0	0
Behaviour in the school is good.	74	26	0	0	0
My child gets the right amount of work to do at home.	43	52	0	0	4
The teaching is good.	96	4	0	0	0
I am kept well informed about how my child is getting on.	83	13	0	4	0
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	65	30	0	4	0
The school is well led and managed.	78	13	0	4	4
The school is helping my child become mature and responsible.	83	17	0	0	0
The school provides an interesting range of activities outside lessons.	52	35	9	0	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. At the time of the inspection, some children had only been attending part-time or full-time for a few weeks, and the new Foundation Stage classroom had only been open for several months. Photographs were looked at in order to gain a fuller picture of the standard of children's work and of the quality of teaching, learning and the curriculum. When children start in the Foundation Stage class, their attainment is average, and the school's records of assessments confirm that children start their Reception Year with similar attainment to most children nationally. They achieve well overall, owing to good teaching, and by the end of the Reception Year, their attainment is above average.

57. Since the last inspection, arrangements for inspecting provision for the youngest children in the school have changed considerably, as has the national guidance about the curriculum. Although it is not possible to make direct comparisons, evidence suggests that the school has at least maintained the good provision found in 1998, and in several areas there has been a considerable amount of improvement. Staff have responded very professionally and effectively to the continually changing national guidance and expectations about teaching, the curriculum and assessing children, and much of the provision now is very good. In the last two years, there has been considerable disruption for staff and children, owing to the building works. Staff have managed this difficult situation very well indeed, and the new Foundation Stage classroom makes a very good contribution to children's learning. The class teacher leads other staff and manages the provision very well. This is the main reason why children are doing so well. The teacher caters for the complex arrangements for starting school and for the full-time or part-time attendance of children very successfully. There is no governor with a special interest or involvement in the Foundation Stage, even though provision has been a strong focus for improvement and spending in the SDP recently.

Personal, social and emotional development

58. Staff put a lot of emphasis on helping children to settle at school and to learn from a wide range of activities and experiences in every area of learning. Teaching and learning are very good and children are on track to attain well above average standards by the end of the Reception Year. Staff are caring, considerate and sensitive towards all the children. They want children to enjoy their learning, as well as making good progress. Staff work well together to achieve the objectives of lessons, and children relate positively to the several different members of staff who often work in their classroom. Adults are very good role models for the children. The fact that the classroom is so bright, clean, friendly, well organised and stimulating ensures that children want to come to school and to try their best to please adults. Consequently, children's behaviour is very good and they know the difference between right and wrong. During the inspection, one child questioned if an adult should be playing in the pretend corner, because only four people are allowed at any one time!

59. After a very short time in school, children become confident to make choices and put equipment away in the right places. They move around the school happily, for example when they go to assembly in the church and when they take the register back to the office. They know the routines, for example for eating sandwiches or having school dinners, and try really hard to join in with the rest of the school in singing practice. The very good provision and very good teaching in this area of learning give children a head start with their future education, and they achieve very well. Children have some opportunities to learn about people from

different cultures and faiths, for example in the current work about the festival of Diwali. The teacher is seeking more ways to encourage this as an integral part of all provision.

Communication, language and literacy

60. Children achieve well owing to good teaching, and at the end of the Reception Year, the standard of their work is above average. Staff know how important children's speaking and listening skills are to their future learning in all subjects. Adults speak clearly, question children skilfully and continually introduce them to new words. This was seen in a literacy lesson when the teacher used a story about a snowman to encourage children to talk. Children listened very well. They were able to recall the story later and describe the stages of making a snowman. Their speaking skills improve at a good pace and children are on track to attain well for their ages by the end of the Reception Year. Children quickly make a start with learning to read and write. The teacher's approach to teaching reading is very good, because children learn to use a range of different ways of reading new words, including learning about the sounds that letters and groups of letters represent in words (phonics). She uses good quality and interesting books to motivate children, and involves parents very well in the process of learning to read. Children also learn to write in worthwhile ways, and children quickly begin to have confidence to tackle writing words by themselves. By the end of the Reception Year, almost all children are likely to be able to read simple books by themselves and sequence a few ideas in their own writing.

Mathematical development

61. Teaching and learning are good because the teacher plans a lot of opportunities for children to learn to count, recognise numbers and understand that mathematics is part of their daily lives. Children learn through formal numeracy lessons, as well as through their good quality play indoors and outdoors. When they play outdoors, for example, the teacher plans activities with a clear purpose; during the inspection, one activity in the playground helped all children to learn to recognise and name geometric shapes in a natural and very enjoyable way. Consequently, children achieve well and are on track to attain above average standards by the end of the Reception Year. Most children already count confidently at least to ten, recognise and match numbers and use correct mathematical vocabulary when answering questions. In a music lesson, for example, one child said that an item would not fit into a certain box because the box was too small. There are a few examples in published mathematics exercise books when children in the Reception Year all had the same work, regardless of their prior attainment. This meant that less able children struggled and needed too much help to be able to understand it.

Knowledge and understanding of the world

62. Children's knowledge and understanding of the world increase at a good pace because of the wide range of experiences they have, including going out into the local environment and talking about the natural world around them. Children's good achievement over time ensures that they attain above average standards by the end of the Reception Year. Good teaching and learning are due to the teacher's strong knowledge and understanding of how the Foundation Curriculum leads naturally into the National Curriculum for several subjects, including ICT. Throughout the year, the planned programme of work makes provision for children to learn the basic skills they will need later in their education. During the inspection, for example, the teacher encouraged children to think about the natural world by visiting the local park to see how it has changed since a visit in autumn. Such work provides a good foundation for future work in science and geography. By playing with different kinds of sand and filling and pouring equipment, or with a range of materials for constructing and

making models, children made good progress with finding things out, and they increased their knowledge and understanding of the world around them.

Physical and creative development

63. As with other areas of learning, children achieve well and their attainment is above average by the end of the Reception Year. The careful planning of lessons includes opportunities for children to learn from many different experiences, both indoors and outdoors, both formal and informal. Teaching and learning are good because adults set the same high standards and apply the same basic principles to all their work. They interest and motivate children well, expect highly of them and give the help and support they need to improve. In a formal music lesson, for example, the teacher provided high quality musical instruments and visual resources to help children to learn and remember the names of the instruments and the kinds of sounds they make. Most children move around their classroom and the school safely and show awareness of others. They handle many different kinds of tools and equipment correctly and with growing dexterity, including writing and drawing tools. Children enjoy stories and books, often make up their own stories and act them out and are creative and imaginative, for example when making up their own stories about penguins in cold parts of the world. There are times when children would benefit from more opportunities to express their own creativity. When making pictures and collages, for example, adults sometimes give too many directions about the finished items. Similarly, in their music lesson, children were keen to explore with their own sounds when playing instruments.

64. The class teacher, nursery nurse and classroom assistants work together very well as a team to meet the needs of all children, including those with special educational needs. All are skilled at working with young children and want them to do well. The teacher gathers a great deal of helpful information about children's attainment and progress. This usually results in generally well matched work for the children, although there are a few occasions, especially in mathematics, when more able children could be pushed on more quickly and when less able children struggle to complete the same exercises. Nevertheless, they all make good progress, overall, and the new Foundation Class is proving to be a strength that is likely to lift standards in the school in the future. Although the accommodation at the moment does not permit a specially designated outdoor learning area or large equipment, the teacher makes very good use of other opportunities to learn from the outdoors so that children are not disadvantaged.

ENGLISH

The quality of provision in English is **good**.

Strengths

- Good improvement since the last inspection.
- The good quality of teaching, and in particular, the teaching of basic skills in well-managed literacy lessons.
- The increasing use of ICT to further pupils' learning.
- The teamwork between teachers and classroom assistants.

Areas for improvement

- Setting National Curriculum targets so that pupils know what they are aiming for, and planning work to help the pupils to reach them.
- More checking to find out how well the school is doing.

65. There has been a good amount of improvement since the last inspection when standards were below average by the end of Years 2 and 6. Standards are now above average in speaking and listening, reading and writing. Pupils achieve well, overall, in all classes because they respond very positively to the good teaching, especially in the basic skills of reading and writing.

66. Pupils in Year 2 listen carefully to teachers and other adults because they are interested in their work and enjoy taking part in the tasks they are given. They work co-operatively with partners to learn about the sounds that letters represent. They listen to and match similar sounds and then find the letters they represent. They read stories aloud, along with their teacher, such as *The Three Billy Goats Gruff*, and they change their voices to reflect different characters. Pupils speak clearly in discussions and when recalling their previous work. They describe things well and in proper sentences, for example when describing a troll in the story. Pupils in Year 6 listen carefully to instructions, and this helps them to make good progress with many tasks. In a lesson involving using computers, they quickly assessed what had to be done to interrogate a website to find information about myths. Pupils speak in some detail when explaining the difference between myths, legends and fables, giving clear examples of each. When using computers in pairs, pupils have a lot of opportunities to communicate with one another, and this increases their social skills, such as collaborating and making decisions. Teachers' good knowledge and understanding of literacy and their rapidly improving ICT skills ensure that pupils benefit from a widening range of learning opportunities in English.

67. In Year 2, pupils enjoy books and most can read accurately and with expression. They know several different ways of finding out what new words say and how to pronounce them correctly, including looking at the sounds represented by single letters and groups of letters. Pupils can retell stories in their own words and suggest how stories might develop. One or two pupils find reading difficult and are not very fluent, but they can read simple books with help. These pupils, and any with special educational needs, benefit from good quality support from classroom assistants. This enables them to make good progress. Although the standard of reading is above average in Year 6, in Year 4 it is well above average. Most of the oldest pupils in the school are accurate, fluent and expressive readers, and this enables them to understand what they are reading about. When reading *Goodnight Mr Tom*, for example, a pupil described how the old man's feelings change as the story progresses. Many pupils can identify and discuss the relative merits in the work of different children's authors; for example, they compare the work of Jackie Wilson with that of Roald Dahl perceptively. Those pupils of all ages who attend the extra-curricular library session have good library skills for their ages, but a few pupils express a limited choice of preferred reading. It is clear that many pupils gain a lot from widening their range of reading by attending the library. The school has done well to improve library facilities since the last inspection, especially given the continuing constraints of the building.

68. In Year 2, the handwriting of most pupils is accurately formed and shaped and a few pupils are beginning to join their letters. Pupils' use of punctuation is developing well and most use capital letters and full stops correctly. The standard of spelling is good. Careful attention by teachers to improving the basic skills of literacy is paying dividends and helping to lift standards. Teachers have a good understanding of how their pupils learn and, as a result, pupils learn to use writing to good effect. Pupils improve their ability to write creatively, as seen when they wrote interesting holiday diaries. They write stories and accounts, as well as writing to match the style needed in other subjects of the curriculum. Teachers stimulate pupils to improve their writing by using resources that motivate and interest them. This helps pupils to generate new ideas and to concentrate on their writing and try hard. In Year 6, most pupils write neatly in a joined style. Their spelling is good and they use a wide range of punctuation correctly. Pupils write widely, for example descriptions, narrative, poetry and

dialogue. They write well in other subjects too, for example when they write with empathy to describe the experiences of children in wartime as part of their work in history.

69. The school has a continuing major focus on improving pupils' writing and lifting the school's performance in national tests. Teachers now ensure that pupils have support with their writing, including by taking part in the Extended Literacy Scheme. Increased use of ICT as a means of writing provides further opportunities for pupils to explore language. Teachers are particularly good at developing pupils' listening and talking skills and widening their vocabulary in all subjects. They manage pupils' behaviour very well and set high expectations that pupils will try their best. This creates an atmosphere that encourages pupils to learn. Pupils work hard, but they do not know enough about how they have to improve in order to reach the next level of attainment in the National Curriculum. This is because teachers are only just beginning to track pupils' progress in a way that helps them to gather the information they need in order to set suitable targets for groups of pupils or individuals.

70. Pupils benefit from the well-organised curriculum that includes several nationally funded learning programmes for specific groups of pupils. Teachers work closely with the good quality classroom assistants to make these initiatives successful. Pupils with special educational needs make good progress because of the well-managed provision. The leadership of the subject co-ordinator is good, but there is no governor with responsibility for watching over provision in literacy. National test results are not completely reliable as a measure of the school's performance, and staff and governors do not have any other method of making certain that standards are as high as they should be. With the new method of tracking pupils' progress in writing ready for implementation, and the plans to introduce a similar system for reading, the school is well placed to begin to put this right and to continue to improve in the future.

MATHEMATICS

The quality of provision in mathematics is **good**.

Strengths

- Good improvement in the standard of work since the last inspection.
- Good teaching of the basic skills of numeracy.
- Pupils' very good behaviour and attitudes towards mathematics.
- The teamwork between teachers and classroom assistants.

Areas for improvement

- Setting National Curriculum targets that pupils understand and planning work to help pupils to reach them.
- More chances for pupils to use mathematics in investigative work in real contexts.
- More checking to find out how well the school is doing.

71. Pupils achieve well overall, and the standard of their work is above average by the ages of seven and eleven. This represents a good amount of improvement since the last inspection, when standards were average throughout the school. Staff have adopted the National Numeracy Strategy successfully as their main method of teaching numeracy, and teaching and learning are good, overall. Teachers put an emphasis on teaching the basic skills of numeracy, and pupils learn to calculate fairly quickly and accurately and to apply their calculations to mathematical problems. Teachers are positive about mathematics and teach it with enthusiasm so that pupils are prepared to work hard and present their work carefully. Teachers are very clear what they want pupils to learn in individual lessons, and this is an

improvement since the last inspection. They question pupils carefully, often tailoring questions to individual pupils or groups of pupils. They manage lessons so that time is not wasted. Consequently, pupils listen very well to teachers, try to answer questions and apply themselves to work when they are asked to.

72. Pupils in Year 2 use mathematical equipment to help them to calculate with numbers at least up to 20. They can explain how they have worked things out in their heads using mathematical terms, such as 'add' and 'plus', and record their answers using mathematical symbols. Pupils with special educational needs sometimes need a lot of help to take part in the same work as other pupils when the whole class is working together. Classroom assistants support them very well in lessons and use worthwhile strategies to help pupils to understand their work. Much of the pupils' work is completed in published workbooks or on photocopied sheets. This work shows that most pupils can solve simple problems about shopping, count on in groups of three, five and ten, measure in centimetres, are beginning to be able to tell the time, recognise and name flat and solid shapes, and round numbers to the nearest ten. More able pupils solve problems by multiplying and dividing, double and halve numbers and calculate on paper with numbers up to 100. The very brightest pupils can explain large numbers and much more complex mathematical ideas, such as fractions, the use of brackets and rounding to hundreds. In one lesson during the inspection, as well as in some previous work, the brightest pupils marked time and did not achieve as much as they could have.

73. Pupils in Year 6 multiply and divide numbers by 10 and 100, sometimes involving a decimal point. They use advanced mathematical terms, such as 'partition', 'integers' and 'digit' correctly and with understanding. Pupils can solve mathematical problems using a given method and are beginning to be able to devise their own methods and explain them to the rest of the class. They calculate the perimeter of a shape by measuring in centimetres, solve problems involving the 24-hour clock and convert units of length. In the extra lessons for pupils in Year 6 (booster classes), pupils learned to calculate mentally, for example, $? \times (4 + ?) = 8$. The teacher used questioning to probe pupils' understanding, and most pupils were able to solve the problem and check their own answers. A few pupils found it difficult but tried hard.

74. Although pupils in Years 3, 4, 5 and 6 apply their mathematical knowledge to problems in their mathematics books, they do not have many opportunities to plan and carry out their own investigations in real contexts, for example in in-depth mathematical studies as part of work in geography or science. They are only just beginning to use ICT as an integral part of their work. As in Class 1, there are times when the brightest pupils do not have enough mental challenge to take them forward. When asked, pupils in Classes 2 and 3 did not know what they have to do next to improve and were not aware of any targets to aim for. One very bright pupil said that he could not wait to have the work given to the older year group in his class. The pupil explained that he did not have to think hard at all to complete his exercise.

75. The co-ordinator for mathematics explains that the subject has not been a priority for the SDP in recent years, and a governor for numeracy has only very recently been allocated. Currently, the SDP does not indicate when the co-ordinator will be expected to lead other teachers forward in mathematics. Nevertheless, there has been a lot of staff training, including training in catering for gifted and talented pupils, and lesson planning and teaching have improved. The co-ordinator is aware that the published scheme has weaknesses, and these have still to be addressed by teachers. She has observed other teachers in lessons, looks at all the planning and talks to teachers about their work. Year groups are relatively small and staff and governors do not find looking at test results very helpful in finding out how well the school is doing. They have not analysed the 2002 results for pupils in Year 2 to

discover where pupils have done well and where they could have done better. Pupils in Year 3 often all have the same work in lessons, even though their recent national test results varied extensively. There are plans for the school to track pupils' progress in the National Curriculum more closely and to set them targets to inform teachers' planning and to involve pupils more in their own learning.

SCIENCE

The quality of provision in science is **good**.

Strengths

- The standard of work has risen since the last inspection, owing to an improved curriculum and better leadership.
- Good teaching helps pupils to learn well by investigating scientific ideas.
- Pupils have very good attitudes towards their work.

Area for improvement

- Assessing pupils' attainment more thoroughly in order to make sure that work always pushes them on to higher levels and that standards are high enough.

76. Owing to class timetables, only two lessons were seen, and judgements take account of pupils' previous work, discussions with pupils and teachers' planning. Pupils achieve well and the standard of their work by the ages of seven and eleven is above average. This is an improvement since the last inspection when standards were average.

77. Pupils in Year 2 have covered a good range of work so far this year. They know what makes their tests 'fair' and can measure the stretch factor in a range of fabrics as part of their investigation of materials and their properties. They understand how to predict outcomes, observe closely and record what they have found out. Pupils in Years 3 and 4 have regular opportunities for practical and investigative work, for example when studying life processes and living things, and they continue to make good progress with designing and carrying out investigations. In their lesson, they investigated materials to find the best fabrics to make clothes for young children. This gave them a real context for their work and they learned a lot about 'variables' when carrying out tests.

78. In Year 6, pupils have a good understanding of 'fair testing'. They are particularly good at observing experiments and investigations and can measure and record their findings with accuracy. Pupils have a good knowledge of the parts of plants and of animals, for example the organs of different plants. They are very knowledgeable about light and how light travels and is seen by the eye. Their understanding of materials and their properties is good; for example, they can explain how filtering can separate materials in a suspension and that heating solutions enables substances that have been dissolved to be reclaimed. Also, pupils know that some changes of state are not reversible. They apply their literacy skills well to work in science when writing in different forms and styles. Pupils sometimes apply their numeracy skills, but opportunities need extending, especially for the oldest pupils.

79. Good teaching and learning ensure that pupils enjoy lessons and are enthusiastic about their work. They present their work in books to a good standard. Lessons begin promptly in an atmosphere of quiet and clear response. Relationships between teachers and their pupils are very good, and pupils know the routines they must follow. All teachers demonstrate good subject expertise and prepare their lessons well to match the requirements of the National Curriculum and the school's own improved scheme of work.

They teach science with enthusiasm and classroom displays stimulate pupils' thinking and learning skills. Teachers explain things carefully to make sure that pupils know what they are going to do and what they are going to learn about. Teachers use resources well to engage pupils fully in their learning, for instance the wide range of fabrics used in the lesson in Years 3 and 4. Teachers' very good questioning skills are particularly effective in challenging pupils' thinking further, and they use pupils' answers very well to extend their learning. They involve pupils with special educational needs well in lessons, and help them to make progress at the same pace as other pupils in the class.

80. The co-ordinator is knowledgeable about science and confident to teach it. She checks planning in all classes, and knows that teachers need to plan more opportunities for pupils to use ICT in science. The school has responded well to the issue raised at the last inspection, and staff have implemented better schemes of work. The standard of work has improved and there is now greater emphasis, rightly, on the investigative aspects of science. Teachers assess pupils' attainment and keep records of their progress through the published teaching materials used. This does not always result in making sure that there are enough new challenges for the more able pupils, however. Staff and governors do not yet have secure methods of making sure that standards are high enough. Nevertheless, improvement since the last inspection has been good.

ART AND DESIGN

The quality of provision in art and design is **good**.

Strengths

- Pupils work carefully, imaginatively and thoughtfully with a range of art materials.
- The curriculum is well organised to cover a good range of two-dimensional work, including a study of artists and their style of work.

Areas for improvement

- Extending the opportunities for pupils to work in three dimensions.
- Increasing the use and understanding of work in pupils' sketchbooks.

81. Owing to class timetables, only one lesson was seen, and judgements on teaching and learning were not made. Pupils concentrate on learning art and design for three out of six half-terms each year, although there are times when art and design work overlaps with work in design and technology. Judgements about standards include pupils' previous work and the work on display around the school. This suggests that pupils achieve well and the standard of work is above national expectations for pupils at the ages of seven and eleven. Some pieces of work are of a very high standard. This is an improvement on the last inspection, but there has not been as much improvement in three-dimensional work, because pupils have fewer opportunities to improve their skills. This was a weakness at the last inspection.

82. When pupils use their art and design skills to illustrate work in other subjects, they use pencils, coloured pencils and pens well. This is seen in the sketches about forces in science in Years 3 and 4 and the postcards of holiday destinations in geography in Years 1 and 2. Pupils draw with good use of line and accuracy from both memory and observation, as seen in the abstract patterns designed by pupils in Years 5 and 6. They use colour and different techniques used by artists well in their own pieces of work. The studies of the work of Van Gogh, for example, show how well pupils have developed their own skills by reproducing parts of masterpieces, such as parts of the sky or the thatch and smoke. The work shows good use of colour, good control of materials and close attention to detail. Pupils

throughout the school use paint and pastel well by mixing and applying colour carefully. The picture of a parrot in Class 2, for example, is a particularly good piece of work, with fine definition and complex colours in the feathers and around the neck and wings of the bird.

83. Pupils' work in their sketchbooks is varied in quality and limited in quantity. Pupils sometimes complete pictures without sketching their ideas or experimenting with and practising different techniques. Nevertheless, there are some good examples of work, such as the drawings and preparations of designs of blocks for printing in Class 2. Pupils are starting to use computers well as part of their work in art and design, as when they use a drawing program and print their work and when older pupils research using computers before writing about famous artists.

84. Teachers display a good range of pupils' work to good effect. The study of flowers in Class 2, for example, shows good use of form and colour set on interesting backgrounds. Teachers link art and design with work in other subjects to generate interest and give a good context for developing ideas and skills. In Class 2, for example, pupils have studied Aboriginal art and used images and designs effectively. Teachers are knowledgeable and confident to teach two-dimensional work, but need to plan more opportunities for three-dimensional and sculptural work.

85. Pupils have good attitudes towards art and design. They regularly evaluate their own work and that of other pupils. They show sensitivity in their discussions, and can be critical in a very friendly and positive way. Art and design makes an important contribution to pupils' spiritual, social and cultural development.

86. The recently appointed subject co-ordinator is knowledgeable and enthusiastic. Art and design has not been a priority for the SDP in recent years and the co-ordinator has not had a chance to see lessons taught in other classes. She is leading the school towards producing a revised scheme of work and developing a portfolio of pupils' work to show how much progress pupils make as they move from class to class.

DESIGN AND TECHNOLOGY

The quality of provision in design and technology is **satisfactory**.

Strengths

- Recent improvements in opportunities to learn to use and apply ICT skills in design and technology in Class 2.

Areas for improvement

- Assessing pupils in relation to the National Curriculum and pushing all pupils to achieve as well as they can.
- Gaining a clearer knowledge of the strengths and weaknesses in the subject and planning for improvement as part of the SDP.

87 It was not possible to see any lessons in design and technology during the inspection, and there was only a small amount of previous work available to see because pupils had taken it home. No judgements were made, therefore, about teaching, learning, standards or improvement since the last inspection, when standards were below national expectations. Provision, as judged from curriculum and lesson planning and from the small amount of evidence available, appears to be satisfactory, overall.

88. The subject is taught as part of a cycle of topics and is sometimes linked with work in other subjects, especially art and design. The amount of curriculum time dedicated to

teaching specific design and technology skills is less than in most other primary schools. A new co-ordinator has just been appointed, and does not yet have an overview of the strengths and areas for improvement in teaching and standards. The headteacher explains that the policy is ready for reviewing, including adding provision for pupils to further and practise ICT skills as part of their work in design and technology. There are no written plans yet, however, to have design and technology as a priority of the SDP, and there has not been any recent checking of the quality of teaching in lessons. Staff do not yet have a policy for measuring pupils' progress and recording their attainment.

89. When asked about their previous work, older pupils explained how they planned what they were going to make, made their models and wrote about what they would do differently next time. The work of older pupils is of a reasonable standard, but there is no evidence of work of a good standard or of any higher attaining pupils. Pupils in Class 3 have designed cranes using a satisfactory range of materials, but a fairly limited range of tools and equipment. They labelled their drawings and evaluated their finished items in fairly simple terms. The teacher guided pupils through the processes by means of a planning and evaluating sheet, which most pupils completed carefully. The recent work of pupils in Class 2 is a good example of how pupils are now learning to use ICT to further their learning. They have designed and produced Christmas cards, calendars and wrapping paper that meets the standard expected for pupils of their age.

90. At the last inspection, resources and their organisation and accessibility were weaknesses. Finding space for storing some of the larger and bulky resources needed to teach the subject is still a still a major problem, owing to the continuing inadequacies of the building.

GEOGRAPHY

The quality of provision in geography is **satisfactory**.

Strengths

- The teaching of basic geographical skills, supported by improved resources.
- The contribution of geography lessons to widening pupils' understanding of cultural diversity.

Areas for improvement

- Closer checking of the standard of teaching and pupils' work.
- Assessing pupils' skills more precisely in order to plan what they need to learn next.

91. Owing to class timetables and the cycle of topics, only one lesson was seen. No lessons were seen in Classes 1 and 3, and judgements take account of lesson planning and pupils' previous work. Evidence suggests that teaching, learning and pupils' achievement are satisfactory, and that the standard of their work by the ages of seven and eleven is in line with national expectations. This represents an improvement since the last inspection when the standard of work of the oldest pupils was below national expectations.

92. Pupils in Year 2 develop basic mapping skills and awareness of the environment. They use these to observe and record journeys undertaken, commenting accurately upon the forms of transport used and naming their destinations. The more able pupils record their destinations on a map. By studying the journeys of a toy bear, pupils gain useful insights into distant locations and, with help, they find them on a map of the world. This work helps pupils to further their mapping skills and promotes a greater understanding of different places and cultures in the world. Pupils' previous work suggests that teaching and learning are

satisfactory, with good emphasis of teaching basic geographical skills and widening pupils' knowledge and understanding of the diversity between nations.

93. By Year 6 pupils have had good opportunities to study contrasting cultures in distant locations. They gain good insights into the lives of villagers in southern India, using the village of Chembakoli as a focus for their work in Class 2. They use maps and photographic evidence well to build up a picture of life there. Pupils know that there are many religions and languages in India and that there is extensive poverty, in comparison to their own living conditions. Pupils in Year 6 complete a study of Horbury Bridge, gaining useful insights into the local economy through studying industry and transport. This work also helps pupils to develop their mapping and research skills and encourages the increasing use of ICT to extend their learning. Teachers introduce pupils to a range of resources, including videos, and encourage them to look for evidence and find things out by themselves. As a result of this, pupils gain a good understanding of differing cultures, and are encouraged to have thoughtful discussions about alternative life styles. Pupils have positive attitudes towards their work and are prepared to take part in sensible discussions. During the inspection, pupils with special educational needs had the help they needed to complete the same task as other pupils.

94. The co-ordinator also has responsibility for another subject that has a high profile in the current SDP. Consequently, geography has not been a main priority, and there are no written plans yet for it to be so in the future. The co-ordinator has been successful in improving the unsatisfactory resources found at the last inspection. There is now more checking on how well the school is doing than there was previously, but this needs to include closer checking of pupils' work and watching teaching. More work is needed to make sure that teachers take account of what pupils already know, understand and can do when they plan their topics. Overall, the amount of improvement since the last inspection has been satisfactory.

HISTORY

The quality of provision in history is **satisfactory**.

Strengths

- The quality and range of learning opportunities in Classes 2 and 3.
- Improvement in the use of ICT in history.

Areas for improvement

- Filling gaps in resources.
- Closer checking of how well the school is doing.

95. Owing to the cycle of topics, it was possible to see only one lesson and judgements take account of pupils' previous work and teachers' planning. No judgements on teaching and learning were made. The standard of work is in line with national expectations by the ages of seven and eleven. This maintains the position at the last inspection. Pupils' achievement over time is satisfactory, including the progress of pupils with special educational needs.

96. Pupils in Year 2 sequence the stages of childhood accurately and know that people change over time. They produce simple timelines to illustrate this. When studying the Gunpowder Plot, pupils know the story and begin to recognise the relationship between cause and effect and show that they understand the consequences of an action. Pupils undertake work to follow up an assembly about Armistice Day by illustrating the fields and the

poppies. They know that these symbolise remembrance, but are less sure, in their written answers, why the poppy symbol is used. Pupils' previous work suggests satisfactory teaching that places emphasis on helping pupils to learn historical skills through interesting stories that motivate pupils to want to find out things about the past.

97. Pupils in Year 6 cover a good range of topics that provide vivid contrasts between the ancient and the modern world. They learn a lot about Ancient Greece; for example, they know that people developed an educated society based on clear values. Pupils gain a good insight into warfare, trade and culture, and recognise that education was highly valued by the ruling class. Through their studies, pupils make good use of computers to research and present their work. This is an improvement since the last inspection, when ICT was under-used. A contrasting study of the twentieth century enabled pupils to investigate the causes, events and outcomes of the Second World War. Pupils showed empathy when examining and writing about the lives of children in wartime. In their study of the 'Swinging Sixties', pupils investigated the influences that led to this catch-phrase being used. The teacher made good use of evidence in a video to help pupils to examine such contrasting issues as fashion and protest. The one lesson seen was a good lesson because the teacher questioned pupils skilfully in a discussion to lead them towards identifying influences for change. She knew the subject well herself and made sure that all pupils were actively engaged in finding things out. Most pupils achieved well and demonstrated their knowledge and understanding of this period in history. Pupils were very positive about the subject, and the lesson made a good contribution to their social and cultural development.

98. The curriculum is enriched well by opportunities for writing and by the inclusion of educational visits, such as a visit to Eden Camp in Class 3, as well as visiting speakers. The co-ordinator has an overview of the school's strengths and areas for improvement. She knows, for example, that more resources are needed to support some topics, but does not know when the subject will be a focus for the SDP. She has not seen other teachers in lessons, but looks at displays and talks to teachers about work in history. Arrangements for assessing pupils' skills of historical enquiry and planning work for pupils of differing prior attainment are yet to be developed. Overall, co-ordination and improvement since the last inspection are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The quality of provision in ICT is **good**.

Strengths

- The good quality of teaching.
- The very good leadership of the co-ordinator.
- The increasing use of ICT in other subjects.
- The high quality of resources and specialist accommodation.
- The very good improvement since the last inspection.

Areas for improvement

- Matching planned work more closely to the needs of more able pupils.
- Making sure that pupils know what they need to improve next.
- Purchasing software to enable pupils to cover the full National Curriculum.
- Involving governors more closely in finding out how well the school is doing.

99. At the last inspection, the standard of pupils' work by the ages of seven and eleven was below and sometimes well below national expectations. In recent times, staff and

governors have put a lot of effort into improving resources and into staff training, so that teaching and learning are now good. The amount of improvement has been very good, considering that the new ICT suite has been open only since September 2002. Pupils now achieve well. The ICT suite is very popular with pupils, and they are catching up the lost ground they suffered in the past owing to inadequate resources. The standard of pupils' work broadly matches the national expectations, and in Class 2, their work is sometimes above national expectations. Pupils with special educational needs make good progress. This is because they have the help they need to succeed with work that is closely matched to their individual education plans.

100. Most pupils in Year 2 have mastered the basic skills of using a keyboard and a mouse, and they can complete ICT tasks with a considerable degree of independence. They know how to position text on the screen, complete simple editing routines, save their work and print it out. They use these skills well to write short passages of text, and sometimes incorporate images using an art program. Pupils know how to use drawing programs, and experiment with line and colour to produce simple images. They work together in pairs, and this furthers their social skills, such as learning to work co-operatively. It also contributes well to standards in English, because the work requires pupils to practise listening, speaking, reading and writing. There are occasions, however, when the more able pupils mark time because teachers do not take enough account when planning lessons of what pupils can already do.

101. Pupils in Year 6 acquire a wide range of skills. They can combine text with illustrations well to produce calendars. They experiment with different fonts to explore layout and then write about a range of topics. They incorporate images well to produce posters about famous historical events. Pupils learn how to use a database to record their choice of family pets. They are increasing their use of websites to investigate a range of topics, and this ensures that they use ICT as part of their learning in other subjects, such as art and design, history and science. Pupils in Class 2 achieved very well in their lesson. This was because they were taught by the subject co-ordinator who has particularly strong expertise. These pupils use ICT widely and recognise its value when completing a good range of tasks. The good quality teaching and positive attitudes of all the pupils ensure that learning is at a good pace. Teachers ensure that they teach the basic skills of ICT well. They create a purposeful atmosphere in the ICT suite and manage pupils' behaviour and learning very well. As with younger pupils, however, there are times when the more able pupils need more new challenges in lessons to enable them to build on their existing knowledge, understanding and skills.

102. The school now offers a mainly good quality curriculum that takes account of national guidelines. Arrangements for assessing pupils are developing steadily, but some assessed work does not help pupils to know enough about what they need to improve next. The good quality resources and the new accommodation have a significant influence upon the progress that pupils have started to make. Staff know that there are still a few important shortages in software that prevent pupils from having access to the full curriculum, and they have set funds aside to put this right in the near future. The subject co-ordinator provides very good leadership by managing the curriculum and leading staff training. This has increased the confidence of other teachers to lift the standard of pupils' work. The subject is a current focus for the SDP, and the school is making very good progress. There is no governor, however, to oversee this important area, or to find out directly how much value the considerable amount of funding allocated to ICT is adding to standards and quality. Nevertheless, improvement in ICT is currently one of the school's main strengths.

MUSIC

The quality of provision in music is **good**.

Strengths

- Pupils' attitudes, enthusiasm and enjoyment of music.
- The good quality teaching and strong musical tradition.
- The very good role model provided by the co-ordinator.

Area for improvement

- Providing opportunities for pupils who play instruments to make and play music all together.

103. Judgements take account of brief observations of pupils during instrumental tuition, extra-curricular recorders and whole school singing practice. The school has at least maintained the good provision found at the last inspection, and the standard of work of the oldest pupils in the school has improved.

104. Pupils achieve well and, by the ages of seven and eleven, the standard of work is above national expectations. Pupils in Year 2 listen well and respond with enthusiasm when their teacher asks them to follow simple musical notation. They play untuned percussion instruments and listen to each other to maintain a regular beat when clapping together. Pupils know what pitch means and can sing with both pitch and rhythm when following simple musical patterns. Pupils in Year 6 read and follow more complex notation, and understand musical terms, such as 'dynamics', 'tempo' and 'ostinato'. They use their voices as instruments to create sound and to explore how it can be changed and controlled. They sing well, keeping parts going independently from other groups. They perform their own compositions for other groups of pupils, and are willing to say how they could have improved the performances. All pupils sing a good range of songs with enthusiasm in singing practices, and the oldest pupils in the school give a good lead to other pupils.

105. Teaching and learning are good overall, throughout the school. Teachers' good subject knowledge, high expectations of pupils, excellent relationships and the skills that teachers use to motivate and engage pupils in challenging work are key strengths. Teachers question pupils very well in order to help them to evaluate and improve their musical performances. Teachers are well aware of pupils with special educational needs and make sure that the pupils can take a full part in lessons and achieve just as well as other pupils in their class. When the subject co-ordinator taught her own class during the inspection, teaching was excellent. The teacher planned an interesting and motivating lesson that gave pupils opportunities to improve their listening, appraising, performing and composing – all linked together in an inspiring theme.

106. Pupils have very good attitudes towards music. Many pupils learn to play recorders, woodwind or brass instruments, and they often practise at home to improve their playing. In lessons, pupils select and play tuned and untuned instruments confidently, take turns, listen to one another politely and concentrate hard on their tasks. When asked to work together, they enjoy the challenge and the co-operation of doing so. There are occasions when pupils' involvement in active music making could be improved by ensuring that all pupils have access to instruments. Currently, there are not many opportunities for pupils who play instruments to perform music all together.

107. The school has maintained its strong musical tradition, and the subject has a high profile in the school. Parents appreciate the musical performances throughout the year that provide enthusiasm for pupils and pleasure for audiences, as well as lifting the standard of music in the school. The extra-curricular choir is open to all pupils, and the recorder group is another example of how teachers work hard to give every pupil a chance to experience and

enjoy music. Assemblies give a focus to music by playing recorded music and helping pupils to remember the names of famous composers.

108. The subject co-ordinator is very enthusiastic and knowledgeable. She also co-ordinates other subjects, and music has not been a recent priority for the SDP, nor are there any clear plans for this to happen. Nevertheless, there is already a policy and an improved scheme of work to guide teachers and to ensure that pupils build on what they have learned previously. Assessing pupils in the National Curriculum is in the early stages of linking up with lesson planning. The good quality and range of musical instruments and resources used in lessons and displays, including loaned multi-cultural resources, help to give pupils positive attitudes. Music makes a good contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

The quality of provision in physical education is **satisfactory**.

Strengths

- Pupils' achievement and standards in swimming are good.
- Resources have improved since the last inspection.
- Good links with the community are helping to improve provision for games.

Areas for improvement

- There are no clear plans to show when the subject will be a focus for improvement in the SDP, and no direct checking on how well the school is doing.
- The unsatisfactory accommodation still hinders the work of teachers.

109. At the last inspection, the standard of work in gymnastics was below national expectations and resources were unsatisfactory. The subject has not been a focus for improvement since that time, although resources have improved. The co-ordinator is currently reviewing the programmes of work and updating the schemes in order to make sure that there are no gaps in the curriculum. The SDP, however, does not indicate when staff can expect to be involved in improving provision. Leadership currently has a satisfactory impact on standards and quality.

110. Owing to class timetables, only one lesson was seen, and no judgements on teaching, learning and standards were made. The one lesson seen was a gymnastics lesson for pupils in Class 1, when teaching and learning were very good. The lesson was taught by the co-ordinator, who has a strong personal interest in physical education. Pupils of all abilities in Years 1 and 2 made very good progress and improved the range and quality of their movements, especially when working on the apparatus. Pupils in Year 2 attained the standard expected for their ages. They explained safety rules and what happens to their bodies during physical exercise. They moved with good awareness of space and other pupils, and listened very well to their teacher's instructions. When responding to problems set by their teacher, pupils worked hard to use their bodies in an increasing range of ways and to improve the quality of their movements. The teacher took time to explain terms, such as 'balance', and this helped pupils to know how they could improve. This problem-solving approach meant that more able pupils could build on their own prior attainment. Pupils with special educational needs took a full part in the lesson and did equally as well as other pupils in their class.

111. Although the hall used for gymnastics lessons provides more space than the hall used previously, the long but narrow shape presents added difficulties for teachers when trying to ensure the safety of pupils in their lessons. Also, pupils must cross the yard to come to the hall, and this is far from ideal, especially in wet and wintry weather. Nevertheless, pupils do not complain, and both teachers and pupils cope very well with this situation. More time than usual is allocated to each lesson to allow for this.

112. Although no lessons were seen in Classes 2 and 3, evidence from planning and discussions with teachers suggest that, over time, pupils benefit from provision that is likely to help them to reach the standard expected for their ages. Records show that pupils in Years 5 and 6 make good progress in swimming and standards are above average. They are taught by specialist teachers and benefit from two full years of going to the swimming baths. The programme for games involves community links that compensate well for the fact that there are too few older pupils in the school to make up full teams for games, such as football and netball. Footballers from Sheffield lead training in lesson time and in extra-curricular sessions, and many pupils take advantage of this. The improvement in resources is partly owing to the school's involvement in two more local sporting initiatives. Extra-curricular sport is good for a school of this size. A skipping workshop has been held, and there are plans to resume the after-school sports club in February. The residential visit for older pupils ensures that they can take part in adventurous activities. The curriculum includes dance at certain times each year, and pupils have a variety of experiences, such as looking at modern dance in Class 2.

RELIGIOUS EDUCATION

The quality of provision in religious education is **good**.

Strengths

- Pupils' knowledge and understanding of Christianity are good.
- Pupils are confident to talk about their feelings and express their opinions.

Areas for improvement

- The school needs to extend the range and depth of opportunities for pupils to learn about world faiths.

113. Owing to lesson timetables, it was possible to see only one lesson. Judgements take account of pupils' previous work and a discussion with pupils in Year 6. The standard of work by the ages of seven and eleven is above the expectations of the Wakefield Agreed Syllabus. This is an improvement since the last inspection, when standards were average. Evidence suggests that pupils' achievement is good in all classes.

114. Pupils in Year 2 have a good awareness of Christianity, gained through their study of festivals, such as Advent and Harvest, and pupils in Years 3 and 4 build on this well. By Years 5 and 6, pupils can reflect upon their own lives when writing thoughtful prayers. They understand the symbolism used to represent God in the Christian church. After extending their knowledge of the story of creation, they looked at creation stories from other cultures and faiths. Pupils' writing suggests that they have considered some major festivals found in Judaism and Hinduism. When learning about the structure and content of the Bible, pupils show above average knowledge of stories, people and prophets, such as Solomon, Daniel, and Jonah. Their knowledge of the life of Christ is good.

115. The scheme of work takes account of national guidelines and of the Wakefield Agreed Syllabus. It covers Christianity as well as studies of other major world faiths. The work

planned from this scheme helps pupils to consider the importance of religious beliefs to the day-to-day lives of many people. It makes an important contribution to their spiritual development. Resources for teaching and learning, for example teaching materials for teachers, books and artefacts, have improved since the last inspection. The strong links with provision for pupils' personal, social, health and citizenship education enable pupils to think about the values and qualities that underpin religious faith and commitment. Links with other faiths and cultures are developing, but are not yet as strong as they need to be. Pupils have not visited any other places of worship or met any members of other faith communities. Consequently, their understanding is limited.

116. No judgements were made on teaching and learning because too few lessons were seen, but other evidence suggests that there are some good features in the teaching. Pupils in Years 5 and 6 enjoyed their lesson. They were attentive and eager to learn, and asked searching questions of their teacher. The lesson was planned carefully to challenge pupils' thinking and to interest them by asking probing questions. The teacher was confident to talk to pupils about religious matters. She set appropriate homework to encourage pupils to follow up their ideas later. Teaching on this occasion was good, because pupils learned a lot about the Bible as a sacred book for Christians. They made good progress with understanding the structure and relevance of parts of the Bible.

117. The subject co-ordinator has a broad overview of the strengths and areas for improvement in provision, but she has not had an opportunity to see other teachers teaching. The scheme of work is being reviewed to see how ICT can be taught as an integral part of lessons in religious education. The SDP does not indicate when the co-ordinator will lead staff through making any necessary changes. Improvement since the last inspection is good, overall.