

INSPECTION REPORT

Bailiffe Bridge Junior and Infant School

Bailiff Bridge

Brighouse

LEA area: Calderdale

Unique reference number: 107499

Headteacher: Mrs M Cunliffe

Lead inspector: Mrs A High

Dates of inspection: 3rd – 5th November 2003

Inspection number: 255407

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	186
School address:	Victoria Road Bailliff Bridge Brighouse W Yorkshire
Postcode:	HD6 4DY
Telephone number:	(01484) 713039
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Appropriate authority:	The governing body
Name of chair of governors:	Mr C Ingle
Date of previous inspection:	8 th June 1998

CHARACTERISTICS OF THE SCHOOL

Bailliffe Bridge Junior and Infant School is a small (186 pupils) school situated on the borders of Calderdale, Kirklees and Bradford. The school predominantly serves the small village of Bailliff Bridge but parents bring their children to this school from other areas because of the school's good reputation. Consequently, the school is over subscribed. The school has quite a high number of pupils (11 per cent) who moved in or out of the school last year at times other than the usual starting and leaving times. Consequently, the number of pupils eligible for free school meals fluctuates. Currently, 9 per cent of pupils are eligible for free school meals and this is below the national average. As the school takes pupils from surrounding areas its catchment is quite varied. Children's attainment on entry varies considerably from year to year. The majority of children enter the school with attainment that matches what is expected for their age. However, standards on entry to the current reception class are better than would be expected, particularly in children's personal and social development. The school has three pupils for whom English is an additional language but none of them are at an early stage of acquisition so no extra provision is necessary for them. There are fewer pupils in the school identified as having special educational needs (13 per cent) than in most schools nationally and only two pupils have a statement detailing their specific needs. The school has attained two achievement awards for improving standards. It has recently gone through massive staff changes with many teachers leaving to take up promoted posts. Consequently, five of the eight teachers have been in the school for less than a year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
30839	Mrs A High	Lead inspector	Mathematics
			Information and communication technology
			Foundation stage
			English as an additional language
14083	Mr A Anderson	Lay inspector	
12631	Mrs M McLean	Team inspector	English
			Art and design
			Music
			Design and technology
			Religious education
			Special educational needs
			Science
33325	Mrs J Westgarth	Team inspector	Geography
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			Physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school that gives very good value for money. The school is very well led and managed with good quality teaching. Results have improved steadily since the last inspection.

The school's main strengths and weaknesses are:

- The leadership and management of the school are very good, overall. The leadership and management of the headteacher are outstanding.
- Pupils are very knowledgeable about and involved in their own learning. They are also very involved in the work of the school.
- The school has steadily improved standards in English, mathematics and science from quite a low level.
- The accommodation of the school is unsatisfactory.
- Pupils' attitudes, values and personal development are very good.
- The links with parents and the community are very good.
- There is good quality teaching throughout the school.
- More pupils in the juniors need to achieve the higher level in tests in science.

The school has improved significantly since the last inspection in 1998. All the previous key issues have been fully addressed. In addition, standards have improved and more pupils reach the higher levels in tests than previously. There have been good improvements in pupils' involvement with the work of the school and in their knowledge and understanding of their learning.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	C	C	C
mathematics	D	D	C	C
science	E	C	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils in this school achieve well. The school has been very successful in improving results since the last inspection. More pupils in this school achieve the recognised level for their age in English, mathematics and science than in most schools. However, the results above show that the school has only achieved test results that are similar to most other schools in English and mathematics and are below other schools in science. This is because too few pupils attained the higher levels that are included in national results. This class had few more able pupils and this was reflected in the below average numbers reaching the higher levels in the tests. The school exceeded its targets for the number of pupils reaching the expected level for their age in English, mathematics and science. It matched its target for the number of pupils reaching the higher level in mathematics and came very close to the target in English and science with 2 pupils missing the higher level by only 2 or 3 marks.

All pupils, including those identified as having special educational needs and those who are gifted and talented, achieve well throughout the school, in relation to their ability. Children enter the reception class with a wide range of ability. The majority of children achieve in line with expectations for their age but this varies significantly year on year. However, the current reception class entered school with attainment above that expected for their age, particularly in their personal and social development. By the end of their time in the reception class, most children are likely to meet the

goals expected of them across all areas of learning. However, children are achieving particularly well in personal and social development, as well as in their speaking and listening skills, and they are likely to exceed the goals in these areas. Test results for 2003 in the infants show that most pupils achieved the standards expected for their age in reading, writing and mathematics. The school has targeted mathematics as an area for improvement and this is showing benefits. However, standards in the current Year 2 are below those of the previous class. On entry to the school the standards in this class were below what would have been expected for their age. There is also has a higher than usual number of pupils identified as having special educational needs, so standards are not as high as they have been in other years and are below average. Pupils make good progress in the juniors. Standards in English, mathematics and science are above average in the current Year 6. Standards in religious education and information and communication technology are average throughout the school.

Pupils' attitudes, values and personal development are very good. Their spiritual, social, moral and cultural development is also very good. Pupils behave very well throughout the school and are fully involved in their own learning and in the work of the school. Pupils are given real responsibility to help in the running of the school and looking after fellow pupils. They do this extremely well. Attendance is very good as pupils enjoy coming to this school.

QUALITY OF EDUCATION

The quality of education is very good. Teaching is good throughout the school with very good teaching in Year 6. There is a strong emphasis in the school on everyone taking responsibility for their own learning. Pupils respond well to this as they are given very good information about what they do well and what could be improved. As a result, pupils see the relevance of lessons to their own development and are keen to participate and do well. This has resulted in good learning throughout the school. Assessment procedures in the school are now very good and pupils' achievements are well tracked to ensure they all achieve their full potential. This is a very inclusive, listening school in which the needs of all staff and pupils are taken fully into account and provided for.

The school works very well with parents and the community. The curriculum is good and the school provides very good care, guidance and support. There is a very good range of extra curricular activities that are well attended by pupils.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The school has a very clear educational direction that is firmly focused on raising standards. All staff work very well together as a team. However, the high quality of this team is a direct result of the outstanding leadership and management of the headteacher. The governance of the school is very good; the governing body know the school very well. They are fully informed and involved in all decisions. They exercise their role as a 'critical friend' particularly well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school. There were no negative comments from parents and the things they liked best were the range of extra curricular activities, the way pupils behave, how hard the staff expect pupils to work and that appropriate homework is set. Pupils also have a high regard for the school. They also stated that they feel other pupils behave well, that other pupils are friendly and they like the way they are trusted to do things on their own.

IMPROVEMENTS NEEDED

There are no major issues for this school as it has identified and improved all areas very well since the last inspection. There is an excellent school improvement plan that is moving things forward continually. However:

- The accommodation is too small for the school's needs and needs to be improved
- More pupils in the juniors need to achieve the higher level in tests in science

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

All pupils achieve well and make good progress throughout the school in relation to their ability. Overall, girls produce work of a higher standard than boys but the school has been addressing this and the gap has closed significantly. Standards are above average in Year 6. Standards in Year 2 are below average. When this class started the school it was identified as having standards below expectations for their age. In addition, there is a higher than usual number of pupils identified as having special educational needs in this class.

Standards in English, mathematics and science are good in the juniors but below average in the infants. Standards in religious education are in line with the agreed syllabus taught in the local authority's schools and standards in information and communication technology (ICT) and all other subjects are average.

Children in the reception class are in line to meet all the goals for their age by the end of the year. Their personal, social and emotional developments, as well as their speaking and listening skills, are good and they are likely to exceed the goals in these areas.

Main strengths and weaknesses

- Pupils' speaking and listening skills are very good.
- Standards in reading are good.
- Improvement in maths throughout the school.
- In science, pupils can apply their knowledge very well to practical activities.

Commentary

1 The school monitors pupils' performance very well. All pupils are tracked throughout the school and any pupil that is not succeeding is identified and supported. Pupils with special educational needs are identified at an early age and good individual education plans are written to meet their needs. In addition, there is a high level of adult support in the school, which enables pupils with special educational needs to be taught in small groups or to be well supported in class, so they achieve well. Pupils who perform better than expected are also identified and given more challenging activities and so achieve standards that are above average. Statutory tests are taken in Year 2 and Year 6. Non-statutory tests are also taken in Years 3, 4 and 5. The school thoroughly analyses the results of these tests to see if there are any common areas that pupils have difficulty with. Any areas identified are given additional time and focus in future planning. This ensures that each class gets teaching that is well matched to their needs. The school has identified that boys do not achieve as well as girls. Teaching and activities that are appealing to boys have been introduced and the school has included more practical activities that boys prefer. As a result, this gap is closing.

2 The good standards being reached in English, the improvement in mathematics and the sound standards in ICT enable pupils to use these skills appropriately in other subjects.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.3 (27.0)	26.8 (27)

mathematics	27.3 (26.1)	26.8 (26.7)
science	28.3 (28.8)	28.6 (28.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year

3 In the juniors the school has steadily improved test results since the last inspection and the trend of improvement is better than in most schools. This year the number of pupils reaching the expected levels for their age is greater, in all subjects, than most other schools.

4 In English and mathematics, pupils identified as more able when they were in the infants, went on to achieve the higher levels in the tests. The school exceeded its targets for the number of pupils reaching the level expected for their age in English, mathematics and science. It matched its target for the number of pupils reaching the higher level in mathematics and came very close to the target in English and science.

Standards in national tests at the end of Year 2 – average point scores in2003

Standards in:	School results	National results
reading	16.0 (16.9)	15.5 (15.8)
writing	14.7 (16.1)	14.6 (14.4)
mathematics	16.0 (16.6)	16.3 (16.5)

There were 25 pupils in the year group. Figures in brackets are for the previous year

5 In the infants, the school has improved results from a low level at the time of the last inspection to one where they are slightly above the national standards in reading and writing. Mathematics has dipped a little this year but is still very close to the national average. The school's trend of improvement is better than most schools. Results vary from year to year and this reflects the varied intake the school receives into the reception class. The school's very good assessment and tracking systems show that the majority of pupils make better progress than would be expected. More pupils in this school reach the expected level for their age than most schools nationally. Results show the number of pupils reaching the higher levels varies from year to year. However, this variation is not particularly significant as it really only varies by 1 and sometimes 2 pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school are very good. They behave very well in lessons and their personal development is very good. Pupils' attendance is very good and the provision for their spiritual, moral, social and cultural development is very good overall.

Main strengths and weaknesses

- Very good relationship between pupils.
- Mature, sensible behaviour.
- Respect for other peoples feelings.
- Pupils are very supportive of each other.
- Pupils take on an excellent range of responsibilities around the school.
- Confident pupils who independently initiate and undertake activities for the benefit of other pupils.
- School has very good procedures for monitoring and promoting pupils' attendance.

Commentary

6 This is an area of strength. A high priority is placed on pupils' personal development and they are fully involved in school issues. Their moral and social skills are promoted particularly well and so pupils show mature sensible attitudes and behaviour, whether supervised by adults or not. Each class has a class council and representatives attend fortnightly meetings at which issues are discussed and action undertaken to address problems. For example, they took the initiative to clean the road safety sign that had been designed by pupils showing that they refused to tolerate

vandalism. The development of the 'CHIC' (Children Helping In the Community) club has been very significant. This club meets weekly and two pupils who have been elected by their peers represent each class. At these meetings pupils suggest ways in which they can help the community, for example, Harvest Festival gifts to the elderly, and it is a very good platform for seeking pupils' views and involving them in the school's work and development. Pupils use these opportunities responsibly, representing their own class's ideas and opinions and feeding back to them the outcomes of the meetings. Pupils are taught strategies to help them find and agree solutions to problems. For example, trained pupil mediators offer a 'Peer Group Mediation' service to all pupils to help them solve problems. Through these systems pupils are developing an awareness of their capabilities and are becoming innovative in their ideas. For example, older pupils regularly run clubs for other pupils and also take responsibility for younger ones with Years 5 and 6 being 'buddies' to new children starting the school.

7 Pupils behave very well. There is a good behaviour policy that pupils' understand and all classes have established class rules. Pupils are encouraged to follow the 'Bailiffe Bridge Behaviour Bond' that promotes the peaceful resolution of conflict. In lessons, pupils are keen, enthusiastic and interested in their work. They work hard and take pride in doing their best. This is reinforced by their achievements being celebrated in assemblies and by high levels of praise from staff. Staff clearly communicate their expectations of behaviour, building mutual trust and confidence. This begins with the youngest children in the school and children in the reception class show better than expected personal, social and emotional development.

Attendance

Attendance in the latest complete reporting year (95.5%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

8 Pupils enjoy coming to this school and attendance is well above the national average. The school has good procedures for the monitoring of attendance. For example, parents are fully informed of what they should do if their child is absent. If there is no explanation the school contacts the parents and logs the information. The headteacher regularly monitors the registers to check on absences. Pupils receive certificates for 100 per cent attendance and a weekly class certificate is awarded to the class with the best attendance.

Exclusions

There were no exclusions in the year prior to the inspection.

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	143	0	0
White – any other White background	1	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Pakistani	1	0	0
Black or Black British – Caribbean	1	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Staff not only place an emphasis on pupils' academic achievements and standards but on their personal development as well. Relationships throughout the school are very good with high levels of mutual trust and respect. All people in the school are encouraged to listen to one another and to appreciate each other's values, interests and beliefs. Staff and pupils are mutually supportive and all are keen that their school should meet the needs of all people there. An ethos of everyone doing their best and seeking improvement is fostered well by the leadership of the school.

Teaching and learning

The quality of teaching and learning is good. This is consistent throughout the school but teaching is particularly good in Year 6. Assessment procedures are very good.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	9 (28%)	17 (53%)	5 (16%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

Main strengths and weaknesses

- Lively, enthusiastic teaching.
- Activities that are interesting and engage pupils.
- Good pace to lessons.
- Very good classroom management, organisation and preparation.
- Support staff fully involved, well briefed and deployed effectively.
- Pupils given good information about their performance and attainment so that they have a very clear understanding of what they know and can do well.
- Pupils have a good understanding of what they need to do to improve.
- Teachers use good questioning.
- Classrooms are not conducive to teachers using modern technology to teach.
- Assessment procedures fully support planning and are used effectively.

Commentary

9 Teachers work hard to plan and prepare lessons that they know will engage and motivate the pupils. Lessons are taught in a lively, enthusiastic way that often makes learning fun. As a result, pupils listen well to teachers and try to do their best work. For example, in a science lesson in Year 1 the teacher instructed all the pupils to form a circle holding hands. She then demonstrated how a current travelled round a circuit by having the pupils bump each other in turn. Teachers are good at recognising when pupils' concentration is beginning to wander. When this happens teachers involve pupils in a short 'brain gym' exercise. This is where pupils follow teachers' directions and perform physical tasks that re-engage their attention. Effective assessment means that teachers know their pupils well and lessons are pitched appropriately at pupils' abilities. This results in pupils achieving well and standards in the school being good. Pupils state that they like their lessons and value what their teachers do. They also show very good understanding of their own learning. At the beginnings of lessons teachers very clearly explain to pupils what the purpose of the lesson is, what is expected of them and how they will know if they have been successful. At the end of lessons teachers then recap what pupils should have learnt and develop well pupils' own evaluation of whether or not they have been successful.

10 The school has established good systems and procedures in classes that ensure all pupils experience similar methods. For example, all classes have 'learning lines'. This is where pupils are placed into a line for sitting on the carpet or for the beginning of lessons. The teacher knows the needs of these lines and so questions can be effectively directed at particular groups of pupils. The

school has recognised that not all pupils answer questions at the same speed or feel able to explain how they have arrived at their answer. To be able to include all pupils in these sessions 'buzz' time has been developed. This is where the teacher explains the question and pupils are given time to talk over their answer with a partner before giving the answer to the teacher. For example, the Year 2 teacher wanted the answer to 36-8. 'Buzz' time helped pupils who lacked confidence or who needed a little longer to arrive at the answer to feel successful when they got the answer right. This means that pupils feel safe and secure that their answers are acceptable and all pupils therefore 'have a go' at the answer.

11 The school also has a good understanding that all pupils do not learn in the same way. To enable all pupils to experience the type of learning that helps them make the most progress, teachers plan lessons that vary in the way they are taught. For example, pupils who are kinaesthetic learners (learn by doing rather than listening) have been recognised as not having sufficient lessons that meet their needs. Consequently, the school has introduced more practical activities into lessons. For example, in an excellent lesson in Year 6, pupils used tracing paper shapes to overlap each other to form new shapes. The resulting discussion from the pupils developed their understanding of the properties of shapes extremely well.

12 Teachers are keen to use new technology to aid their teaching. The school currently has two interactive whiteboards and these are used to good effect. They particularly stimulate and motivate pupils and visually demonstrate methods and procedures much clearer than can be done through explanation. However, the classrooms are not conducive to this technology. Plug sockets determine where the board can be placed and this may not be, visually, the best place for pupils. In addition, the digital projectors cannot be ceiling mounted and the trolleys are unstable, resulting in teachers' demonstrations being disrupted when they need to reconfigure the board.

13 There is a high level of adult support in the school. Support assistants are fully included in planning sessions with teachers. As a result, they are well informed about which groups they are working with, the activities they will be doing and what they should be achieving with the pupils. They support individual and groups of pupils very well, particularly those pupils with special educational needs. The high level of support that pupils receive and the good quality of that support contributes significantly to the standards being achieved. In addition, support assistants help with the preparation and organisation of classrooms before and after lessons. This is done effectively and is a valuable contribution to the good quality teaching.

14 Assessment is particularly effective and has been developed very well since the last inspection.

- All pupils are monitored and tracked, on a half-termly basis, to ensure they are making sufficient progress.
- Pupils not making sufficient progress or making better than expected progress are identified early and given worked matched to their need or additional support.
- Assessment is used well to identify pupils who will benefit from booster or support classes.
- Assessment is used well by teachers to plan activities that match all pupils' needs.
- Pupils with special educational needs are diagnosed early and good individual education plans are written to meet their needs.
- Teachers provide very good feedback to pupils about their performance.
- Teachers identify areas for improvement in pupils' work through marking. There is exemplary marking in Year 6 but this is not consistent throughout the school.
- Pupils are included in the assessment process. They have individual targets and, therefore have a very good understanding of how well they are doing and what they need to do to improve.
- Pupils' achievements are shared with parents. Parents also know their child's targets for development and can, therefore help their child at home.
- Pupils' achievements are matched well to National Curriculum levels (this was an area for improvement in the last inspection).

The Curriculum

The curriculum provided by the school is good and extra curricular opportunities are very good. Resources are good but the quality of the accommodation is unsatisfactory.

Main strengths and weaknesses

- The national strategies for literacy and numeracy have been implemented well.
- A very well planned curriculum that also caters for pupils learning styles.
- Provision for the core subjects is very good.
- Expertise from within and outside the school is used very well to enrich the curriculum.
- Very good extra curricular provision.

Commentary

15 Very good planning of the curriculum over two-years ensures that the school teaches a broad and balanced curriculum that is well matched to pupils needs. There has, correctly, been an emphasis on the development of English, mathematics, science and ICT but this has not been to the detriment of other subjects. The school places a high priority on inclusion. As a result, it has a good curriculum that meets the needs of all pupils including more able pupils and those pupils who have special educational needs. Within this planning the school has taken account of pupils' preferred learning styles and is developing a curriculum that uses different methods of teaching. The good planning helps teachers to identify links with other subjects. For example, ICT opportunities are clearly identified.

16 There is very good extra curriculum provision. A wide range of clubs are available to pupils, including sports and arts clubs and these are well attended. The pupils themselves run some clubs. Expertise from within and outside the school is used very well to provide a rich and varied programme of experiences for all pupils. These include sporting and cultural experiences to extend pupil's experience.

17 Teachers have to work very hard to compensate for the restrictions of the building so that it does not impact on pupils' achievement and development. In addition, pupils very good behaviour and high levels of maturity ensure that they use the building safely. The hall is too small and restricts what teachers can provide in physical education, as there are also interruptions from classes moving through the hall to access other areas of the school. The school is too small to have a computer suite and the small classrooms do not facilitate additional ICT equipment being installed. The accommodation for the Foundation Stage is unsatisfactory. The classroom is too small and there is no continual access to safe, outdoor play. The headteacher has to share a very cramped office with one of the school administrators. This does not allow for confidential discussions with parents or outside agencies. The other school administrator has to work in the staff room that is already too small for all the staff to fit in. The library is very small and will not accommodate a whole class.

Care, guidance and support

The care, guidance and support for pupils are very good overall and support their learning well. Pupils are very involved in the work of the school.

Main strengths and weaknesses

- Very good health and safety procedures.
- Class councils and 'CHIC' club provide very good opportunities for pupils to put forward views and be involved in the work of the school.
- Very good peer mediation service.
- Good induction arrangements for entry into school.
- Child protection procedures firmly in place and understood by all staff.
- Very good advice and support given to pupils.

Commentary

18 The school has very good procedures for developing very positive relationships between adults and pupils. The personal, social, health and citizenship (PHSCE) curriculum involves circle time in all classes in which pupils know their views will be listened to and their values respected. The school prides itself on being a 'listening' school that increases the confidence of pupils and staff to be able to try new things in a very supportive culture. Pupils state that they welcome and value the opportunities to express their views. This is done particularly well with pupils' involvement in the class and school councils. Pupils feel able to put suggestions forward and know that their views and opinions will be listened to and most likely acted upon. The school has developed particularly well pupils' ability to deal with situations without recourse to an adult. Pupils have 3 'mediators' from Years 4,5 and 6 who are approachable and will try to resolve conflict with other pupils. Pupils state that they appreciate and value this. They also really appreciate the 'buddy bench'. Pupils from the 'CHIC Club' take turns at sitting on a bench at playtimes. Any pupil who feels left out or whose friend is not there can sit with the buddies and they will try to involve them with other pupils' games.

19 Targets are set for individual pupils to improve their achievement. These are set in discussion with the pupils so that they feel fully involved in the process. This increases pupils understanding of what they know and what they should do to improve further. These targets also deal with pupils attitudes towards their work.

20 As the school is small and cramped health and safety is always paramount to the staff and pupils. Governors have ensured that there is a very good health and safety policy and checks are carried out regularly.

21 The school has very good induction arrangements for when children start at the school. The good links between the school and the local nursery are used well. Teachers visit the children in the nursery and the nursery children visit the school on several occasions before they start the school. Parents also visit the school and are given good information booklets about the school. Children have a termly 'play in' the year before they start school and are introduced into school over several weeks. This means that they start in small groups so that they have very good adult support to get to know the teachers and staff and routines of the reception class.

Partnership with parents, other schools and the community

Partnerships with parents and the community are very good. Links with other schools are also very good.

Main strengths and weaknesses

- The school prospectus and governors' annual report, as well as containing all the statutory information, are attractive, well presented and informative.
- Parents are provided with very good, informative reports about their child's progress.
- Parents regularly receive letters, newsletters and curriculum information.
- Good information given to parents to help them with their child's progress. Both parents and staff use the home/school reading diary very effectively.
- There are a good number of parents who help in school, for example listening to pupils read and accompanying school trips.
- There are very good links with pre-school organisations and the local secondary school.
- Good range of appropriate visits and visitors.
- Very good arrangements for transfer to the local secondary school.
- There is a strong supportive parent/teachers' association that raises considerable funds.

Commentary

22 Parents are welcomed into school and their views are regularly sought and acted upon. They expressed a high level of satisfaction with the response they get from the school if they have any concerns.

23 The school makes every effort to reach out into the community. For example, a local business sponsored 'Star for a night', which over 300 parents and pupils attended. Local residents were invited to Harvest Festival and then gifts were presented to the elderly.

24 Very good links have been made with the local secondary schools and pupils use their facilities on a regular basis.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management are very good.

Leadership is very good.

Management is very good.

Governance is very good.

Main strengths and weaknesses

- The leadership and management of the headteacher are excellent.
- A strong sense of teamwork.
- A very clear educational direction set by staff and governors.
- A clear focus on raising standards, whilst still developing pupils' personal skills.
- Rigorous, accurate self-assessment procedures.
- An excellent school improvement plan that precisely indicates areas for development or maintenance as identified through self-assessment. A well-balanced plan that covers all areas of the school carefully costed against the budget.
- Very good induction procedures for staff, ensuring they quickly feel a sense of belonging and understand the schools' philosophy and methods of working.
- Thorough performance management procedures linked to the school improvement plan and individual staff's personal development.
- Very good monitoring of standards and the quality of teaching embedded in the school's practice.

Commentary

25 The leadership and management of the headteacher are outstanding. She is very hardworking, dynamic and inspirational. Under her leadership the school has made significant improvements since the last inspection. For example, not only have all the previous issues been tackled and improved but also significant other improvements have been made. Particularly impressive is the way the school has developed pupils personally to the extent where they play a real role in the work and development of the school and how they handle areas of conflict with minimum adult intervention. The headteacher has developed a very strong team that involves staff, governors, pupils and parents all working together. Everyone involved with the school shares the same vision and focuses their work effectively on realising that vision. The headteacher has empowered and motivated not only the current staff but previous staff who have then left the school to take up promoted posts, mainly at senior management level in other schools. The high level of staff turnover has been managed extremely effectively so as not to be detrimental to the pupils. Teachers were carefully recruited to fill the school's requirements and needs. Very good induction procedures and support, both by the headteacher and the deputy head, have ensured that this has been achieved very successfully. The very good tracking and assessment procedures developed ensured that teachers knew their pupils quickly. The excellent school improvement plan ensured they knew the direction and developments the school was undertaking.

26 The deputy headteacher and the headteacher work very effectively together. They provide very good examples to other staff and pupils. This is due to their high level of commitment and clear educational direction. They have high expectations of themselves and for standards in the school. Together they have developed systems and procedures that enable the school to run effectively and efficiently so that the emphasis can be placed on teaching. For example, very good long term planning that identifies links with other curriculum areas has reduced teachers' preparation time. This has enabled them to be quite innovative in the development of teaching. For example, 'learning lines', 'buzz time' and 'brain gym' initiatives all contribute effectively to pupils' learning. Currently the school is exploring new timings to the school day. The morning has been extended and separated into three distinct sections with short breaks in between. This is proving to be particularly effective with pupils being more alert and more involved through well-structured timings of lessons.

27 Co-ordinators lead and manage their subjects well. Many are new to the role but the school's systems and procedures are firmly in place and consistent across the school. This has ensured that new co-ordinators can pick up and develop areas quickly and easily from where previous co-ordinators have left off.

28 The headteacher and deputy headteacher have developed very good monitoring systems and arrangements to ensure that there is a good quality curriculum being delivered through good quality teaching. This accurate self-assessment is then used well to develop new plans. Regular meetings and discussions with the senior management team about findings from monitoring have ensured that standards in the school are rising and the quality of teaching is good.

29 The governing body is very effective. They have a very good knowledge and understanding of the school. Governors receive high quality reports from the headteacher but are also often in school to talk to co-ordinators, senior managers and pupils. Each class has a class governor who regularly checks how that class is doing. Each governor has responsibility for monitoring a curriculum area and receives regular reports on the progress and developments in their area. The governors are fully involved in planning new school developments and checking that standards are as they should be. Governors have a very good understanding of the budget and are involved when the budget is set. They have a good understanding of best value procedures.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	392,971.39
Total expenditure	405,623.65
Expenditure per pupil	2,180

Balances (£)	
Balance from previous year	13,589.74
Balance carried forward to the next	937.48

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage (reception class) is **good** and children are well prepared for transfer into Year 1. Children start in the reception class in the September before they are five. All children start in the same term but starting times are staggered over a few weeks to allow children to come in, in small groups to familiarise themselves with staff and the classroom. This gives teachers a very good opportunity to get to know the children. Most children have attended some form of pre-school provision. The teaching is good and all children achieve well because tasks and activities are well matched to their needs and abilities. The teacher and teaching assistant work very well together. The teaching assistant has to spend a great deal of her time supporting a child with special educational needs, which she does extremely well. The accommodation for the reception class is poor. The classroom is cramped and too small for the needs of these young children. Outside facilities are also poor. Children do not have access to a separate, secure outdoor area and the playground is sloping with a poor surface.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children feel happy and secure.
- Children are confident and play well with each other.
- Very good teaching is developing children's understanding of the needs of others well.
- Children are keen and eager to learn.
- Staff have high expectations and children are in line to exceed the expected goal by the end of the year.

Commentary

30 The personal, social and emotional development of children in the current reception class is better than the school usually has and is above expectations for their age. The children have already settled well into the class and are confident in their use of the routines and structures. Behaviour is very good; most children take turns sensibly and share equipment well. For example, two children independently played a board game. Each followed the rules, took turns and was sympathetic of the other when they didn't succeed.

31 Children are given clear guidelines and boundaries. They respond to this very well. They know how many children are allowed at a given task at any one time and patiently involve themselves in another activity until a space becomes available. At the beginning of sessions children sit together on the carpeted area. They sit in 'learning lines' similar to pupils in the rest of the school. They arrange themselves into these lines sensibly and feel secure in the knowledge that they are doing the right thing. Very trusting relationships have already been developed between the children and the staff. Staff support the children very well, always having time to listen to them. This is also developing children's relationships with each other, as staff are very good role models.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Most children are developing good speaking and listening skills and are in line to exceed the expected goal by the end of the year.
- Teaching is good.

- There is a good range of books for children to look at or take home and share with parents.

Commentary

32 Children's speaking skills vary but most are likely to meet the expected goal by the end of the year and a high proportion may exceed this. During all activities staff talk and explain things to the children who are encouraged to respond and comment. They are making very good progress in their listening skills as staff take every opportunity to encourage this and it is given a very high prominence. For example, when playing in the role-play area children acted out being teachers and pupils. The 'teacher' was listened to very carefully and the 'pupils' listened extremely well to each other and acted upon each other's responses and suggestions. Children are developing their knowledge of initial letter sounds well. These are taught using the 'jolly phonics' scheme and children really enjoy the actions that go with the sounds. During 'free choice' sessions, children independently look through books and show that they understand text is read from right to left. The teacher's enthusiasm and love of books is 'infectious'. Children eagerly listen to her read stories and comment about the storyline. They fully appreciate the humour in the 'Mr Men' series of books and are keen to offer opinions about what is right and wrong in the stories. Areas in the classroom are well organised to allow children the opportunity to write. Most write their own names independently and many choose activities that involve writing. For example, a group of girls made birthday cards for their friend and wrote who the card was from. Children are likely to meet the expected goals in reading and writing by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Lively, enthusiastic teaching.
- Activities that appeal to young children.
- All children participate with enjoyment and enthusiasm.

Commentary

33 Teaching is good and most children are meeting the expectations for their age and are likely to meet the goal expected for this area of learning by the end of the year. Children enjoy joining in number rhymes with the teacher. This is because the teaching is lively and presents activities as fun. For example, when singing 'Five Little Speckled Frogs' the teacher became fully involved and demonstrated the actions. This helped the children feel confident with what they were doing and encouraged those who were a little unsure to join in. All children can recite numbers to ten and many to 20. Most recognise groups of five objects and count accurately to ten. In an activity where children were putting candles on birthday cakes, all took great care and very carefully counted out the correct number of candles to match the numeral on the cake.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

There was little opportunity to observe direct teaching in this area. However, discussion with the teacher and teacher's plans indicate that standards are as expected in this area. Children have good access to computers, which are always available as an activity that they can choose. The teacher monitors children's use of the computers and those that haven't chosen it as an activity are encouraged to so. Children confidently manipulate the mouse. They understand that if it hasn't been used for a while the computer will go to sleep. They know to wiggle the mouse to restore the screen.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Teachers make the most of very limited accommodation for this area.
- There is no access to continuous outdoor play in a secure enclosure.
- The outside area is sloping with an unsatisfactory surface.

Commentary

34 Children were only observed in the playground. No hall sessions were observed. However, indications are that children will meet the expectations for this area of learning by the end of the year. Children have limited opportunities to experience outdoor play and this is unsatisfactory. However, staff work very hard to compensate for this so that when these opportunities are given they are well focused, organised and planned. Children have access to wheeled toys, which they use sensibly. They co-operate well with each other (some riding and some pushing) and willingly share the toys. The yard is well organised so that some children experience working with small apparatus such as hoops, whilst others experience the wheeled toys. They then swap activities. Physical development is well provided for in the classroom. Children work with dough, glue and scissors and show sound manipulative skills. They use small construction equipment well and this also develops their skills of co-operation and collaboration. For example, a group of boys worked very well together assembling a train track. They then shared the trains and played well together. A lot of imagination and talk was also used during this session. There is sufficient large construction equipment but the small size of the classroom restricts where and how often this can be used.

CREATIVE DEVELOPMENT

35 It was not possible to make an overall judgement of provision or standards in this area. However, work on display indicates that standards are in line with expectations and children are likely to meet the goal for this area of learning by the end of the year. Children use role-play well. The area is well organised and children take full advantage to act out situations. For example, playing at schools. One child imitated the actions of the teacher quite accurately while the other children responded well as the pupils. No painting was observed but work on display showed that children had produced some very good self-portraits using colour correctly and included quite a high level of detail.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are improving and all the pupils achieve well.
- Pupils' speaking and listening skills are good.
- The quality of teaching and learning is good.
- Very good assessment procedures are used very well to set targets and plan for the needs of all the pupils in lessons.
- Pupils know how well they are achieving, particularly towards their writing targets.
- Pupils' language skills are developed well across the curriculum.
- There are too few planned opportunities for pupils to write for different purposes in history, geography and religious education.
- Handwriting and spelling are not taught consistently in all classes.

Commentary

36 Standards in English are rising because of the school's clear focus on improvement. An emphasis placed on raising standards in speaking and listening has been very successful. Standards in speaking and listening are now above what is expected for pupils in Years 2 and 6. Standards in reading and writing are below what is expected for pupils in Year 2 and very few pupils are likely to reach the higher level. This is because this class was identified when they were in the reception class as having standards in reading and writing that were below expectations for their age. In addition, a high number of pupils have been identified as having special educational needs. Pupils in Year 6 are matching the expectations for their age in reading and writing, and many pupils are on line to achieve the higher level by the end of the year. This is an improvement since the last inspection.

37 Pupils with special educational needs, more able pupils and gifted and talented pupils all achieve well. This is because the work they are given is matched well to their particular needs and more able pupils are challenged well. This is an improvement since the last inspection. Teaching support assistants are deployed effectively to support pupils with special educational needs, as well as some other groups, in lessons. Although girls do better than boys, the school worked hard to raise the standards of the boys in Year 5 last year. There was no significant difference seen during the inspection between the achievement of boys and girls in the present Year 6.

38 Standards in speaking and listening are good throughout the school. The majority of pupils speak confidently about their work. Pupils are enthusiastic and eager to share their ideas because teachers use good questioning skills to enable all the pupils to be involved in the whole class part of lessons. In Year 4, pupils suggesting similes to describe 'Grandma' were enthusiastic, eagerly exclaiming, 'I've got a good one!' Pupils work well together in pairs and respect each other's ideas. Teachers plan the end part of lessons very well to let pupils share their work with classmates. They not only evaluate each other's work by saying what they liked but they also sensitively suggest improvements. These opportunities have a very positive impact on learning in lessons, and contribute very well to pupils' personal development.

39 Pupils achieve well in reading, and follow a structured reading programme as they move through the school. The results of the school's very good assessment procedures are used well to ensure that all pupils are given achievable, yet challenging, tasks. There are good opportunities during the school day for pupils to read in small groups or individually. Pupils are taught appropriate strategies to work out how to read unfamiliar words. Older pupils know how to find information in non-fiction books. In Year 6, pupils made the connection between the writing of Charles Dickens and Roahl Dahl by suggesting they both use 'funny' names for their characters. More able pupils confidently suggested that 'Charles Dickens influenced Roahl Dahl because he was a classical author'. Average ability pupils used skills of scanning to answer the teacher's challenging question about the meaning of 'Ostler'. Book areas in classrooms, and the small non-fiction library, are well organised. However, there is insufficient space in the library for a whole class to work.

40 The school is working hard to drive up standards in writing. All the pupils have individual writing targets. They know these well and teachers consistently mark pupils' work against pupils' targets. These strategies contribute well to pupils' good achievement. Pupils write for a range of purposes and audiences, but these opportunities are not planned well enough in other subjects. Older pupils use dictionaries, and thesauruses well to improve their choice of words and to make their writing more interesting. They use a range of punctuation correctly, for example, when changing narrative to play-script. There are weaknesses in spelling which impact particularly on the achievement of some of the lower attaining pupils. Handwriting is not practiced consistently enough throughout the school.

41 The quality of teaching and learning is good. Very good teaching was seen in Year 6. Strengths in teaching include:

- The purpose of lessons is clearly identified, with success criteria shared with pupils.

- Encouraging all pupils to contribute through very good questioning, and valuing pupils' responses, which ensures that they all achieve equally well.
- Marking is often good, and is particularly good in Year 6. It not only informs pupils how they might improve, but also involves older pupils in their own assessment of the progress they are making towards achieving their targets.
- Assessment results are used very well to match work to pupils' differing abilities, and provide challenge for higher attaining pupils.

42 There is good planning for the use of ICT in English. Pupils have access to computers to draft and edit their work. In addition, teachers use commercial software to consolidate some grammatical exercises.

43 The subject is well led and managed and the subject leader has a very clear view of what needs to be improved. Already this term the work of pupils has been checked and the co-ordinator has identified the need to improve spelling and handwriting.

Language and literacy across the curriculum

44 Pupils use their language skills well in other subjects. Speaking and listening are developed very well throughout the school in all subjects. Although writing opportunities are used in other subjects they are not planned well enough in subjects such as religious education, history and geography. This has already been identified by the co-ordinator as an area for improvement and there are clear plans for its development.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Very good and some excellent teaching throughout the school.
- Pupils are making good progress.
- The school's good focus on improving standards in the subject.
- Pupils' have a very good knowledge of their own learning.
- Very good use of assessment to track pupils' progress and plan for their further development.
- Good subject co-ordination.
- Lessons that stimulate, motivate and involve the pupils.

Commentary

45 Standards in mathematics are rising. This is a direct result of the school's focus on improvement within this area. Pupils are achieving well and standards in most classes are in line with expectations. Pupils with special educational needs are well supported by teachers and support assistants. Standards in Year 6 are above average with pupils confidently using high levels of mathematical vocabulary. In Year 2 pupils are achieving well but standards are below where they should be. It was identified when these pupils started the school that they did not have good mathematical skills.

46 The school identified that standards in mathematics were not as high as they should be. A very clear improvement plan was implemented and standards are now rising. The current class of Year 2 pupils were identified as having below average mathematical skills on entry to the school. However, they have made good progress and are achieving close to what is expected for their age. For example, pupils competently add and subtract tens and unit numbers, count in twos, fives and tens and are beginning to see how patterns in numbers will help their calculations. For example, adding 9 or 19 is easier if you add 10 or 20 and subtract 1.

47 Standards are above average in Year 6. The school has identified that this class of pupils are more able than some previous classes have been and has set them more challenging activities and lessons. For example, pupils confidently convert fractions to decimals and correctly choose the right operation (add, subtract, divide or multiply) to solve problems. Pupils in this class use correct mathematical vocabulary effectively. For example, one pupil explained that a right-angled triangle had a perpendicular line and the vertex was 90 degrees and another explained that an acute angle doesn't have any perpendicular lines.

48 Pupils are given access to computers to develop their mathematical skills and understanding. They use spreadsheets to aid calculations and access sites on the Internet that have mathematical challenges. In addition, there is software that pupils use to practice basic mathematical skills.

49 Teachers implement the national numeracy strategy very well. They have good subject knowledge and confidence. This ensures that pupils have good coverage of all areas of mathematics.

50 The main reason for the improvement of standards in this area is the very good teaching and learning. In most of the lessons seen teaching was very good and an excellent lesson was seen in Year 6 where excellent questioning and challenging activities developed pupils' learning and understanding of the properties of shapes to a good level. The strengths of the teaching and learning include:

- Very good questioning of pupils, which develops pupils' understanding of the concepts being taught.
- Lessons that are stimulating and fun.
- Teachers good subject knowledge and very good implementation of the numeracy strategy.
- Good support from classroom assistants so pupils often work in classes with a high adult/pupil ratio.
- Lessons conducted at a brisk pace.
- Good planning and preparation.
- Activities well matched to pupils' abilities and needs through very good use of assessment.
- The purposes of the lessons are explained well to pupils so they have a very good understanding of what they are doing and why.
- The ends of lessons are used particularly well to develop pupils' understanding of what they have learned and how well they have learnt it.
- Pupils behave very well and are keen to work hard and develop their knowledge and understanding.
- Pupils work very well together sharing ideas and equipment.

51 The previous inspection identified that improvements were needed in assessment and provision for more able pupils. There is good co-ordination and monitoring of this subject. A good action plan for this subject has fully addressed both of these issues. The school has very good assessment procedures. Pupils are tracked throughout their time in the school to ensure that they make the progress they are capable of. Assessment is also used very well to identify more able pupils. Teachers then provide activities that are matched well to these pupils needs and are sufficiently challenging for them to reach the higher levels. In addition, there is provision for more able pupils with the headteacher taking small groups of these pupils for tuition that is bespoke to their needs.

Mathematics across the curriculum

Opportunities for mathematics to be used in other subjects are identified and used well by teachers. In ICT, teachers use spreadsheets to aid calculations. Graphs and the interpretation of data are used well in geography and science. Measuring skills are developed in design and technology.

SCIENCE

Provision in Science is **good**

Main strengths and weaknesses

- Pupils achieve well as a result of good teaching, particularly of the older pupils.
- Very good practical experiences are provided across both key stages for the investigative strand of the subject.
- There is very good assessment of pupils' progress.
- Tracking of pupils' achievement has a clear focus on improvement of standards for each pupil.
- Co-ordination of the subject is good
- Good development planning
- Too little use is made of ICT to support science.

Commentary

52 Scrutiny of work completed last year indicates that standards, overall, are above average. Because of the timing of the inspection there was little evidence of work done by current Year 2 pupils. These pupils entered school with below average understanding of the world about them. As a result, standards in this class are not as high as previously experienced by the school. However, pupils are making good progress and are achieving well in relation to their prior attainment. Pupils in Year 6 are in line to achieve above the expected standards by the end of the year. This is a result of good teaching, which is giving clear direction so pupils learn well. Their ideas, perseverance and thinking are being skilfully extended. Pupils are very clear about what they are achieving and what they must do to improve their work.

53 Overall, the quality of teaching and learning are good across both key stages.

Strengths include:

- Lessons are well prepared.
- Teachers' subject knowledge is good.
- Pupils are interested, enthusiastic and behave very well.
- Carefully planned opportunities for the investigative strand of the subject are in place throughout the school and are impacting very well on the improvement of standards in science.
- There are good opportunities for pupils to plan their own investigations.

54 In Year 6 high quality marking supports pupils' learning very well. It gives clear indications of what pupils understand and how they can improve. For example a pupil wrote in dialogue with the teacher, 'I don't understand this yet.' and was clearly supported by 'This will be covered in SATS revision'. As a result, pupils have a good knowledge of their own learning and understand the purpose of the lessons. Teachers develop pupils' investigative skills well. For example, in Year 6 pupils confidently assemble circuits. They check for breaks that will affect the circuit and ensure they do not overload the circuit, which would result in the bulb popping. They successfully build a circuit to control the brightness of a bulb or the speed of the motor. Their good knowledge and understanding in science is demonstrated when they, independently, draw the circuits they have made using the correct symbols.

55 Teachers' very good lesson preparation ensures that time is used effectively and that pupils have many practical experiences. For example, in Year 3, when studying materials, pupils experimented to find the properties of liquids and solids and what the similarities or differences were. The teacher could have used a textbook but each group had a well prepared variety of materials to test instead. Clear explanation of what they were to do ensured that pupils had a good understanding of the task. They collaborated well with others in the group and by finding the properties out for

themselves, by the end of the lesson they all had a good understanding of the differences between liquids and solids.

56 There have been many improvements since the previous inspection. These include:

- A steady improvement in standards.
- The very good development of the investigative strand.
- Improvement in the co-ordination of the subject.
- Good use is now made of assessment.
- Tracking of pupils' progress and achievement is embedded in practice throughout the school.
- Statutory test results are analysed to highlight strengths and weaknesses and this feeds into subsequent planning.
- Monitoring of teaching and learning is focussed appropriately and leads to improvement in teaching and learning.
- High quality marking in Year 6.

57 There are areas for development. High quality marking is not used consistently across the school and ICT could be used more to enable pupils to monitor experiments.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Very good leadership and co-ordination of the subject.
- Opportunities given to pupils to use ICT in other subjects.
- Pupils' confidence and subsequent independent use of ICT equipment.
- Good assessment and moderation of pupil's work.
- Very good planning for the use of ICT in other subjects.

Commentary

58 Only one lesson in ICT was seen during the inspection so an overall judgement on the quality of teaching cannot be made. However, discussions with the co-ordinator and pupils enable judgements to be made about standards.

59 Standards in ICT are satisfactory. The school has developed this subject well since the last inspection. The co-ordinator is experienced and knowledgeable and leads this area very well. This has resulted in many developments, which include:

- Very good planning that identifies in other subjects where ICT should be used and developed. Software has also been identified and matched to this planning.
- Good assessment procedures. Teachers are given clear guidance about what should be assessed and when. The school has developed a very good portfolio of pupils' assessed work. Staff have had regular meetings to look at pupils' work and agree the National Curriculum level that is achieved.
- Staff have attended regular training to upgrade and improve their own ICT skills.

60 These developments have proved to be very valuable and supportive to the many new staff who have started at the school. The co-ordinator has identified that many of the tasks will need to be done again with the new staff so that they have been involved in the process. The school has identified that the confidence of the staff in the use of ICT is now mixed with some staff that are very secure and some that require additional support and training. The co-ordinator has good plans identifying how this will be improved and staff have already begun a new phase of training.

61 Most pupils are very confident with their use of ICT. For example, pupils in Year 2 access machines without teacher support and are developing skills in editing their work through use of the delete and insert keys. Pupils in Year 4 import pictures from 'Clip Art' and use cut and paste to make repeated patterns for wrapping paper. Pupils' skills progress further by Year 6 where they confidently access the Internet and locate particular web sites that have been identified to develop their mathematical skills. Pupils in this class demonstrated and described how, in Year 5, they made a PowerPoint presentation about a school trip to an outdoor education centre. They took pictures using a digital camera, which they loaded into the computer and combined with text. These were then edited to appeal to a specific audience and the final versions were shown to the school during an assembly. Pupils have a good understanding of their achievements in ICT and described how they are in the process of locating all their previous work to store it in their individual portfolios.

62 Pupils in Year 6 independently run a computer club during some lunchtimes. They decide what will be done during the club and load all software onto the machines. They feel that numbers are very restricted as there are only three computers in the room so a maximum of six pupils can be involved at any one time.

63 The school manages the use and teaching of ICT well despite the constraints imposed by the building. All pupils and staff understand and have agreed a policy for the safe use of the Internet and this has been shared with parents. Currently, the amount of computers in the school is below the nationally recommended target. The small size of the school has determined that the school cannot have a computer suite and the classrooms are already cramped so more computers in them would exacerbate this situation. As a result, the school is looking to alternatives to large machines to be able to meet requirements. Resources have been improved since the last inspection with more equipment able to teach the control element of the National Curriculum. However, the sensing aspect of the subject needs further development, for example, to enable pupils to monitor experiments in science.

Information and communication technology across the curriculum

There is very good use of ICT in other subjects. On a yearly basis, planning identifies where ICT should be used and developed. As a result, ICT is included as an element in most subjects. For example, producing pictures and patterns in art and design; word processing in English; visiting the Internet for research into topics in history; tracking the weather, live, through Internet use in geography and recording outdoor education visits in physical education. However, the use of ICT in science and religious education requires further development. For example, the use of sensing equipment to measure experiments over time is not yet used.

HUMANITIES

RELIGIOUS EDUCATION

Provision in religious education is **good**.

Main strengths and weaknesses

- The newly published agreed syllabus used in Calderdale schools has been implemented effectively this term.
- Religious education contributes well to pupils' spiritual, moral, social and cultural development.
- Planned visits to places of worship impact well on pupils' standards and achievement.
- Too few writing opportunities are identified and used.

Commentary

64 Only two lessons were seen. Scrutiny of pupils' work and discussions with teachers and pupils indicate that pupils' achievement is satisfactory throughout the school. Although the new agreed syllabus has only been in place this term, the effective planning indicates that pupils are on

line to meet the expectations for their age by the end of Years 2 and 6. This is an improvement on standards at the end of Year 2 since the last inspection.

The quality of teaching and learning is good. Strengths include:

- Teachers good questioning skills ensure that pupils use their language skills well to share their views with each other.
- Planning for visits to places of worship.
- Teachers' good example of respecting pupils' views and teaching respect for the beliefs and practices of the major faiths.
- Good planning links with other subjects.
- Good opportunities to promote pupils' spiritual, moral, social and cultural development.

65 In Year 2, pupils, achievement is good. Following a visit to a mosque they know why Muslims follow certain rituals before worshiping in the mosque. Pupils suggest sensible rules for appropriate behaviour in places of worship. In Year 6, pupils reflected carefully before writing their own prayers for their local community. They wrote about their personal feelings when they are alone or in a group. In discussions, these pupils liked learning about what other people believe, and they said, 'It helps us to understand people better'.

66 However, in some classes, pupils' writing consists of the same words written by all the pupils. This provides insufficient challenge for more able pupils, and confirms that pupils are not using their writing skills well enough. Teachers' planning makes no reference to the use of ICT to support pupils' learning. This has, however, been identified in the co-ordinator's action plan as an area for improvement.

67 At present the subject is being led by a temporary co-ordinator. Leadership and management are good. Not only has the new agreed syllabus been put in place, but the assessment criteria indicated in the syllabus is also being used. The organisation of the subject is firmly in place ready for the new co-ordinator to take up the role of monitoring the effectiveness of the new planning.

HISTORY AND GEOGRAPHY

Provision in history and geography is **satisfactory**.

Main strengths and weaknesses

- There are clear development plans for the subjects.
- Newly appointed co-ordinators are supported well and given clear direction.
- Teaching in Year 6 is very good.
- Teachers too often prescribe writing within these subjects.

Commentary

68 No lessons were observed in history. However, pupils' previous work was sampled in both history and geography, and there were discussions with co-ordinators and pupils. These show that standards are in line with expectations for pupils by the time they reach the end of Years 2 and 6. There is appropriate guidance on the subjects for teachers, and topics are planned around a two-year cycle. This helps teachers to support each other when planning work in these subjects by sharing ideas across year groups.

69 A visit to Year 6 by a mountain rescue worker had prepared pupils well for a visit to Malham Outdoor Adventurous Activities Centre. In a lesson following this visit, very good teaching, with stimulating and challenging questions enabled pupils to become engrossed in discussions. This clearly demonstrated that pupils understood what they had learned as a result of their visit, and the impact that tourists like themselves can have on an area.

70 In both history and geography good quality marking of pupils' written work in Year 6 helps them to understand what they are doing well and what they need to do to improve. This approach to marking is not yet shared and used consistently throughout the school.

71 The good quality of previous co-ordinators' records and planning that was prepared for the newly appointed co-ordinators provides a good basis for the development of the subjects. The senior management team has worked with the co-ordinators to identify the current position and improvements needed to further improve standards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only one lesson was seen in **art and design** and **music**, and no lessons were seen in **design and technology**. It is not possible therefore to make a firm judgement about provision. In addition to observing lessons, inspectors spoke to co-ordinators about their work, looked at pupils' work and displays, and spoke to pupils about their learning.

Art and design

It is evident from teachers' planning that work in art and design is varied and interesting. Good teaching in a lesson in Year 1 demonstrated good skills and techniques such as scrunching, tearing and folding paper to create 'firework' pictures. In Year 5, pupils mix paints to achieve shades. They know that adding white to a base colour makes tints, and black makes tones. Teachers make some effective links with other subjects. For example, in Year 1, pupils have used an ICT program to paint repeating patterns and pictures of their favourite things. In Year 6, pupils listened carefully to 'The Blue Danube' then created high quality 'river journey' pictures using different coloured paints to reflect their personal response to the music. The school celebrates pupils' work in art and design by holding an Art Week. During this event, pupils throughout the school, painted pictures in the style of Vincent Van Gogh, and a visiting artist worked with Year 5 pupils on sculptures.

Design and Technology

Discussions with pupils show they develop the expected subject skills through designing and making a variety of products. Year 6 pupils talked enthusiastically about designing and making pizzas, after a visit to Pizza Hut. They know the importance of evaluating products, and suggested the best fastener to use when making different types of bags was Velcro, although one pupil insisted that sewing press-studs made the best fastener. They talked about being 'well supervised when we used wood to build boats', and talked about using a range of tools. There are appropriate links with other subjects, particularly religious education and science.

Music

The whole school was heard singing in assemblies. Pupils sing tunefully and with good diction. A few younger pupils sing with obvious enjoyment, and great gusto! The very good subject expertise of the Year 2 teacher impacts very well on the achievement of these pupils. They know the correct names of a range of percussion instruments, such as cabassa. They are challenged very well. When one pupil named the zylaphone, the teacher's good questioning enabled another pupil to use the correct name, metalaphone. A few pupils receive instrumental tuition to play the keyboard and guitar. Concerts and performances also contribute to pupils' overall musical experience. Pupils are starting to prepare for the school's Christmas production, and those pupils without specific roles will form a choir. Pupils said they enjoyed visits from an African drummer and Indian dancer, and they often listen to music from other cultures.

Physical Education

Provision in Physical education is **satisfactory**

Main strengths and weaknesses

- The school works very hard to overcome the limitations of the building.
- Standards of teaching and learning are good and often very good.
- All strands of the subject are taught over the two-year cycle.
- The lack of space for physical education and the need to use the hall for the storage of equipment has a detrimental effect on provision.
- Good leadership and management of the subject by the co-ordinator.

Commentary

72 Only one lesson was seen in the infants but discussion with the co-ordinator indicates that standards match expectations for the pupils' ages by the end of Years 2 and 6. Lessons seen in the juniors show that the standards of teaching and learning are good and often very good. Standards in swimming by the end of Year 6 are satisfactory and pupils benefit from weekly lessons at the local swimming baths.

73 Planning shows that there is a good balance of all the aspects of physical education taught throughout the year. In Year 6 a very good gymnastics lesson was seen. The teacher's very good subject knowledge developed well pupils' knowledge of the capability of their body through balances and counter balances. The teacher's high expectations and the high level of challenge presented to the pupils motivated them to produce their best work. They responded very well to the teacher and worked collaboratively with partners developing a high level of trust.

74 In a very good Year 4 games lesson the teacher's good questioning ascertained that pupils had a good knowledge of what exercise did to their bodies and why they need to warm up properly. The teacher was fully involved in the lesson at all times through very good demonstrations of the netball skills to be developed. This motivated and engaged the pupils. The lesson proceeded at a very brisk pace with pupils working individually, developing the skills in paired work and ending up with a team game. All pupils followed instructions very well, tried very hard to be successful and participated very sensibly. As a result, their ball passing and receiving skills developed very well.

75 The strengths of teaching and learning include:

- Activities that engage the pupils.
- Good explanations about the purposes of the lessons so that pupils know when they are successful.
- Good individual tuition. The use of praise develops' pupils confidence and individual feedback develops their skills at the appropriate level.
- Good demonstrations by teachers.
- Pupils co-operate and collaborate with each other well.
- Pupils respond quickly and enthusiastically to teachers' instructions.

76 The hall is very small. This restricts the type of activity that teachers can present to pupils. The hall has to be used as a storage area and it is also a thoroughfare for the rest of the school, which is quite disruptive to physical education lessons. This imposes restrictions on teachers and they also have to work very hard at counteracting the deficiencies. They do this very well so that pupils are not significantly disadvantaged. Pupils show high levels of maturity and good behaviour. This also enables the small hall to be used effectively.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

The strengths of this area include:

- Pupils' interest in the life and work of the school.

- Pupils very willing to take responsibility and show initiative.
- Pupils' relationships with others.
- Pupils' confidence and self-esteem.
- High levels of respect for the feelings and values of others.

Commentary

77 Only one lesson was seen in this area so no judgements can be made about the quality of teaching. However, this is a strength of the school that is not reliant on teaching in specific lessons. This area permeates all the school does and it is developed well. There is good planning for teaching in this area and includes work on health, sex and drugs. The school places a high value on pupils' personal and social development. There are high expectations for pupils' conduct and pupils are given roles of responsibility throughout the school and carry them out very well. The school council is well established with pupils having a real role in the organisation and running of the meetings. All pupils have the opportunity to contribute to how the school can be improved through the suggestion box. These suggestions are taken and discussed at the school council meetings. The co-ordinator has a good action plan, in which there are opportunities to develop citizenship further and is in the process of examination of new materials to help with this.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1

The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).