

INSPECTION REPORT

BARLBOROUGH PRIMARY SCHOOL

Barlborough, Chesterfield

LEA area: Derbyshire

Unique reference number: 112505

Headteacher: Mr Graham Hadley

Lead inspector: Dr Colin Lee

Dates of inspection: 13th – 16th October 2003

Inspection number: 255424

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 years
Gender of pupils:	Mixed
Number on roll;	221
School address:	High Street Barlborough Chesterfield
Postcode:	S43 4ET
Telephone number:	01246 810381
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Gale
Date of previous inspection:	1 June 1998

CHARACTERISTICS OF THE SCHOOL

Barlborough is smaller than the average primary school, although numbers on roll are rising and pupils from a wide catchment area attend the school. The wide mix of housing and backgrounds of pupils results in their socio-economic circumstances being broadly average. All but nine of the 221 pupils are of white UK heritage and all have English as their first language. Proportions of pupils with special educational needs are average although the proportion with a statement of special educational needs is above average. The special needs cover a wide spectrum of general and specific learning difficulties, social, emotional and behavioural difficulties and autism. Children's attainment on entry is broadly average. The school's good work has been recognised in recent years by its receipt of both a Basic Skills Quality Mark and a School Achievement Award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21854	Dr Colin Lee	Lead inspector	Mathematics Information and communication technology
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22841	Miss Pat Jackson	Team inspector	Science Geography History Religious education Areas of learning in the Foundation Stage English as an additional language
22397	Mr Stuart Fowler	Team inspector	English Art and design Design and technology Music Physical education Special educational needs Personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Barlborough is an effective school that provides good value for money. It has made significant improvements in recent years under the headteacher's leadership and with very good management by key staff in their areas of responsibility. Staff work very effectively as a united team and are highly committed to ensuring that all pupils receive a high quality of education that fully meets their needs. Standards continue to rise each year and, by the end of Year 6, the school's results in national tests have reached very high levels.

The school's main strengths and weaknesses are:¹

- The very high levels reached in national tests at the end of Year 6.
- The very good teaching at the Foundation Stage² and good teaching overall, which includes very good use of assessment.
- Very good management by key staff.
- Pupils' personal development is good.
- The provision for pupils with special educational needs is good.
- The very effective governing body.
- The curriculum lacks co-ordination and is not always providing a sufficiently balanced range of learning opportunities in a term or year.
- Although behaviour in the school is good overall, there are occasions when the management of pupils is not sufficiently consistent.
- Standards of writing at the end of Year 2 could be higher.

The school was previously inspected in June 1998. At that time several areas were identified as weaknesses and all have now improved. This is most noticeable in the raising of standards by the end of Year 6 and in the effectiveness of management by the headteacher and key staff. The very good influence and support of the governing body and the whole school determination to succeed have also had significant impact on improvement. The quality of teaching has improved considerably, with better subject knowledge and the development of very effective assessment that is closely linked to planning. The result is a more effective school which has very good systems for ensuring that pupils generally achieve the highest standards of which they are capable.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	A*	A	A*
Mathematics	B	A	A	A
Science	D	A	A*	A*

Key: A - very high; 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.

Achievement is satisfactory overall and, by the end of Year 6, all pupils achieve at least what should reasonably be expected of them. Children in the reception class and pupils in Year 5 achieve well, as do pupils with special educational needs throughout the school. The standards being reached by pupils currently in Year 6 are average in English, mathematics and science and meet expectations in most other subjects. The past attainment of these pupils shows their overall ability to be well below that of the pupils who took the national tests in 2003. By the end of Year 2, standards

¹ The strengths and weaknesses are listed in order of significance.

² The Foundation Stage caters for children from the age of three to the end of the reception year.

are above average in mathematics, average in reading and science, but below average in writing. Standards are average in other subjects. Children in the reception class successfully achieve the goals set for them to reach by the time they start Year 1. Pupils of all ages have a good ability to work independently but also collaboratively when this is required.

The quality of pupils' moral and social development is good, while their spiritual and cultural development is satisfactory. Pupils' attitudes and behaviour are good and their attendance is satisfactory. Pupils' relationships with others are excellent in the reception class and good in the rest of the school overall. Behaviour is good overall, being very good in the reception class, good in Years 1 and 2, and satisfactory in Years 3 to 6. However, the behaviour of some older pupils in the occasional lesson, and in assemblies, is unsatisfactory at times.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching and learning is good, particularly in English, mathematics and science. Teaching has improved considerably since the last inspection. It now results in good quality learning by pupils, especially in the Foundation Stage and in Years 2 and 5. Teaching and learning in the Foundation Stage are very good, providing children with a very good start to their education. There are occasions in Years 3 to 6 when teachers' expectations of behaviour need to be higher and their management of behaviour needs to be more consistent.

The school shows good concern for the care, health and safety of pupils. There is a high level of quality support for pupils with special educational needs. The curriculum is broad and well-planned learning activities within topics generally meet the varying needs of groups of pupils of different abilities successfully. Current arrangements for the timing of topics are unsatisfactory with entire subjects, such as history, being neglected for long periods of time. Accommodation in the older building has a negative impact on the range of learning activities that can be provided. There is a satisfactory range of extra-curricular activities. The school works well with parents, providing good information about their children's education and how they can help. There are very good links with the community that are mutually beneficial to both the school and the village.

LEADERSHIP AND MANAGEMENT

Leadership and management is good overall. The headteacher provides satisfactory leadership and very good management of the school. He has, through effective delegation, created a strong management structure, within which there is an admirable commitment to teamwork involving all members of teaching and non-teaching staff, parents and governors. Key staff flourish in this environment and high quality leadership and management are provided by the deputy headteacher and the co-ordinators of English, mathematics and science. Improvements are managed very well by this teamwork and are overseen by very effective procedures used by senior managers, subject co-ordinators, and governors to monitor and evaluate the school's progress. A very well led governing body is a strength of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school has good links with parents, who particularly appreciate the fact that their children enjoy being at the school. They also recognise and like the school's high expectations, and the good teaching. There is a high level of appreciation of the headteacher's leadership and management. Pupils are very positive about the school and enjoy their learning.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Achieve better balance in the curriculum each term and year, by reviewing the timing of the topics taught and monitoring curriculum planning and delivery.
- Ensure greater consistency in the management of pupils' behaviour.

- Improve the standard of pupils' writing by the end of Year 2.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils are achieving satisfactorily overall and in some year groups achievement is good. Pupils' standards are at least in line with what is typical in other schools. Results in the national tests taken at the end of Year 6 show a clear trend of rising standards and increasing achievement.

Main strengths and weaknesses

- The results of the national tests taken by pupils at the end of Year 6 are rising each year and were very high in 2003.
- At the end of Year 2, pupils' standards in mathematics are above average.
- Standards in speaking and listening are now above average in Year 2.
- Pupils in Year 5 are achieving well and their standards exceed national expectations in English, mathematics and science.
- Children in the reception class achieve well.
- The standard of writing could be higher by the end of Year 2.

Commentary

1. The school has been very successful in addressing the need to raise pupils' standards in English and mathematics that was identified at the last inspection. Results in national tests at the end of Year 6 have risen steadily, culminating in very high standards in 2002 and 2003. The pupils currently in Year 6 are generally of lower ability and this is shown in their past attainment and in the lower targets set for them in the 2004 national tests. However, they are achieving satisfactorily and, although more than a third of the class have special educational needs, they are on track to achieve average standards in English, mathematics and science by the end of the year. Similarly, average standards are evident in most other subjects, apart from geography and religious education, where there was insufficient evidence to make a judgement on standards.
2. Results in the national tests at the end of Year 2 improved overall in both 2001 and 2002. The dip in reading and mathematics in the 2003 tests reflects the general ability levels of the pupils concerned but was a satisfactory achievement in relation to their past attainment. The writing test result was well below average. In contrast, pupils currently in Year 2 are achieving higher standards. They are on track to be above average in mathematics by the end of the year. Speaking and listening skills are above average, reading and science are average but writing is below average. Standards in writing could be improved while the school still maintains its policy of placing very strong emphasis on speaking, listening and reading in Years 1 and 2. The good foundation of a wide vocabulary stands pupils in good stead in later years when more attention is paid to writing. Year on year pupils' writing skills develop with increasing success as they move through Years 3 to 6. Standards in all other subjects are in line with national expectations.

Standards in national tests at the end of Year 2 – average point scores in 2003³

Standards in:	School results	National results
Reading	16.4 (16.9)	15.9 (15.8)
Writing	13.1 (15.2)	14.8 (14.4)
Mathematics	16.4 (17.8)	16.4 (16.5)

³ **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

There were 28 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	29.5 (30.4)	27.0 (27.0)
Mathematics	28.4 (28.5)	27.0 (26.7)
Science	31.6 (30.0)	28.8 (28.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year.

3. The school's performance in national tests has to be evaluated with some caution, due to the small numbers in each year. Variations between year groups mean that the results over several years are a more reliable indicator of trends. Nevertheless, of the current pupils, those in Year 5 stand out as a group who are achieving particularly well. In aspects of English and mathematics, their standards already exceed those of many pupils currently in Year 6. The targets set for the 2005 national tests are a reflection of the past performance and current achievement of the pupils now in Year 5, as well as the very good teaching they experience. Their work in English, mathematics and science is well above the expectations of the age group. Good achievement is also evident in pupils with special educational needs. They make good progress in relation to the targets set for them. They are provided with extremely good levels of support from their teachers and the learning support assistants. Pupils' targets are regularly evaluated and reviewed, and new targets are set to aid progress, when required. These targets are specific, appropriate and measurable and this helps to ensure that good progress results. Pupils are removed from the school register for special educational needs when they have achieved the required standards. The few pupils from minority ethnic groups match their classmates in both achievement and standards.
4. Children start school in the reception class with average standards, overall, but below average in aspects of their communication, language and literacy skills. Although early in the year, the children are making good progress and achieving well as a result of very good teaching. They are in line to achieve all the early learning goals that have been set for the end of the reception year in all areas of learning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour and moral development are good. Other aspects of their personal development including their social, cultural and spiritual development are satisfactory, in response to the satisfactory opportunities provided. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils' attitudes are good in many lessons, and at times very good, because teachers usually make lessons interesting for them.
- The attitudes of children in the reception class are outstanding because the provision made for them suits their needs so well.
- The school helps pupils to gain a good understanding of what is right and wrong and to respect the feelings and ideas of others.
- Older pupils easily become distracted in assembly and their behaviour also slips in occasional lessons.

Commentary

5. Pupils mostly show a good level of interest in lessons and behave well. They work willingly and help each other to understand, at times, because when they are encouraged to discuss their ideas together they do this well. Those with special educational needs are as well

motivated as others because of the good support they receive. When the teaching is at its best, pupils are often keenly interested, although a few older ones remain more passive. Children in the reception class frequently become completely engrossed, because the activities are so well suited to their needs and abilities. They grow rapidly in confidence, as was seen when they sang a Hindi song about creation to Years 1 and 2 in assembly. They enthused all present to join in singing and signing the actions.

6. In isolated instances pupils' willingness to work fades if, for instance, the pace of a lesson is undemanding. The attention of older pupils in their assembly tends to be short-lived and when individuals fidget and whisper this goes unchecked for too long. Pupils' waning interest often links to rather mundane presentation of the theme. Really poor behaviour is rare. There have been no exclusions in recent years.
7. The school's expectations ensure pupils gain a good understanding of what is right, notwithstanding the times when lapses in behaviour are not handled to best effect. Pupils understand the need for orderly behaviour. They help develop sensible rules for their classrooms and for using the large play apparatus in the playground. Few concerns arise about bullying or other harassment because pupils respond to the expectations about respecting one another's feelings. Good respect is also evident when older pupils talk about the religious and cultural values of different peoples. However, they have a rather limited understanding of such values. This is because the very effective exploration of customs and beliefs in the Foundation Stage is not built on progressively in the older classes.
8. Attendance is satisfactory. Pupils seldom stay away without a good reason. In 2001-2002 attendance was higher than often seen in other schools but it fell a little in 2002-2003. The rising number of holidays taken during term time contributes to this decrease and the school discourages such absences. There have been no exclusions in the past year.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.1	School data	0.1
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education through good teaching. It is constantly seeking to improve the effectiveness of teaching and the quality of the learning opportunities for all pupils. Curriculum development has received appropriate attention in order to eliminate weaknesses found at the last inspection. However, more work is needed on long-term curriculum planning to provide a better balance between the subjects being studied each term and year.

Teaching and learning

The quality of teaching and learning is good overall, and it is very good in the reception class and in Years 2 and 5.

Main strengths and weaknesses

- By good implementation of the National Literacy and Numeracy Strategies since the last inspection, teachers have raised significantly the standards reached by pupils by the end of Year 6.
- Pupils enjoy learning and this is due to teachers' good understanding of how pupils learn best.

- Teachers match learning activities very carefully to the needs of groups of pupils of differing abilities.
- Information from assessment is used very well in the planning of the next stage in pupils' learning.
- There is insufficient use of information and communication technology in Years 3 to 6 to enhance pupils' learning across the curriculum.
- The consistency of behaviour management needs to be improved.

Commentary

9. The quality of teaching shows marked improvement compared with the last inspection with far higher proportions of teaching that are good and very good. New appointments and very good monitoring and evaluation of teaching and learning, by the headteacher and senior managers, all contributed to the improvement. Above all else, is the willingness of teachers to learn from each other and to improve the quality of the learning activities planned for pupils, despite limitations in the main building's accommodation that adversely affect the range of activities that is possible. Over time this improved teaching has been the main reason for the significantly better standards reached at the end of Year 6.
10. Teaching and learning are very good overall in the reception class. The teacher's excellent understanding of the needs of the children and of how young children learn best results in learning being very carefully matched to individual needs. Expectations are high and children rise to them. They are being challenged at just the right level, and very good use of ongoing assessment ensures that learning builds on what has gone before. Above all else, learning is fun due to the very good variety of imaginative and stimulating learning activities that are planned.
11. Procedures for assessment, and the use of information from assessment are areas that have improved considerably throughout the school since the last inspection. This ensures that, in the short term, learning is carefully structured to help pupils meet the targets that are set for them. This is particularly successful in English and mathematics. Very good assessment also ensures in the long term that any pupil who might be under-achieving is quickly spotted and provided with the right type of support to increase the rate of progress.
12. The good teaching usually seen in Years 1 to 6 also shares the characteristics of very effective use of teaching assistants, breadth of good subject knowledge and thorough planning. Variations in the quality of teaching and learning do exist between year groups. The quality of teaching of pupils in Years 2 and 5 is particularly impressive, in both cases being very good in two-thirds of lessons observed, and good in the remainder. The consequence is the very good quality of learning by pupils of all abilities in these years and their improving achievement. There are also variations in the quality of teaching and learning between subjects. This is consistently good in English, mathematics and science across the school. There have been far fewer observations of other subjects, but the teaching seen has been satisfactory in all, except physical education in Years 1 and 2, where teaching and learning are good.
13. The teaching of pupils with special educational needs is good and this is the main reason for good achievement by these pupils. Pupils learn very effectively at their own pace because of the good quality individual learning programmes that are provided and the support that they receive from teachers and learning support assistants within lessons. The learning support assistants are very effective, because they liaise closely with the coordinator for special needs and individual teachers, and feel part of a professional team. They give high quality support, both to individuals in their care, and to groups of pupils within lessons. Higher-attaining pupils are given appropriately challenging learning activities and the above average standards that they maintain reflect satisfactory achievement.
14. Where the teaching is at its best it inspires the pupils to work harder than ever before and makes them want to achieve the high level of challenge that has been set for them. The excellence of teaching and learning in a Year 5 mathematics lesson was due to the teacher's high level of subject expertise combined with very good understanding of the methods and

strategies that stimulate successful learning. The brisk pace was always controlled by continuous assessment of how well pupils were demonstrating their understanding of the concepts in the lesson on data handling. Skilled adaptation of planned activities was also a major feature of an excellently taught lesson in the reception class that included learning about letter and word sounds. In both these lessons, excellent learning was achieved; all were totally engaged in and excited by the learning activities which meant that behaviour and attitudes more than matched the teachers' high expectations. In contrast, two occasions where teaching and learning were unsatisfactory were largely a response to unimaginative learning activities and lack of clarity in the teachers' expectations and explanations of what pupils were to be doing and how they were to behave. However, cramped conditions also contribute to fluctuations in behaviour. Neither teachers' control nor pupils' responses are helped by the severe lack of space in, for example, the Year 6 classroom and the hall. In Years 3 to 6 there is little evidence of information and communication technology supporting pupils' learning in literacy and numeracy lessons. In Years 1 and 2 the situation is very different and teachers use every opportunity to include computer work in every lesson.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (5%)	12 (32%)	18 (47%)	4 (11%)	2 (5%)	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.

The curriculum

The curriculum is broad but it does not have appropriate balance.

Main strengths and weaknesses

- There is very good provision and support for pupils with special educational needs.
- The curriculum is enriched by a good range of educational visits and visitors.
- The short term balance and overall co-ordination of the curriculum are lacking.
- Accommodation in the older building has a negative impact on the range of learning activities that can be provided.

Commentary

15. Although the school's curriculum is broad and meets the requirements of the National Curriculum, it is not yet sufficiently balanced. The school does not have a co-ordinator with responsibility for the overall management of the curriculum and it is currently left to individual teachers to plan curricular delivery for their own classes. This has led to an imbalance in the provision for some subjects. For example, pupils in Year 5 experience a history focus in the spring term but do not have planned opportunities to develop their knowledge and understanding of this subject area again until the summer term of the following Year 6. Similar time gaps occur in other subjects, such as geography and music, and these long periods between units of study have had an adverse effect on the achievement of pupils in these areas of the curriculum. The school has developed a system of delivering the curriculum in subject blocks, whereby teachers concentrate on one subject as a particular focus for study. On some occasions during the inspection, teachers had to shorten planned lessons because pupils were unable to sustain concentration for such long periods and this is also a weakness in the balance within curriculum planning. The school is aware of the need to delegate responsibility for co-ordination of the curriculum and to carry out a comprehensive review of curricular planning.
16. Much of the school accommodation is cramped and unsatisfactory. The school hall is too small to allow whole school assemblies to take place, the staffroom is not large enough to accommodate all of the staff and support assistants and the headteacher and school

secretary have to share the same office. There have been improvements since the last inspection, particularly through the building of the new Key Stage 1 and Foundation Stage block and the provision of outside climbing equipment and benches for use during breaks and lunchtimes. However, there are occasions when inadequate accommodation restricts the effective delivery of the curriculum. For example, the Year 6 classroom is too small to accommodate the large number of pupils in Year 6; noise from lessons and school assemblies is distracting because it penetrates adjoining classrooms; the school building cannot accommodate a central school library and there is a weakness in the provision for gymnastics because the school hall is too small and lacks suitable equipment. Despite these weaknesses in accommodation, the school is well maintained and kept very clean by the caretaker and cleaners and the good standard of display work ensures that pupils work in an attractive environment.

17. The provision and support for pupils with special educational needs is good. The special needs co-ordinator is enthusiastic and manages this aspect very well. She has clear procedures for dealing with pupils with special educational needs and a good understanding of the Code of Practice for special needs. She works well with other teachers and receives very good support from the learning support staff. The governor with responsibility for this aspect has a background in special educational needs and consequently gives particularly good support to the school. Pupils' individual education plans are of good quality and are reviewed each term. Care is taken to ensure that the work provided for pupils with special educational needs is closely matched to their needs. Pupils with a statement of special educational needs are provided with most suitable support, in line with the requirements indicated, and their statements are reviewed annually. All pupils with special educational needs are involved in the full range of school activities.
18. At the time of the previous inspection, there was a useful range of extra-curricular activities but only a limited programme of educational visits and visitors. This weakness has been eradicated and a comprehensive programme of visits and visitors now enriches the curriculum. For example, pupils visit Rother Valley Country Park and Clipstone Forest as part of their geographical studies, the Yorkshire Sculpture Park to develop their appreciation of art, and the Abbeydale Industrial Hamlet to help them develop their historical awareness. Visitors to the school include the school nurse, officers from the local fire brigade, the Junior Wind Band and specialists in physical education from the local Heritage High School. The school organise an annual Art Day that involves the local village craft group and other visiting artists. All of these experiences enrich the curriculum and provide pupils with good opportunities for learning.

Care, guidance and support

Good attention is given to most aspects of the care, support and guidance of pupils. Induction procedures are satisfactory. Health and safety routines are satisfactory. A satisfactory account is taken of pupils' views.

Main strengths and weaknesses

- The school is a friendly and caring community where pupils work happily.
- The good guidance pupils receive helps them to become effective learners.
- Support for individual pupils with special educational needs and other specific needs is good. However, a few older pupils do not get consistent enough support to help them improve their behaviour.

Commentary

19. The school has maintained a strong and friendly sense of community since the previous inspection, through a period when pupil numbers have risen considerably. Very good support is extended to children in their first term in the reception class. This ensures that they soon settle down and work happily and confidently. Any pupils who move from other schools to join older classes are also helped to settle in quickly. Pupils feel secure, because staff are alert to

their individual needs and circumstances. Pupils are confident that they can ask for help if they have any worries or concerns. Health and safety routines are satisfactory. However, pupils are allowed to use footballs over extensive areas of the playground. This is hazardous for others and so gives rise to some concern.

20. In lessons the good encouragement pupils get, including the way staff use the systems of awards, prompts them to try hard and to take pride in the progress they make with their work. Older pupils appreciate the way teachers help them to learn. The good routines for setting targets in numeracy and literacy help pupils to see how they are doing and to tackle the next stages in learning. The school now encourages parents to bring their children with them to consultation evenings, so they can join in reviewing their progress with their teachers. This is another good step to increase pupils' understanding of what is expected and to build their sense of responsibility towards their schoolwork.
21. Support for pupils with special educational needs is strong throughout the school. Clear records are kept, and effective monitoring by the co-ordinator and class teachers contributes to the good progress of all groups of children. Pupils with special educational needs are regularly assessed and a wide variety of information is recorded to help identify pupils' current attainment. The information gained is used most effectively to provide suitable new work for individual pupils.
22. Good routines are also in place to meet other individual needs such as long-term medical needs or any child protection issues that arise. The school perseveres in efforts to support a few older pupils who find it hard to behave responsibly at all times. However behaviour management strategies are not used consistently enough so though any misbehaviour is contained there is insufficient actual improvement.

Partnership with parents, other schools and the community

Links with the community are very good and contribute very well to the work of the school. Good partnership is developed between teachers and parents. Links with providers for early years, and with other schools and institutions, are satisfactory.

Main strengths and weaknesses

- A very good partnership is developed with local community organisations and pupils benefit considerably from this.
- A high proportion of those parents who express a view are happy with all or nearly all aspects of the school's work.
- Communications with parents have improved in recent years and the school is alert to find ways of making them even better.

Commentary

23. Links with the local community are of great benefit to the school and also to the community it serves. Staff and pupils can use rooms in the village hall and this is very helpful because of the shortage of space in the school. They also benefit greatly from the local resource centre, which, like the hall, is adjacent to the school. The school has no room for a computer suite, but classes are allowed to use the one in the centre, free of charge. Parents benefit as well. An enthusiastic group are following a course provided in the centre to develop their computer skills, so that they are better able to help their children. The school for its part helps the community. For instance, it allows public skate-boarding sessions in the playground. The annual school fair is a real community event, enjoyed by all. Links with local businesses are also fostered successfully.
24. The school makes good efforts to further increase parents' understanding of its aims and to encourage their support for their children. For instance, the school surveyed parents' views and found that they wanted more information, so regular newsletters were re-introduced. The homework policy is being updated, to give parents a clearer idea of what is expected. Day-to-

day communications are helped by the way that the headteacher makes a point of being accessible to parents at the start and end of the school day. He and other staff readily respond to any queries or concerns. Parents are mostly keen to support their children and they appreciate the school's efforts to involve them. They come in very good numbers to the regular consultation evenings. Annual reports give a good level of detail about what pupils can do and the progress they make. Just a few parents would still like to know more about how their children are doing. Parents of pupils with special educational needs are regularly consulted and informed about the provision made for their children. The school receives good support from parents who regularly attend review meetings to contribute to their children's learning. One parent has become so involved that she is now both a support teacher within school and the governor with responsibility for special educational needs.

25. Teachers encourage parents to come and help in school and get a good response from them. For instance, parents act as reading partners to selected children and help boost their skills. Parents also help through the successful parent teacher association that buys extra resources to enrich pupils' experience.
26. The school recognises that liaison with other local schools, though satisfactory, can usefully be strengthened. It is joining in the new local excellence cluster of schools.

LEADERSHIP AND MANAGEMENT

Key staff play a vital role in supporting the headteacher and providing leadership that is good overall and management that is very good. A very good governing body is rigorous in its monitoring of the school's progress and is a strong source of support for staff and pupils.

Central to the effectiveness of the school's well-planned educational direction and priorities is the shared commitment of all teaching and non-teaching staff and governors to continuous improvement of the quality of education and of the standards achieved by pupils.

Main strengths and weaknesses

- The headteacher and key staff provide very good management.
- A high quality of leadership is provided by the deputy headteacher and co-ordinators of English, mathematics, science and information and communication technology.
- A very effective governing body benefits from very good leadership by its chairperson.
- Knowledgeable, individual governors for key aspects of the school's work provide very good support to staff.
- There is a need for delegation of responsibility for co-ordination of the curriculum.
- There is insufficient monitoring and evaluation of the quality of behaviour management by staff.

Commentary

27. There has been good attention to weaknesses in leadership and management found at the last inspection. The headteacher provides satisfactory leadership and the clear direction that he gives to the school, coupled with good delegation of responsibilities to staff, has ensured that leadership shown by other staff is at least good, with that by the deputy headteacher being very good. There is an overall drive for improvement and a shared purpose. All staff are strongly committed to continual improvement, and to ensuring good inclusion of all pupils in all aspects of school life. Subject leaders of English, mathematics and science monitor standards and provision in their subjects very effectively, and provide very good guidance to colleagues on priorities for development. This is indicative of the very good leadership provided by these co-ordinators, which has been instrumental in driving standards upwards. Pupils' performance in national tests each year is thoroughly analysed by the headteacher and discussion of this analysis with staff is an important part of the ongoing tracking of pupils' progress and the setting of targets for individual pupils. This also contributes to the excellent knowledge that the headteacher has of each pupil in the school.

28. The school is very well organised and managed. This is an aspect that has improved considerably since the last inspection. The development of very good managerial skills by the headteacher and key staff has occurred during a period of considerable change for the school in terms of rising numbers of pupils and related development of the accommodation. Limitations that still remain in the accommodation are overcome through very good day-to-day management of school life, to which the administrative officer makes a major contribution. The staff are clear about their roles, responsibilities and personal objectives and work together very effectively. Regular self-evaluation and the monitoring of performance data take place and key priorities are agreed with staff. All targets are related to whole-school improvement and continuing staff development detailed in the latest school development plan. There is effective delegation of responsibilities and staff support each other well in successfully meeting the school's targets. The coordinator for special educational needs is knowledgeable and manages this aspect very well. She has clear procedures for dealing with pupils with special educational needs and a good understanding of the Code of Practice. She works well with other teachers and the learning support assistants. She keeps clear records of the progression of pupils over time. The governor with responsibility for this aspect has a background in special educational needs and consequently gives good support to the school. In addition to the specific responsibilities delegated to individual members of staff, the school recognises the need to establish the role of a curriculum co-ordinator to oversee long term planning and time allocations to the subjects of the curriculum.
29. The governing body works tirelessly at providing very good support for all aspects of the school's work. The commitment and very good leadership of the chairperson has been instrumental in guiding the governing body towards a much improved influence on the school when compared with that at the time of the last inspection. Progress towards the school's targets is monitored rigorously and key aspects of the school's work, such as the raising of standards in English and mathematics, are influenced very positively by the interest and involvement of the individual governors who have been nominated to oversee work in these subjects. This applies equally to the governors who link with information and communication technology and special educational needs. Collectively and individually, governors are challenging in their evaluation of school development while remaining supportive and appreciative of the quality of education provided by a very dedicated staff.

Financial information

30. The school's approach to financial management includes rigorous evaluation of the cost-effectiveness of financial decisions in terms of the educational benefits to pupils. Appropriate balances are carried forward each year in order to maintain staffing levels and the good quality of education. Best value principles are applied effectively to management and the use of resources.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	419,525
Total expenditure	383,482
Expenditure per pupil	1,775

Balances (£)	
Balance from previous year	45,190
Balance carried forward to the next	35,043

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**. Children enter the reception class with attainment broadly average in all areas of learning except in some aspects of communication, language and literacy development, where they are below average. Although at the time of the inspection the children had only been in school for six weeks, they are already achieving well in those areas of learning observed. This is because the sessions are planned very well and the teaching is extremely good. At the start of the term, children's achievements in all areas of learning were thoroughly assessed and detailed records show that progress is being carefully monitored and individual learning tracked.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and become self-confident because the adults provide a caring environment, opportunities for taking responsibility and have high expectations of good behaviour.
- There is a high expectation of trying hard, sharing and concentration. The children respond very well to these demands and make rapid progress because of the very good organisation of interesting activities.

Commentary

31. When the children start in the reception class their skills are broadly average for their age. They are all now very happily settled and really enjoy school because they understand what is expected of them. For example, on arrival children hang up their coats and put their reading bags and lunch boxes in the right place. High expectations of behaviour, such as clearing away, listening to others, waiting turns and sharing, are seemingly easily achieved. This is because the warm relationships and excellent role modelling by the adults ensures that the children are always eager to please. The children are already taking responsibility for simple class tasks, as well as themselves, by being the day's 'helper'. All are trusted to go and wash their hands unsupervised and the helper, with a chosen friend, takes the register to the office.
32. Many opportunities are provided throughout each day for children to share equipment, to work and play together and to concentrate on demanding tasks. They are already able to actively participate in whole-class sessions for 10 to 15 minutes, confidently responding when asked. This increasing confidence and ability to concentrate is due to the teacher's carefully planned activities which stimulate and interest the children. All the children are on course to reach the expected standards by the end of the year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's speaking skills are very well developed because the teacher's expert knowledge and understanding of their needs ensures interesting and exciting activities to stimulate talking.
- Children make very good gains in their literacy skills because the carefully planned tasks are appropriately challenging for their abilities.

Commentary

33. When they first come to school, many children are reticent talkers and their use of language to describe, tell and reason is below expectations. The breadth of stimulating activities provides on-going opportunities for the children to talk with and respond to adults, as well as with each other. For example, in one excellent session, working in small groups, the children asked questions and gave reasoned suggestions as to what might be hidden in a variety of parcels. Each adult leading the groups carefully structured the discussion, skilfully helping the children to talk about the shape, whether or not it made a noise, whether it was hard, soft, light or heavy, and then helped the group to reach an agreement about what they thought was hidden. This very good language development means that most of the children have already made good progress and are on line to reach the Early Learning Goals⁴ by the end of the school year.
34. The children listen to stories and rhymes with great enjoyment and these are well used as a basis for learning literacy skills. Currently a story about 'Grumpalong' is being very effectively used by the teacher as a basis for a number of exciting activities. The children can recall the main events and characters and delight in saying and demonstrating how, amongst other animals, the 'mole can roll', the 'bear stare' and the 'yak whack'. Group activities, well matched to the different abilities of the children, continued to reinforce reading skills and sounds. The very good development of listening to and recognising rhyming sounds is continued in other ways. For instance, the children delight in regularly reciting a simple poem about a train, which visits places around India in which the line endings rhyme with numbers one to ten. Overall, the children are broadly average for their age.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good organisation and effective use of time ensure children are constantly motivated during numeracy sessions.
- Assessment is used very well to set appropriately challenging activities for the children's range of abilities.

Commentary

35. The teacher plans mathematical sessions very well so that there is a good balance of short, whole class activities, adult directed group work, and an opportunity for children to choose from a carefully planned range of self-chosen tasks. Already able to confidently count to ten, the children enjoy the challenge of counting backwards and extending their counting and understanding of numbers to 20. In a very well taught lesson, in which children learned the skill of 'counting on' from different numbers, and thinking of two more than, say, 15, all children were extended by the activity and about half recognised and understood the value of numbers between 10 and 20. This is above average for their age. Good emphasis is put on mathematical vocabulary and, in addition to the correct terminology of 'add' and 'equals', several children already understand the meaning of 'digit', knowing, say, that 12 has two digits.
36. Lessons generally include three different group activities planned for different ability levels. The tasks reinforce and extend earlier work very well and, in addition, planning includes good opportunities for children to work on mathematical activities using computers. As children complete their tasks, the good organisation allows them to select from a limited range of activities without interrupting the adults who are still working with individuals. Final whole class sessions are very well used to check, through skilled questioning, what the children have learnt and, in a lesson observed, to teach a new song, 'I've got a calculator in my head'. The song

⁴ The Early Learning Goals set out what children should achieve by the time they reach the end of the reception year in primary school.

was also very effectively used to reinforce simple addition skills and practice using fingers as a strategy for counting.

37. Activities, which reinforce and extend learning, are based on the accurate assessments made by the teacher. Although the children had only been in school for six weeks, the teacher had already made very detailed assessments of their attainment in the many areas of mathematical development. During whole-class sessions the teacher targets individual children with specific questions to check their learning and group activities are carefully planned according to their abilities. One child clearly has very good mathematical ability and individual, challenging tasks were provided to keep him constantly motivated.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- The opportunities provided for the children to learn about other people's way of life enable them to develop positive attitudes to people around them and are a very important part of their cultural development.
- The ability of the teacher to create an atmosphere of peace and wonder contributes significantly to the children's spiritual development.
- The class's own small bird (and squirrel!) feeding area promotes interest and early scientific learning.

Commentary

38. Over time the teachers careful planning ensures that children enjoy a wide range of experiences, preparing them very well for science, technology, history, geography and religious education in the National Curriculum. Before starting school, the children have had very differing experiences, but their knowledge and understanding is average overall. The richly planned curriculum means that by the time children move into Year 1 they have made good progress and exceed the Early Learning Goals. Geographical awareness and the provision for cultural development are particularly strong, but these are not at the expense of other areas. From their understanding of their own and the birds' need for water, the children were helped to think and talk about where water comes from. From turning on a tap, the teacher's questioning led to a few suggesting other sources, such as rivers and sea. Some children know, from their Indian number rhyme, that deserts are hot, dry places with no water. Very good use of a picture on the overhead projector led on to learning about a 'well', which was a new concept for them all. The teacher also seized the opportunity to help the children begin to understand the differences in their own lifestyles, from those of others, and talk about which was more comfortable.
39. Linking in with the school's 'Harvest' celebrations, children in the reception class learn why people celebrate harvest. They already have a good understanding that this, and prayer, are ways of saying thank you. The teacher's wealth of knowledge and understanding of other cultural backgrounds enables her to raise the children's awareness of religious practices and compare with the tradition of a Christian harvest. For instance, the children helped turn the home corner into a Jewish 'Sukkoth', by decorating with fruit and branches and sticking stars on the ceiling. During playtime the teacher created a totally different atmosphere. The lights had been dimmed and, as they entered, the children were captured by the peacefulness. Focusing on the twinkling stars, the children were able to recall the story of why the Jews build and decorate shelters and say thank you to God. An action song, in Hindi, about God's creation and a prayer of thankfulness, acceptable to all faiths, very sensitively completed a very spiritual session.
40. The teacher, helped by the children, has created a bird feeding area just outside the classroom. This is used very effectively to help the children develop observational skills and

use these to recognise different species of birds. As the term has progressed increasing varieties of food have been discussed and put out so the children are learning to understand what and how different birds eat. A cheeky squirrel also fascinates the children and stimulates discussion and learning.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- The teacher's very good planning ensures that the children enjoy a good range of physical experiences and make good progress.

Commentary

41. When children start school their physical skills are broadly in line with what is expected for their age. The teacher's very good planning, based on a very knowledgeable understanding of this area of learning, shows that over time the children receive a rich variety of experiences to develop the whole range of physical skills. Every day, the children have the opportunity to practise using small implements such as paintbrushes, scissors, pencils and small construction toys. Once a week, in a designated session, they use balls and other small apparatus in the school playground. These activities help the children improve fine motor control and hand-eye co-ordination. Good opportunities are also provided for developing control of their limbs through very well planned gymnastic and dance sessions in the hall. Already, after only six weeks, the children move with confidence and imagination around a range of large apparatus, indicating very good teaching. The teacher also makes good use of pupils to demonstrate techniques, thus introducing the children to simple evaluation of how they can improve. The planning for simple barn and Bangla dancing again reflects the teacher's excellent awareness of cultural development. Although the reception class does not have a separate play area, playtimes provide the children with the chance to run, climb and play games with older children as role models.

CREATIVE DEVELOPMENT

42. During the inspection it was only possible to see very brief examples of creative development. For example, a small group of children were very involved in role-playing a Jewish family sharing a meal in their 'Sukkoth', whilst others were engrossed in making fruits and vegetables to decorate it. At other times children were happily creating imaginary situations with small farm animals and buildings. The teacher's good musical expertise is reflected in the children's very sensitive and tuneful singing of a beautiful Hindi action song. Through scrutiny of planning, displays and assessment, together with saved work and photographic evidence from last year, it is possible to judge that the children are given very good opportunities for creative development and make good progress. Their attainment is broadly average.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in the end of Key Stage 2 national tests have risen to high levels
- There is very good subject leadership.
- The quality of teaching is good.
- The use of assessment is very good.
- Standards of writing in Years 1 and 2 are not high enough.

Commentary

43. Pupils throughout the school are achieving satisfactorily in relation to their past attainment. In the past two years, standards at the end of Year 6 have risen consistently and the performance of pupils has remained well above the national average for their age group. A particularly high percentage of pupils achieved well above average grades in the national tests for 2003. For this current group of pupils in Year 6, however, achievement and standards of attainment in English are not as high and evidence suggests that the attainment of these pupils is in line with levels expected for their age and their achievement is satisfactory. This is because there is a significant number of pupils with special educational needs within this current year group and this depresses the overall level of achievement. In Year 2, pupils are achieving satisfactorily. They are on track to achieve average standards overall by the end of the year, but with speaking, listening and reading skills being better developed than writing skills.
44. The co-ordinator for English gives very good leadership to this curricular area. She has a clear view of standards within her subject and works closely with other members of the staff to ensure continued improvement. She has very good subject knowledge and has done much to secure improvements since the last inspection. There is now a policy and scheme of work that take account of the requirements of the National Literacy Strategy and a comprehensive policy for assessment that includes very effective systems for tracking the progress of individual pupils. The co-ordinator regularly monitors both planning and teaching within her subject area and her close liaison with the co-ordinator for special educational needs ensures that these pupils receive effective support. At the time of the last inspection, information and communication technology was not used effectively to support pupils' learning in English but this is no longer the case. In Year 1, for example, pupils have used computers to word-process simple rhymes, whilst pupils in Year 3 have used a graphics program to illustrate their poems about dragons. The co-ordinator has developed an action plan for future development with a current focus on strategies to secure an improvement in standards of writing by the end of Year 2. The governor with responsibility for English is knowledgeable and very aware of developments within this curricular area.
45. The quality of teaching throughout the school is consistently good. The best feature of teaching is the teachers' accurate planning of work for pupils of different abilities within their class. Learning objectives are made clear at the beginning of each lesson and are usually revisited at the end of the lesson to enable pupils to identify the progress that they have made. Pupils with special educational needs make good progress, because of the good support that they receive from their effective learning support assistants. A significant strength of teaching is the teachers' good overall interpretation and use of the National Literacy Strategy, which is the main reason for pupils' good overall progress. The school does not have a central library and so independent research work is not as well developed as other areas of the English curriculum.
46. The school makes very good use of assessment procedures. Data analysis is thorough and enables the co-ordinator to develop suitable pupil targets, monitor progress and predict the likely performance of pupils in future national standardised tests. The progress of individual pupils is monitored closely and support programmes are targeted effectively. These very good procedures ensure that teachers are very well aware of the needs and capabilities of all of their pupils and can set appropriate individual targets, which are shared both with pupils and with parents.
47. Standards in writing at the end of Year 2 were below the national average in the National Curriculum tests for 2003 and lesson observations and the scrutiny of pupils' work suggest that they remain below expectations for the current pupils in Year 2. For example, in a good Year 2 lesson, although pupils were very involved in discussing the process of paper making, many found it difficult to write about what they had discussed. The school is aware of the need to raise standards of writing in Years 1 and 2. However, it is important to point out that they have concentrated their efforts on developing pupils' speaking and listening and reading skills

in Years 1 and 2 and this deliberate strategy impacts favourably on standards of writing by the time pupils reach the end of Year 6. All adults, including teachers and assistants, non-teaching staff and parents make a positive contribution to the development of pupils' speaking and listening skills. In Year 1 and Year 2, pupils are encouraged to talk to and listen to adults in virtually every lesson. For example, in a drama lesson in Year 2, pupils worked in pairs to develop persuasive arguments as to how they could convince the headteacher that it was not a good idea to have lessons at the weekends. This lesson concluded with good opportunities for pupils to engage in role-play when one pupil took on the role of the headteacher, whilst the other put forward suitably convincing arguments. Such regular and good opportunities enable pupils to develop well their language skills and range of vocabulary and give them the confidence to write with increasing effectiveness during Years 3 to 6.

Language and literacy across the curriculum

48. Teachers make appropriate use of computers to enable pupils to publish their work and ensure that pupils develop their literacy skills in other curricular areas. Pupils in Year 6, for example, have written letters to the Chief Constable to persuade him to provide a pelican crossing as part of their local geography topic, whilst pupils in Year 1 and Year 2 have completed written evaluations of their models made in design and technology lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- There has been good annual improvement in national test results by pupils in Year 6.
- Pupils in Year 2 are on track to achieve above average standards by the end of the year.
- Very good subject co-ordination drives the improvement in the quality of teaching and pupils' standards.
- There is consistently good teaching.
- Teachers successfully plan learning activities that are closely matched to the needs of groups of pupils of different abilities.
- There is insufficient planning of the use of information and communication technology to support pupils' mathematical learning in Years 3 to 6.

Commentary

49. Pupils' achievement is good in Years 1 and 2 and satisfactory overall in Years 3 to 6. The good provision is raising pupils' standards, year on year, so that increasing numbers are achieving well in each year group. In the latter years, two groups of pupils are achieving well. These are, first, the pupils with special educational needs, who receive good support and well-planned activities that help pupils work towards their specific short-term targets. Second, the pupils in the upper set of Year 5 and 6 achieve well and make rapid progress. Pupils in Year 2 are on track to achieve standards above national averages by the end of the year. Pupils are building on the good progress evident in Year 1 and acquiring a good knowledge and understanding of number and methods of calculation. The higher-attaining pupils work confidently with numbers involving thousands, hundreds, tens and ones, knowing the value of each digit in a number such as 8765. Standards in Year 6 are average overall, but the excellent teaching of pupils in the upper set of Year 5 and 6 means that a higher proportion than has been predicted of pupils Year 6 are on track to be above average by the end of the year. In work on data handling, higher attaining pupils provide clear explanations with good use of mathematical vocabulary of the meaning and use of the terms 'mode', 'median' and 'range'. Lower-attaining pupils have a sound knowledge of proper fractions and express tenths correctly as decimals.
50. The National Numeracy Strategy is implemented well throughout the school. The quality of teaching and learning is good overall. The best teaching is characterised by teachers' very

good subject expertise, their high expectations, challenge for pupils and very successful involvement of all pupils in whole class beginnings and endings of lessons. The quality of pupil involvement was particularly impressive in a Year 2 lesson in which pairs of pupils practised alternate counting of various sequences of numbers. This culminated in counting backwards in fives from 100 to zero and the accuracy and speed with which this was done was the product of high levels of mature co-operation between pairs of pupils. Teachers' planning is very thorough, with a very good matching of tasks to abilities, with three and sometimes four different tasks being planned for each lesson. This has a good impact on the rate of pupils' learning and it is chiefly based on the very good ongoing assessment by teachers of pupils' learning in each lesson. Teachers' use of information and communication technology to support pupils' mathematical learning is variable. In Years 1 and 2 it is very good, with each lesson including a relevant computer-based activity. In Years 3 to 6, the situation is very different and there was no evidence of computers being used during the inspection; this is unsatisfactory.

51. The good improvements in standards and the quality of teaching since the last inspection are reflective of the influence of the subject leader. Co-ordination of the subject is very good in both its leadership and its management. The detailed analysis of pupils' performances in regular testing highlights specific areas for development in each year group. Annual action plans identify wide-ranging, relevant tasks that always refer back in some way to the raising of standards. Action planning is also innovative, as is evident in the current year's target of developing provision for 'outdoor mathematics'. An additional feature of this ideal model of subject co-ordination is the developing partnership with parents, through regular meetings, also attended by the pupils, to discuss pupils' targets, and to provide information about mathematics provision in order to inform parents and guide them on how they can help their children's learning.

Mathematics across the curriculum

52. Teachers' planning indicates that pupils are given good opportunities to use their mathematical knowledge in other subjects. These include data handling in science to present results of investigations in appropriate forms of graphs and charts. Measurement is practised regularly in design and technology. The gradual development of map work skills in geography incorporates increasingly accurate work using co-ordinates. However, such experiences are planned incidentally and there is currently no whole-school overview of this application of mathematical knowledge.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The knowledgeable and innovative leadership provides a very good role model for pupils and staff.
- Very good emphasis on practical skills and scientific enquiry enables pupils to achieve well.
- The very good monitoring and analysis of test data, pupils' work and teaching identifies areas of weakness and provides a focus for planning and subsequent good teaching.
- Little can be done to alleviate this weakness but it should be noted that the accommodation restricts the opportunities for experimental work and impairs learning, particularly this year with the large number of pupils in Year 6 working in a small classroom.

Commentary

53. Pupils in all year groups are achieving well. Currently, pupils' standards in Year 2 and Year 6 are in line the average for their ages which shows that, in relation to what they have achieved in the past, their rate of progress is gradually increasing in response to good teaching.

54. The subject leader's extremely good knowledge and understanding of primary school science are very significant factors in the detailed lesson planning, the methods used and the organisation of practical activities. These lead, inevitably, to very good teaching which motivates the pupils, maximises the time available, and provides a very good role model for staff. Innovative thinking has helped the subject leader identify the areas on which teachers need to concentrate in order to raise standards by the time the pupils leave the school. This was clearly evident by the very high standards reached in last years' national tests at the end of Year 6, that is 100 per cent at the expected Level 4 and an outstanding 71 per cent at the higher Level 5.
55. Great emphasis is placed on practical work and scientific enquiry. In Years 1 and 2 this provides the pupils with a very firm basis for more difficult work in Years 3 to 6. For example, several pupils in Year 2 showed that they already have a good understanding of fair testing. When testing materials to find their suitability for making an umbrella for teddy, for instance, they explained that the same amount of water should be applied to each sample. In all science work, pupils in Years 1 and 2 are encouraged to discuss predictions with one another and give verbal reasons for their decisions. Predictions and evidence are then recorded in practical, rather than written ways. This makes maximum use of the time available for scientific learning, which is very good. The emphasis on practical scientific learning at an early age plays a significant role in the high standards reached at the end of Year 6.
56. The subject leader's careful analysis of data enables weaknesses to be identified in pupils' learning and in teaching. By communicating these effectively to colleagues, teaching and learning have steadily improved and been reflected in the raising of standards year on year. It is evident from careful tracking of pupils' progress that, within the current Year 6, there is a considerable number of pupils who, though achieving well for their abilities, will not reach high standards. This is not indicative of poorer teaching. It does mean, though, that even more care needs to be taken in preparing work that matches their abilities.
57. The cramped accommodation is, this year, impacting on the progress being made by pupils in Year 6. The arrangement of the furniture means that the pupils cannot effectively work in groups and the teacher has difficulty in moving round the room to engage in effective dialogue with a whole group. The very limited space also means that it is impossible for pupils to get out their own equipment and, in the lesson observed, two or three of the pupils in each group could not fully participate in the experiment. This was not conducive to effective learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

There was no direct teaching of information and communication technology during the inspection and this prevents an overall judgement on the quality of provision. Evidence is drawn from samples of work completed by pupils this term, teachers' planning, discussions with the subject leader and observations of pupils in Year 1 and 2 working at computers in lessons in several subjects.

Main strengths and weaknesses

- There is good use of computer-based learning activities in Years 1 and 2.
- The comparatively new, very good subject leadership and management are quickly having significant impact on the subject.
- The provision of information and communication technology training for parents is an innovative approach that makes a good understanding to parents' understanding of how they can help their children's learning.
- There is insufficient planning for information and communication technology to support pupils' learning across the curriculum in Years 3 to 6.

Commentary

58. Recent and past work by pupils indicates satisfactory levels of achievement and average standards at the end of Year 2 and the end of Year 6. Work is neatly presented in information and communication technology books and these, alongside teachers' planning, indicate that

there is full coverage of the required programme of study. This is an improvement in curriculum provision since the last inspection. Pupils' skills are developing satisfactorily due to learning activities building successfully on what has been learned before. However, the books also point to a lack of consistency in teachers' marking of pupils' work, with insufficient feedback that will help pupils to improve.

59. Since September, the classroom formerly used as a specialist computer suite has reverted to a class base due to rising numbers of pupils in the school. This loss is partially overcome by the arrangement for the school to use the computer facilities in the village resource centre although this is currently only available on Fridays. Teachers in Years 1 and 2 are further ahead in their revision of planning than their colleagues. This is seen in the inclusion of a computer activity in nearly every lesson in Years 1 and 2. In the junior classes the same is only true of the Year 5 class.
60. The co-ordinator provides very good leadership and management. In a short time she has identified the right priorities for development, has gained good awareness of pupils' standards through work scrutiny and has developed a far-reaching action plan that through its specific targets is sharply focussed on raising pupils' standards. The process of establishing an overview of teachers' use of information and communication technology in other subjects has already started and colleagues need to address this urgently. Good procedures for assessment are in place and being used constructively, both by teachers in the planning of work and by the co-ordinator as an additional source of evidence of pupils' standards. The training course to develop parents' computer skills is fully subscribed and it is good evidence of the school's commitment to providing parents with skills and knowledge that will help them to support their children's learning.

Information and communication technology across the curriculum

61. As a priority in the school development plan, information and communication technology across the curriculum is receiving good attention. There is currently no whole-school plan of how and when each teacher uses information and communication technology as a tool to support pupils' learning in other subjects. However, several teachers are planning such activities very successfully and there is evidence of good use of information and communication technology in history, art, literacy and numeracy. This is primarily to develop pupils' knowledge and understanding in the subjects concerned and it is only in art that a specific intention of computer activities is to extend pupils' information and communication technology skills. The need for a more systematic approach, rather than haphazard planning, is fully recognised by the co-ordinator and action is under way to improve provision.

HUMANITIES

It was not possible to make overall judgements on the provision for history, geography or religious education because the system of teaching these subjects in blocks made it impossible to get an overall picture of any subject.

History

62. During the inspection lessons were seen in Years 3 and 4, discussions were held with pupils from Year 6, who are not doing history this term, and work by pupils Years 3, 4, and 5 was examined. Work by pupils in Years 1, 2 and 6, last year, was also studied.
63. From this evidence it is possible to judge pupils' standards as being broadly average and their achievements as satisfactory. Pupils' work indicates that the quality of teaching overall is good and pupils produce appropriate amounts of work about the period they are studying. The quality of teaching in the lessons, however, ranged from very good to unsatisfactory and this variability, together with the long gaps between history topics, means that pupils do not achieve higher standards. The good attention paid to the development of literacy skills, with many styles of writing and recording being used, is an improvement since the last inspection.

The consistent learning of historical enquiry skills, though, does not appear to be happening in all years because, as yet, there has been little monitoring of teaching and learning. In lessons, some pupils are given good opportunities to search for information themselves, using texts and CD-ROM, but this too is inconsistent. Where teachers provide tasks which are carefully planned to challenge pupils' thinking and match their abilities, they work hard and behave well. This did not happen in all lessons. Visits to places of historical interest are a valuable part of the curriculum, because they motivate pupils and enhance learning.

Geography

64. During the inspection, geography was only being taught in Years 1 and 2, although pupils in Year 6 are currently working on a local environmental project. So far this year no other geography has been taught in Years 3 to 6. Discussions were held with pupils from Year 6 and work from last year was scrutinised to check that there had been satisfactory coverage of the curriculum over time.
65. The quality of teaching seen in Years 1 and 2 was good, with some very good features, and, as a result, pupils achieve well and attain standards above those expected for their age. For example, pupils in the Year 1 and 2 class were successfully taught to use a road map of the local area, having previously identified different parts of the school on a large-scale plan. Using a local road map and overhead projector, the teacher helped pupils pick out the motorway, roads and the school. The pupils were then challenged to find their own addresses using roadmaps of the local area. Amazingly, and by helping each other, they all achieved this. A further task was to individually measure the distance 'as the crow flies', from home to school, and then to work out together who lived the nearest to and furthest from school. The pupils worked extremely hard throughout and achieved very well because of the excellent planning, the fun and challenge of the activities, the pace of the lesson and above all the knowledge and skilled questioning by the teacher.
66. Pupils from Year 6 talked enthusiastically about the current work on the feasibility of a pedestrian crossing on the busy A619, but were unable to recall much of what they had been taught last year, other than recalling a 'water-cycle'. It appears that most work is knowledge and topic based, without the systematic building up of geographical skills and terminology.

Religious education

67. There was not enough evidence to judge the overall provision for religious education. During the inspection one lesson was observed in Year 4. Discussions were held with pupils from Year 6 and their work was examined. Work from last year was also seen, which showed that most pupils reached satisfactory standards in their knowledge *about* religions by the time they left the school. This evidence also showed that there was satisfactory coverage of the Locally Agreed Syllabus. However, it was not possible to use this evidence to make judgements about what opportunities pupils had had to discuss faith and its impact on them and other people.
68. Planning shows that pupils are taught the facts about different religions, but have insufficient opportunities to discuss and compare what they believe and how this compares with what others believe. From discussion with pupils in Year 6, their knowledge and understanding of different faiths, including Christianity, appears fragmented and very basic and they are unable to discuss similarities and differences in a way expected by Year 6.
69. The quality of the teaching in Year 4 was good. Pupils' previous learning from a Bible story was extended well and, through the good use of a well known hymn, they were encouraged to reflect on God's forgiveness and whether or not they could or should forgive wrongs done to them.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision for art and design is **satisfactory**.

Main strengths and weaknesses

- The quality of displays is very good.
- There is good leadership and management.
- The accommodation limits the range of learning activities.

Commentary

70. Pupils achieve satisfactorily and standards are broadly in line with national expectations at the end of Year 2 and the end of Year 6. The quality of display work throughout the school is of a very good standard. All teachers make a real effort to make their classrooms and corridors both attractive and stimulating and displays often reflect links between different subjects of the curriculum. In Year 5, for example, pupils had improved their understanding of mathematical symmetry by producing symmetrical 'Bugs' in their art lesson, whilst pupils in Year 3 had enhanced their historical knowledge and understanding by developing Victorian characters using collages made from a variety of materials. Teachers plan opportunities for pupils to look closely at the work of famous artists and to appraise the quality of their work and emulate their techniques. For example, pupils in Year 6 produced London scenes, in the style of Andre Derain, and landscapes to reflect the paintings of David Hockney, whilst pupils in Year 2 used the computer to create effects based on the work of the American artist, Jackson Pollock. All displays are well presented and every available space within school is used.
71. The co-ordinator is enthusiastic and leads the subject well. She has developed a policy and scheme of work, which generally reflects the requirements of the National Curriculum. Assessment procedures are now in place and attractively presented portfolios of pupils' work serve to enable teachers to appreciate what can be achieved. She also ensures that art supports the development of skills in other subject areas, such as information and communication technology. In Year 1, for example, pupils were using 'Dazzle' to generate computer pictures to portray the story of Noah's Ark and older pupils had made Aztec masks as part of their history studies. The implementation of an annual 'Art Day' involves the community through the participation of the village craft group and local artists and the curriculum is now enriched by visits to the Yorkshire Sculpture Park and the Harley Art Gallery. Although the co-ordinator monitors teachers' planning, she has yet to observe lessons in order to be able to influence curricular delivery.
72. Although resources for art and design are satisfactory, they are dispersed throughout the school and a central storage point would make them more accessible and manageable. There are occasions, however, when the cramped accommodation has an adverse impact on curriculum delivery. A number of classrooms, for example, still do not have sinks and some classrooms are too small to accommodate the rising number of pupils within school. In an art lesson in Year 6, for example, it proved impossible for the teacher to move around the classroom to effectively support her pupils and in consequence, their progress was limited and consequently the behaviour of some pupils became unsatisfactory.

Design and technology

This subject was not a focus for inspection and, therefore, no definitive judgement can be made regarding provision.

73. No lessons were observed during the week of the inspection, and there was insufficient evidence from which to make valid judgements on standards of attainment or teaching and learning. The co-ordinator's planning file and the subject portfolio were reviewed.

74. The co-ordinator has secured improvements in the provision for design and technology since the time of the previous inspection. She has implemented a policy and scheme of work that is based on nationally recognised guidelines but adapted to meet the particular needs of the school. It seeks to ensure that what pupils learn is carefully matched to their previous experiences and gives good opportunities for pupils to increase and to practise their skills over time. She monitors planning and has improved the quantity and quality of resources. A satisfactory system of assessment has been implemented, which includes opportunities for pupils to plan and evaluate their own designs. For example, pupils in Year 2 had designed moving models to represent a variety of different nursery rhymes. They were then encouraged to review their completed models and ask questions, such as 'What could I have done better?' and, 'What did I like about my model?' The co-ordinator has sufficient expertise to ensure that necessary further improvements are made in the subject, which includes the consistent monitoring of teaching and learning throughout the school.

Music

Provision for music is **satisfactory**.

Main strengths and weaknesses

- Improved subject leadership is establishing clear priorities for subject development.
- There is good curriculum enrichment.
- Accommodation and resources limit the range of learning activities.

Commentary

75. At the time of the previous inspection, the co-ordinator for music had only just been appointed and she had not had sufficient time to remedy any weaknesses within the curriculum for music. There have been a number of improvements since that time and these have helped to raise the profile of music throughout the school. Standards are broadly in line with national expectations at the end of both key stages. A policy and comprehensive scheme of work have been introduced and the co-ordinator has implemented basic assessment procedures to monitor pupil progress. She has developed a comprehensive subject portfolio to support teachers who are not subject specialists. This includes a breakdown of the programmes of study for each year group and activities that will ensure that appropriate curriculum development may be achieved. The previous report highlighted considerable weaknesses in the balance of the music curriculum, which were caused by the withdrawal of pupils for instrumental lessons. As a result, lessons were frequently disturbed and the consequent lack of continuity posed difficulties for teachers and depressed standards. This problem of the withdrawal of pupils from lessons no longer happens, but pupils no longer benefit from opportunities to learn an orchestral instrument. Although the co-ordinator monitors all subject planning, she has yet to monitor standards of teaching throughout the school.
76. Although individual music tuition has ceased, there are now opportunities for an increasing number of pupils to participate in extra-curricular musical activities. This is particularly evident through the development of the school choir, which has increased the school's links with the community. The choir has achieved success in a number of local competitions and regularly raises money for charity by participating in a range of charity concerts. The school encourages visits from local musicians and pupils have opportunities to listen to concerts given by visiting bands.
77. The developments to the music curriculum have contributed to raising pupils' achievement at the end of Year 6 and standards are now broadly in line with national expectations. Only two lessons were seen but teaching was good in both of those lessons. Pupils in Year 3 could recognise a pentatonic scale and enjoyed the opportunity to support singing with an accompaniment employing a range of tuned and untuned instruments. The climax to this lesson was a final performance that reflected real enthusiasm. Pupils in Year 6 were able to use a selection of sporting headlines to compose their own rhythmic patterns. They worked productively in pairs and enjoyed the opportunity to perform for their classmates. Pupils

generally enjoy music lessons and other opportunities for musical participation. In an assembly for the younger pupils, for example, children from the reception class enjoyed the opportunity to perform their Hindi song about God making all creatures and they sang very tunefully. However, in assemblies for Years 3 to 6, the singing is poor, because too many pupils do not behave sensibly and sing in a raucous and unsatisfactory manner.

78. Resources for music are satisfactory and have improved recently, although the co-ordinator is aware of the need to increase the range and quantity of tuned percussion instruments. However, the cramped accommodation does not allow for freedom of movement within some lessons in Years 3 to 6, and the noise from music lessons and assemblies is distracting for teachers and pupils in adjoining classrooms.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Teaching is consistently good.
- There are improved arrangements for swimming provision.
- Accommodation and resources have negative impact on provision.

Commentary

79. During the inspection, it was possible to observe a range of physical education lessons featuring games, gymnastics and dance. Standards are broadly in line with national expectations at the end of Years 2 and 6. Achievement is satisfactory overall. At the time of the previous inspection, teaching was described as 'variable', with lessons ranging from very good to unsatisfactory. All of the lessons observed during this inspection were at least satisfactory, most were good, and one was very good. The very good lesson was in dance, where pupils exhibited very good skills in responding imaginatively to music. The teacher very skilfully enabled pupils to influence the course of the lesson by reacting positively to their ideas and suggestions. For example, after listening to the tune of 'The Minstrel Boy', one pupil explained that it made her feel sad, because it was 'Like saying goodbye to a good friend'. As a direct result of that comment, the teacher immediately amended her planning to allow pupils to work in pairs to develop mirror movements that reflected sadness. Teachers set the right tone for lessons by changing into appropriate clothing and through their willingness to participate in physical activities. They generally give appropriate attention to health and safety aspects, such as warming up at the start of a lesson, and they provide a range of extra-curricular activities to enrich the physical education curriculum.
80. Most pupils demonstrate positive attitudes in physical education lessons and during after-school club activities. The standard of behaviour reflects directly the standard and quality of teaching. Good class control has a major impact on lessons. In most lessons, teachers retain firm control but are warm in praise for good behaviour and performance and, as a result, pupils have a very clear understanding of what is expected, respond appropriately and make good progress during lessons. Most pupils respond well and enjoy their lessons. They co-operate happily in paired and group activities and enjoy the opportunity to perform and to comment on the performance of others.
81. Although swimming standards were excellent at the time of the previous inspection, this was achieved at the expense of progress in other subjects, as pupils were regularly withdrawn from other curricular areas. This is no longer the case. Although standards remain good, with the vast majority of pupils attaining the national standard for swimming 25 metres unaided by the end of Year 4, swimming now forms an integral part of the curriculum for physical education and participation in swimming lessons has no adverse impact on other subjects.
82. The school does have access to a school field and the outside hard-surfaced areas are adequate to enable participation in a range of sporting activities and games. The school now

makes better use of the adjoining village hall for dance lessons and resources in most areas are satisfactory, although there is insufficient apparatus to allow older pupils to fully develop their skills in gymnastics and this restricts the progress that they make. The school hall is too small to accommodate physical education lessons for older pupils and, although it is used for some Year 1 and Year 2 lessons, the noise created proves a distraction to lessons in the adjoining classrooms. Despite the weaknesses in resources and accommodation, pupils clearly enjoy their lessons and appreciate the opportunities provided for participation in additional team sports and sporting clubs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision in personal, social and health education is **satisfactory**.

Main strengths and weaknesses

- Pupils' personal, social and health education is not planned in a consistent manner.
- Skills in citizenship are not yet being promoted through a School Council.

Commentary

83. The school has made improvement in pupils' personal education by developing a policy, although it is currently in need of updating. Personal, social and health education is firmly embedded into the curriculum, in subjects such as science and religious education, as well as being timetabled through 'circle time'⁵ in some classes. Pupils learn to respect others and to control and recognise their feelings and emotions. For example, in a good lesson in Year 2, pupils were learning the importance of taking turns on the new climbing apparatus and of ensuring that individual pupils were not left to play alone in the playground. There were good opportunities for pupils to work together and the lesson provided an opportunity for pupils to appreciate that people are different and have different needs. By the end of the lesson, pupils were beginning to make informed decisions as to how problems could be overcome for the benefit of the school. However, these good opportunities for the development of personal, social and health education are not planned consistently in all classes.
84. The school has yet to establish a School Council, although there are plans for this to be done. The views of pupils are sought by way of surveys and questionnaires and most pupils are happy in the school. However, there is currently no formal procedure for pupils to express their opinions and to influence the educational direction of their school.

⁵ 'Circle time' is a session provided for pupils to discuss certain matters as a class, following strict rules about listening to others and taking turns to speak.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	4
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).