

INSPECTION REPORT

EARLSHEATON INFANT SCHOOL

Earlsheaton, Dewsbury

LEA area: Kirklees

Unique reference number: 107607

Headteacher: Mrs M Horner

Lead inspector: Mr C Kessell

Dates of inspection: 4th - 5th May 2004

Inspection number: 256013

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	5 – 7 years
Gender of pupils:	Mixed
Number on roll:	107
School address:	Commercial Street Earlsheaton Dewsbury West Yorkshire
Postcode:	WF12 8JF
Telephone number:	01924 325282
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Taylor
Date of previous inspection:	4 th May 1998

CHARACTERISTICS OF THE SCHOOL

Earlsheaton Infant School is smaller than most other schools of its type. It serves the Earlsheaton district of Dewsbury, which is a community of mixed private, council-owned and rented accommodation. Levels of unemployment are above average in Dewsbury and the town is recognised as having high levels of social deprivation. About 30 per cent of the pupils come from outside the school's designated catchment area. Nearly all of the pupils come from white ethnic backgrounds, although there is a very small number from other minority ethnic groups. There are no pupils who are in the early stages of learning English. The number of pupils who either leave or join the school during the academic year is below average. At 27 per cent, the proportion of pupils who are entitled to free school meals is above the national average. Twenty-eight per cent of pupils are assessed as having special educational needs: this is above the national average. Six pupils have a statement of special educational need. Children start school with attainment that is below average. About 50 per cent of the children receive some kind of pre-school education. In 2002, the school was awarded 'Investor in People' status and a Schools Achievement Award. The school also benefits from being involved with 'Fastlane', a national initiative to encourage families and schools to work together.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20695	Mr C Kessell	<i>Lead inspector</i>	Mathematics Information and communication technology English as an additional language
3751	Mr B Miller	<i>Lay inspector</i>	
18700	Ms N Bee	<i>Team inspector</i>	English Science Art and design Design and technology Music Physical education Personal, social and health education Special educational needs
3751	Mrs T Cotton	<i>Team inspector</i>	Geography History Religious education The Foundation Stage curriculum

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school that provides very good value for money. Pupils' achievement is very good. Standards in Year 2 are above average in reading, writing and mathematics. Teaching and learning are good. Very good use is made of assessment information. The headteacher provides very good leadership and management, as do other key members of staff. Pupils are very well cared for and the way in which the school links with the majority of its parents is a significant strength.

The school's main strengths and weaknesses are:

- Standards are above average in English and mathematics by the end of Year 2. Pupils achieve very well and make consistently good progress in relation to their earlier level of attainment when they started school.
- The headteacher's very good leadership and management ensure that the school is successful. She has very high aspirations and the needs of all pupils are carefully considered.
- Levels of absence are higher than the national average.
- The provision for pupils with special educational needs is very good and reflects the very good care provided for all pupils.
- The children get a very good start at school in the Foundation Stage¹.
- The school's partnership with its parents is excellent. Courses are provided for parents and many help in school with various activities.

Improvement since the school's previous inspection has been very good; all of the key issues have been addressed very well. Standards in English and mathematics are higher and the school's trend of improvement is above the trend found nationally. Many other aspects of school have also improved, for example the care provided for the pupils. Significant strengths identified at the previous inspection, such as the provision for pupils with special educational needs, have been developed further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A	A	B	A
writing	A	A	A	A
mathematics	A	A	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

Pupils' achievement is very good. Pupils of all abilities work hard and make consistently good progress. The data shown above indicates that in the national tests at the end of Year 2 in 2003, standards were above average in reading and mathematics and well above average in writing when compared with all schools. Standards were well above average in these three areas of learning when compared with schools in similar circumstances. Although standards were not so high in 2003 in reading and mathematics as in the previous year, this was the result of differences between year groups. Children in the Reception class also achieve very well and the majority will reach the Early Learning Goals² by the end of the Reception year, despite starting school with levels of attainment below those expected for children of their age. Current standards in Year 2 are above

¹ The Foundation Stage caters for children from the age of three to the end of the Reception Year.

² The Early Learning Goals are what children should achieve by the time they reach the end of Reception Year.

average in reading, writing and mathematics. Standards in science and religious education are higher than the levels expected for pupils of this age. The pupils reach nationally expected levels in information and communication technology (ICT). The other subjects of the curriculum were not part of the inspection focus.

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils are well behaved and have good attitudes to learning. Attendance levels are below average, but pupils' punctuality is very good.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are good. The teachers have a good understanding of the subjects they teach and lessons are exciting and interesting. This motivates pupils well and encourages good learning. The teachers have high expectations in terms of academic standards and behaviour. Lessons are well managed. Pupils work well independently and with each other. Teaching assistants contribute very significantly to the pupils' learning. The use of assessment information is very good in the planning of lessons and ensuring that the needs of individual pupils are well met.

The curriculum provided by the school is good. Out-of-class activities enrich the curriculum well. Very good care is provided for the pupils; both staff and governors ensure that the pupils work in a healthy and safe environment. The school's partnership with parents is excellent.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The leadership and management of the headteacher are strengths of the school. Her leadership of teaching and the analysis of pupils' performance have a significant impact on the effectiveness of the school. Subject co-ordinators lead and manage their subjects very well and all staff work very effectively together as a team. The work of the governors is good; they fulfil their statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high opinion of the school. They believe that their children make good progress and that pupils are acknowledged as individuals. They feel that their children are well taught and have to work hard. Parents stated that they are kept very well informed by the school and have no concerns about approaching the school if they have a problem. They particularly like the courses the school offers them. The pupils like being at school and agree that they have to work hard. They find their lessons interesting and believe that the teachers treat them fairly and show them how to improve their work. The inspection team fully agrees with the views of both the parents and pupils.

IMPROVEMENTS NEEDED

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

- Continue to work hard to ensure good attendance and help those families who have difficulties in ensuring that their children attend regularly.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils of all abilities and those with special educational needs achieve very well. Standards in English, mathematics and science are above average.

Main strengths and weaknesses

- Standards have improved since the previous inspection. They currently compare very favourably with results nationally and in similar schools.
- Children progress well in their learning from the time they start school in the Reception class. They achieve very well across all of the areas of learning.
- All pupils are expected to work hard and are challenged effectively.

Commentary

1. Children enter the Reception class with levels of attainment that are below those expected nationally. This is a similar picture to the previous inspection. As a result of consistently good and very good teaching and the rigorous checking of children's individual progress, children achieve very well. The majority are on course to reach the expected levels in the six areas of learning and a significant minority are likely to exceed these levels.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.5 (17.2)	15.7 (15.8)
writing	15.9 (15.6)	14.6 (14.4)
mathematics	17.0 (17.6)	16.3 (16.5)

There were 37 pupils in the year group. Figures in brackets are for the previous year.

2. The national test results in 2003 for pupils in Year 2 showed that, when compared with all schools, standards were above average in reading and mathematics and well above average in writing. When compared with similar schools, standards were well above average in these three areas. Although the table above shows that the average point scores in 2003 were lower than those in 2002, this was because the 2003 year group was not as strong academically as that of the previous year. Significant changes in year group numbers can also cause some variation in results. Standards in Year 2 are currently above average in reading, writing and mathematics. All pupils, whatever their ability, have made good progress in relation to their earlier attainment.

3. Although standards in English and mathematics were judged as average overall at the previous inspection, elements of these subjects, such as speaking and listening, writing and mental arithmetic, were slightly below the expected levels. The school has made very good progress in addressing these issues. The school's trend of improvement exceeds the trend found nationally.

4. Parents identified the school's high standards at the pre-inspection meeting and when responding to the pre-inspection questionnaire. All parents agreed that their children were making good progress. The pupils also acknowledged that they have to work hard. This contributes very well to the pupils' overall achievement.

5. There are differences between the performance of boys and girls, but the pattern is similar to that found nationally. Inspection evidence indicates that the school works very hard to track the progress of individual pupils, using assessment information very effectively to ensure that their

needs are met. Successful extra programmes are put in place for pupils who are not making sufficient progress in particular areas of learning. Parents raised this at the pre-inspection meeting, stating that all pupils are acknowledged as individuals, whatever their needs.

6. Pupils with special educational needs achieve very well in relation to their earlier level of attainment. This is because assessment procedures are very good and teachers use this information to plan activities which are closely matched to pupils' individual needs carefully. Pupils' achievement is effectively tracked each term so that teachers can make sure that all pupils are on course to reach their predicted targets. In addition, all pupils receive very good quality help from teachers and other staff in many lessons, and this has a positive effect on their learning.

7. Standards in science and religious education are higher than those expected by the end of Year 2. Current standards in science are similar to the above average teacher assessments in 2003. Standards in both of these subjects are an improvement on those at the time of the previous inspection. Standards in ICT are similar to those expected, but the pupils make good progress in this subject from a low starting point.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and personal development are good. Pupils' moral, social, cultural and spiritual development is good. Attendance is unsatisfactory, but punctuality is very good.

Main strengths and weaknesses

- Pupils' relationships with each other are good. This is reflected in the good behaviour in lessons.
- Because of the very effective way in which the school sets high expectations for pupils' conduct and good relationships, including racial harmony, pupils have a very clear understanding of their individual and corporate roles and responsibilities within the school community.
- The school works very hard to promote good attendance, but a number of parents do not always ensure that their children attend school.

Commentary

8. The rate of attendance is below that of similar schools nationally and has declined since the previous inspection. Authorised absences continue to rise and are caused mainly by sickness, medical reasons and family holidays taken during term time. The school follows up unexplained absences very quickly, but has not been as successful as it would like to be in ensuring good attendance from a very small number of families.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.0
National data	5.4	National data	0.4

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

9. Pupils enjoy coming to school and develop good relationships with others in their classes. Pupils of all ages show good attitudes to their work and to their life in school. This is reflected in their very good punctuality, enjoyment of lessons and their participation in extra-curricular activities. Pupils spoke about lessons being fun and interesting. Most pupils are well motivated and can concentrate for suitable periods of time. This is an improvement on the previous inspection.

10. Pupils are very well behaved and co-operative in lessons; also an improvement on the previous inspection. They listen to adults and follow instructions because staff set high expectations for their conduct. Another improvement lies in the way in which pupils are encouraged

to take different responsibilities as they progress through the school. This leads to most pupils gaining in confidence and developing high self-esteem. Incidents of bullying and racism are rare and, when they do occur, the school is quick to deal with them effectively.

11. Pupils with special educational needs are generally keen learners and behave well in lessons. At times, a few pupils display challenging behaviour, but they are very well helped and are managed sensitively and effectively.

12. Pupils are proud of their school and have a good understanding of how they can make it a better place for the whole-school community. There has been one fixed period exclusion in the past academic year.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	69	1	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	1	0	0

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

13. Pupils’ spiritual, moral and social development is good. Their cultural development is satisfactory. Overall, this is an improvement since the previous inspection. Pupils develop good self-knowledge and respect for the feelings and values of others. They know right from wrong. They develop good spiritual awareness through inspiring assemblies, often led by the local clergy who provide opportunities for reflection on themes connected with human feelings, emotions and deeper issues. Pupils are learning to appreciate their own and others’ cultural traditions. The school provides appropriate opportunities for pupils to explore the values and beliefs of others through religious education and music. The personal, social and emotional development of the children in the Reception class is very good and makes a valuable contribution to their achievement.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good education for its pupils. Teaching and learning are good. Teachers use the information provided by assessment very well. The curriculum offered to the pupils is good and is enriched well by a good range of extra-curricular and out-of-school activities.

Teaching and learning

Teaching and learning are good. The very good use of assessment information ensures that the needs of pupils of different abilities and with special educational needs are dealt with very effectively.

Main strengths and weaknesses

- Teaching is consistently good or better throughout the school.
- Teachers have high expectations and plan lessons that are interesting.
- The pupils enjoy their learning and work hard.
- Assessment information is used very well to ensure that pupils are given appropriate levels of work in relation to their ability or needs.
- Teaching assistants make a significant contribution to pupils' learning.

Commentary

14. Teaching has improved since the previous inspection and is now consistently good throughout the school. Together with the very good use of assessment information, it contributes to the very good achievement of the pupils. Parents think very positively about the quality of teaching. All who responded to the pre-inspection questionnaire agreed that teaching is good and that pupils have to work hard. The same view was expressed at the pre-inspection meeting for parents, where parents also noted that their children were given work that was appropriate to their age and ability. The inspection team agrees with these views.

15. Pupils think their lessons are interesting and that they have to work hard. However, if they have difficulties, the teachers show them how to work more productively. Pupils consider their teachers to be fair; they listen to pupils' ideas and trust them to do things on their own. During the inspection, good examples were observed of pupils working well independently as well as with each other. Pupils of all ability and age had a good understanding of what they were learning in lessons and spoke confidently and enthusiastically about their varied activities.

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3	12	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

16. The teachers go to great lengths to ensure that lessons are interesting and exciting. Lessons are well planned and organised. Teachers show good subject knowledge of the curriculum areas they are expected to teach. They do much to develop the skills of literacy and numeracy, not only in English and mathematics lessons, but also across the wider curriculum. However, on occasions, too little emphasis is placed on the quality of writing that pupils produce in subjects other than English. There are also times when work could be better presented. Information and communication technology skills are developed well. Teaching assistants are used very well. They are an integral part of lessons and contribute significantly to pupils' very good achievement. They are well briefed and have a good understanding of what is expected of them. The relationships between adults and pupils in all classes are very strong and create a good learning environment.

17. Good and often very good teaching enables pupils with special educational needs to achieve very well. All teachers use information collected on individuals carefully to match activities accurately to pupils' needs. Both teaching assistants and students help pupils with special educational needs very well. Learning is good as a result of the effective use of assessment information and the quality of learning support provided.

18. Very thorough assessment procedures have been developed which enable pupils to achieve very well. From the information collected when the pupils start school, teachers predict levels of attainment for the end of each year. Pupils' progress is rigorously tracked each term in reading, writing, mathematics and science. All pupils are regularly tested in English, mathematics and science lessons. Information about pupils' progress is used very effectively throughout the school to develop ability groups in literacy and numeracy lessons and to plan lessons that are matched very accurately to the needs of all pupils, including those with special educational needs. Assessment systems are in place for all other subjects, with the exception of religious education. These inform teachers of the National Curriculum levels the pupils have reached.

19. Work is marked regularly and helpfully. Written comments indicate that pupils' work has been assessed very carefully against lesson objectives or pupils' individual targets. This is good practice and involves the pupils effectively in their learning. On occasions, the written comments provided by teachers are not well presented or in the style practised by pupils in their handwriting lessons. Not all of the written comments provide good exemplars for the pupils. During the inspection, teachers were observed making perceptive evaluations of their lessons and recording pupils' levels of understanding of particular areas of learning. This is good practice and ensures that staff have a

very clear understanding of pupils' development. At the pre-inspection meeting, parents were impressed with the homework provided for the pupils in literacy and numeracy. During school holidays, pupils are also provided with additional tasks from other areas of the curriculum. Homework reinforces the work undertaken in school well.

The curriculum

The school provides a rich curriculum, which contains a good range of interesting and exciting learning opportunities. It enables the children in the Reception class to receive a good start to their school life. Pupils with special educational needs are very well catered for. The school's staffing, accommodation and resources for learning help teachers to provide the full curriculum well.

Main strengths and weaknesses

- Pupils with special educational needs are assisted very well in their learning by teachers and other staff.
- The wide range of well-planned curricular opportunities is accessible to all pupils.
- Visits out of school and visitors invited into school greatly enrich many subjects.
- Pupils have many good opportunities to take part in activities outside the school day.
- There is an effective programme for the development of PSHE³.

Commentary

20. The curriculum is well planned and embraces all subjects of the National Curriculum and religious education. The school successfully deals with its mixed-age classes and uses a two-year rolling programme to plan most lessons. Curriculum planning is thorough and interesting activities are developed in all subjects. The parents are happy with the good range of activities offered to their children. In addition, teachers very successfully cater for the wide range of abilities within each class, as well as providing links with other subjects to reinforce learning.

21. Provision for pupils with special educational needs is very good. This is an improvement since the previous inspection. Reviews are completed effectively and parents are regularly informed. The procedure for the identification and assessment of pupils with special educational needs is very good. This results in all pupils having individual education plans (IEPs) containing targets which clearly develop their understanding in literacy and numeracy, as well as their behaviour. In addition, because of the very good use of information collected on individuals, activities in all lessons are very well matched to the needs of all pupils. Very detailed documentation is kept on all pupils. This shows the sophisticated tracking system which clearly registers the rate of progress pupils are making. It also informs all adults who work with these pupils of the difficulties which pupils with special educational needs may encounter.

22. There is a strong emphasis on personal development and all teachers follow the well-structured PSHE programme. The children in the Reception class are given a good start and personal and social skills are developed systematically throughout the school. Visitors invited into school aid and encourage pupils well in many curriculum areas. For example, one visitor came in and used puppets to show how and why some drugs may be dangerous. This visit promoted not only PSHE but also the development of speaking and listening. The school nurse regularly visits and talks to the pupils about personal hygiene. During these visits learning is reinforced and pupils' understanding of science as well as PSHE is developed.

23. Pupils have many opportunities to take part in the good selection of activities which take place during lunchtime and after school. This is an improvement since the school was previously inspected. These activities reinforce and build on what has been taught in lessons. There are

³ PSHE: Personal, social and health education.

activities which supplement physical education, such as the gymnastics club. In addition, pupils can join the cookery club, learn to play a recorder, discover about plants in the gardening club and reinforce and use skills taught in art and design and ICT when they take part in the art club and computer club. These activities are over-subscribed.

24. The school site consists of a Victorian building with an additional classroom situated on the playground. All areas are well maintained and very well cared for by the school caretaker. Space is limited, but effective use is made of that available. The outdoor area is small, but allows pupils to develop physically when the weather permits. A schoolhouse, which historically would have been the headteacher's house, is situated close to one of the playground areas. The ICT suite has been developed in the house and this, together with the fact that resources in this subject are now satisfactory, is an improvement to the ICT curriculum since the school was inspected previously. Resources in English and mathematics are good and help teachers teach the subjects effectively. The talented and hard-working staff are well qualified to meet the demands of the curriculum and to develop it further.

Care, guidance and support

The school provides very good levels of care and attention to the welfare, health and safety of the pupils. Provision of support, advice and guidance for the pupils is very good. There is good involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school provides a very warm, caring and purposeful learning environment, where all pupils are highly and equally valued.
- Pupils have a very good and trusting relationship with at least one adult in the school.
- Pupils have access to very well informed support and guidance.
- The school is active in seeking the views of the pupils on school improvement.
- Very good arrangements with pre-school groups in the area ensure the smooth transition of children to the Reception class.

Commentary

25. This is a very caring school where staff treat pupils fairly and with respect. The good relationships pupils enjoy with the adults in the school ensure that pupils are comfortable about approaching individual teachers or support staff for help or guidance. Pupils spoken to during the inspection say teachers always take time to listen to them and they can always have their say. Pupils are highly satisfied with the school and what it provides.

26. The staff know the pupils and their families very well, are sensitive to their needs and are able, therefore, to provide very good support and guidance; another improvement since the previous inspection. Parents say that the school is helping their children to become mature. The good PSHE programme and assessment procedures enable staff to provide targeted help and encouragement for individuals, including those with special educational needs. This good support and guidance is helping to raise pupils' achievement.

27. Pupils with special educational needs are well integrated into classes. Outside agencies are used well to cater for the needs of these pupils when necessary.

28. Health and safety arrangements are securely in place and risk assessments are carried out for the premises and school trips. Child protection procedures are very effective and well known to all staff.

29. The school encourages the expression of pupils' views both in informal and formal ways. The school has identified the need to form a school council to ensure regular and formal consultation on matters of school improvement. Meanwhile, circle time⁴ presents opportunities for pupils to discuss issues such as behaviour and, as a result, they have been instrumental in formulating a code of conduct for the school. Pupils with special educational needs contribute to their annual reviews and all pupils are involved in setting personal and learning targets and assessing their own work.

30. The school has very good relationships with feeder pre-school groups and so very good transition arrangements are in place. These transfer arrangements enable the school to respond well to the individual needs of the children and to ensure that their first experience of school is a happy one. Home visits before they start school significantly reduce any anxieties that children or their parents might have.

Partnership with parents, other schools and the community

The school has excellent partnerships with parents. Links with other schools and the community are good.

Main strengths and weaknesses

- Parents are kept very well informed about the school and their children's progress.
- There are excellent procedures for ensuring satisfaction and for dealing with any parental concerns or complaints.
- The good links with other schools and colleges ensure a smooth transition for pupils to their next stage of education.
- The contribution made by parents to their children's learning at home and in school is excellent.
- Formal and regular consultation arrangements with all parents are very well developed.

Commentary

31. Parents are extremely satisfied with the work of the school and what it provides. This is an improvement since the previous inspection. They say their children enjoy coming to school and are making good progress. They also feel that the school is led and managed well and that teaching is good. Staff are always available at the beginning and end of each day to deal with any concerns or complaints parents may have. This informal contact ensures very high levels of parental satisfaction and means that any problems are dealt with swiftly and effectively. Parents are regularly consulted by formal questionnaire at least once each year. Their views are sought on a wide range of issues connected with improving the school. Parents say that the school takes account of their suggestions and takes action where necessary.

32. Parents are well informed about the school through the prospectus, regular newsletters and school notice boards. They appreciate the opportunities to discuss their child's progress at both formal and informal meetings with teachers. A helpful end-of-year academic report, containing targets to help improvement, accompanies these meetings. These reports have developed well since the previous inspection. The governors' annual report meets statutory requirements and the meeting with parents to discuss its contents is very well attended.

33. The school has succeeded in encouraging a good number of parents and other volunteers from the community to come and help in school. Some listen to children read or work alongside a child on a project, and others help on school trips. The vast majority of parents contribute to their children's learning at home with the help of useful curriculum information and spelling and mathematics workshops provided by the school. The appointment of a 'Fastlane' worker ensures there are ongoing courses and workshops provided for parents. These range from introduction to computers to healthy eating and art and craft, as well as a mother and toddler group.

⁴ Circle time is a session provided for pupils to discuss matters as a class, following strict rules about listening to others and taking turns to speak.

34. The school links well with local infant, junior and secondary schools to ensure best teaching practice is shared and to take part in joint initiatives. Help was received recently from the local secondary school with methods of teaching ICT. Students from local colleges are regular visitors to undergo teaching practice and pupils from the local secondary school come for work experience.

35. The good links with the community include a close liaison with the police, school nurse and Church. A local business sponsors the pupils' book bags and the school uses the local shops as learning resources. A teaching assistant from school organises activities at a 'Monday Club' for children up to the age of eleven from the local community. The headteacher is a prominent member of the Community Centre Committee and is able to ensure that the school is outward looking and remains an integral part of the local area. All of these links make a positive contribution to pupils' personal development and are an improvement since the previous inspection.

LEADERSHIP AND MANAGEMENT

The headteacher and other key staff provide very good leadership and management. Governance of the school is good.

Main strengths and weaknesses

- The headteacher's leadership contributes very well to the overall success of the school.
- The Foundation Stage and special educational needs provision are very well led and managed.
- Subject co-ordinators have a very good understanding of their subjects and are good role models in the classroom.
- Very good analysis of data and assessment information ensures that there is a very clear understanding of pupils' progress.
- The governors have a good understanding of the school's strengths and weaknesses.

Commentary

36. The school has a good reputation and is popular with parents, many of whom choose to send their children to the school. The standards the school achieves compares very well with other similar schools. Much of this is due to the very good leadership of the headteacher. She is popular with the parents. All parents responding to the pre-inspection questionnaire agreed that the school is well led and managed. This was supported by the views of the parents at the pre-inspection meeting, who also noted that the school is 'very focused'. The inspection team supports all of these views. The very strong leadership of the headteacher has developed since the previous inspection, when it was judged to be good. The headteacher has very high expectations and this is reflected in the work carried out in the classrooms. Although a number of pupils come from disadvantaged or challenging backgrounds, this is not accepted as an excuse for lower than average standards or for underachievement. Pupils are expected to do well and their individual needs are catered for. This is reflected very well in the school's provision for special educational needs.

37. The headteacher has a very good understanding of what is happening in the school through very effective monitoring of the curriculum and teaching. Performance management is well established and also includes support staff; professional development is actively encouraged. This is all well linked to the priorities identified in the school development plan. The school's systems for monitoring pupils' progress are very good, particularly in reading, writing and mathematics. This is driven by the headteacher and ensures that individual pupils and different groups achieve as well as they can. These systems contribute significantly to the overall very good achievement of the pupils. Data is also analysed very carefully to ensure that any weaknesses in performance are apparent and acted upon.

38. All staff work well as a team. There are high expectations; pupils are expected to work hard and the school is a vibrant and interesting place. This is reflected well in the colourful and interesting learning environments found in all classrooms and areas of the school. The new deputy headteacher has only been in the school since the beginning of the current year, but has already developed a good partnership with the headteacher and other colleagues. He is a good role model in the classroom.

39. Other staff play a very effective role in the leadership and management of the school. Subject co-ordinators are knowledgeable about their subjects and have a very good understanding of their roles. They are involved in the effective monitoring and evaluation of their subject areas or aspects and are expected to complete a monitoring of their subject each year, even if it is not a priority in the school development plan. The leadership and management of the Foundation Stage are very good and are the cause of the very good start that the children get at the school.

40. The area of special educational needs is very well led and managed. A significant strength in this area is the way in which the rate of pupils' progress is continually tracked to ensure that they are on course to reach their predicted targets. Pupils are aided and encouraged very effectively and, as a result, most show positive attitudes to their lessons and work hard to reach their individual targets. Achievement is very good for these pupils.

41. The school governors are still short of members, as they were at the time of the previous inspection. However, this does not diminish their effectiveness. There is a mixture of experience and the governors have a good understanding of the school's strengths and areas for development. They are provided with a good range of information by the headteacher and are able to talk confidently about standards in the school and how they compare with all schools and those in similar circumstances. They are also knowledgeable about different year groups and how they are likely to perform. The governors are appropriately involved in shaping the direction of the school through its development plan. Although the plan is initially drafted by the headteacher and staff, governors contribute their views to the final plan and also manage elements such as the development of the school's accommodation. The governors feel that they have ownership of the plan and are regularly updated on its progress. Governors fulfil all of their statutory requirements, including agreeing and monitoring the school budget.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	278,199	Balance from previous year	9,945
Total expenditure	241,411	Balance carried forward to the next	36,000
Expenditure per pupil	2,174		

42. The initial budget is set by the headteacher and school administrative assistant, who are supported by a local education authority finance officer. It is then agreed by the governing body. Although the information above indicates a carry-forward above the recommended levels, this funding was earmarked to carry out significant improvements to the school's accommodation. Although the school 'buys back' many services from the local authority, the school and governors are aware of the need to apply best value principles when securing goods and services. They demonstrated this process rigorously when recently redecorating the school. However, although governors undertake comparisons with other schools in terms of academic standards, they do not look at other comparisons such as expenditure. This limits the amount of evaluation they can undertake of their own financial planning.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. Foundation Stage provision is very good. This has been maintained since the previous inspection. There is a full-time Reception class of 30 children and a mixed Reception and Year 1 class, which provides for ten older Reception children. Nearly two-thirds of all Reception class children are five years old. The children's previous experience is wide-ranging. Simple checks show that their attainment at the start of the Reception class is below average. They have a first-rate start to school and achieve very well, particularly with their social and emotional development and their language and literacy skills. By the end of the Foundation Stage they are likely to achieve the early goals in all areas of experience.

44. There is a strong partnership between school and home, with smooth admission arrangements to ensure that children settle in happily. Teachers use their good understanding of how young children grow and learn to assess and plan work at an individual level. An exciting curriculum, involving a good balance of teacher and adult-led activities and experiences, as well as allowing children to choose for themselves, motivates learning. Teaching and learning are good.

45. Accommodation in the Reception class is spacious and offers provision for all six areas of learning. There is access to the outdoor play area, which is used well to promote the free flow of learning between indoor and outdoor experiences.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is very good because of good teaching and high expectations.
- Relationships between adults and children are very good.
- Learning experiences encourage interest and give children a positive start to school.

Commentary

46. At the start of the school year all children work in the Reception class and, for most, their personal and social development is below average when they enter the school. As a result of good and often very good teaching, the children achieve very well and most achieve expected levels. The good relationships between adults and children enable them to 'have a go' with their learning, to try out new ideas and to gain in independence. For instance, in the mixed Reception and Year 1 class, younger children work confidently with older ones and select and use story tapes independently when they have finished their work. Children's contributions are valued and so they are proud of their achievement and pleased when others do well. They enjoy checking their 'smiley faces' rewards for good achievement. The children's behaviour is very good. They take turns and work confidently with other adults and in larger groups, such as in assembly time. Good levels of interest and persistence enable the children to concentrate on their own play and sustain involvement. This is evident when Reception children set up their own experiments in sand play and work as part of a group, taking turns and sharing fairly.

47. Teaching is good in both the Reception and the mixed age class. Teachers know the children well and quickly spot and monitor any difficulties. They make sure less confident children join in and provide good models of fair play, so that the children develop a sense of right and wrong.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Ongoing assessment is successful in helping children to learn well.
- Teacher and adult-led lessons are very good.
- Achievement in reading and writing is very good.

Commentary

48. Teachers use assessment of the children's language and literacy skills successfully to plan work for the next activities. This ensures that work is well matched to the needs of individual children, and so provides the right amount of challenge. As a result, the children begin to listen to and use spoken and written language more readily in their play and learning. This is evident when five-year-old children explore the story of the *Baby Owls* and add that 'Mummy owl swooped through the air' and suggest 'It's a scary story, but it's got a happy ending'. Teachers also make effective links between the spoken and written word. In letters from *Goldilocks* to *the Three Bears*, able writers begin to organise their own sentences and link letters with their sounds, whilst those less confident sequence events on a storyboard. Most children are beginning to write their names independently and develop greater pencil control with the shape and size of letters. The majority of children will achieve the expected levels.

49. From a below average start with reading, pupils make good progress and achieve very well. The children turn readily to books: A good number of five-year-olds are beginning to read everyday words by sight and to recognise the first letters of words and their sounds. The children say they enjoy reading stories about *Biff and Chip* in their reading books. Parents are very supportive and share books with the children at home.

50. Teaching is good overall, with some very good aspects. Teachers provide the opportunity for children to talk and communicate in a widening range of situations. Exploring stories, writing about shared experiences linked to the *Teddy Bears' Picnic* and using experiences and toys from home to stimulate talk are put to good effect.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Teacher and adult-led experiences are clearly planned
- Mathematical skills are developed using a range of apparatus and resources.

Commentary

51. Teacher and adult-led lessons are planned well and enable the children to work at different rates and develop new knowledge successfully. Children will achieve the levels expected of them. Higher attaining five-year-olds can recognise and order numbers to 20 and above. They use this knowledge when constructing number towers and adding one more to the total. They are beginning to use vocabulary involved in addition and subtraction successfully. Younger children explore number lines in outdoor activities and order numbers to 5 and above. In the mixed Reception and Year 1 class, older children recognise which objects cost *more* or *less* in role-play activities in the shop. The children learn how to form their numbers correctly and to count, order and find the

missing number to 10 and above. They recognise and use basic shapes and alternating patterns in work in art and with construction toys. They develop their mathematical understanding well by using different apparatus, for instance by comparing different sized sandcastles and ordering items by length and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Activities are clearly based on first-hand experiences.
- Good teaching encourages observation, exploration and problem solving.

Commentary

52. Teaching is good and learning is enhanced by well-planned, first-hand experiences, which link successfully across different areas of experience. For instance, the children find out more about the world they live in when they join *Barnaby Bear* on his travels. Decisions about the most suitable clothes for 'hot countries' and the fastest means of transport lead to exciting role play activities, which involve the production of passports and checking in at the airport. Children in the mixed-age class begin to develop an understanding of the passing of time through their study of 'old' and 'new' toys. They achieve well because of the opportunities to sustain investigations, ask questions and draw conclusions. *A Teddy Bears' Picnic* provides the focal point for work in food technology and enables the children to use their senses and explore the ingredients needed to make their jam sandwiches. The children's skills with the computer and tape recorders develop well.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Well-planned experiences develop physical skills.
- A good range of experiences develops fine skills.

Commentary

53. Teaching and learning are good overall and pupils will achieve the expected levels in this area of learning. The children benefit from well-planned lessons in the hall, which ensure they have regular opportunities to move confidently in larger spaces and to become more aware of working with others. They develop an understanding of safety issues and become more independent when changing and getting out apparatus. Good teaching focuses on developing skills and techniques of co-ordination, such as rolling, balancing and climbing. In everyday lessons, a wide range of experiences with cutting, gluing and sticking ensures the development of greater dexterity with finer physical skills. Outdoor experiences have clear learning targets to ensure skills are moved on and the provision of wheeled toys ensures the practice of skills such as pedalling and guiding.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities to explore with a range of materials.

Commentary

54. Teaching and learning are good. In their exploration of a range of different media, the children successfully develop their skills with painting, drawing and constructing and achieve well. Freestanding models of robots and monsters show the children can carry out their original ideas successfully. In a literacy lesson in the mixed-year Reception and Year 1 class, Reception children bring a story to life by making finger puppets of owls and decorating them realistically. Displays of finger paintings of blossom and printing linked to the designs of patchwork add to the quality of the children's learning and show their ability to work in finer detail. Pupils reach the expected levels for this area of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards are above average at the end of Year 2.
- Pupils achieve very well.
- Teaching is good and sometimes very good.
- The system for tracking pupils' progress is very good.
- The subject is effectively led and managed.
- Writing skills are not always well promoted when pupils write in other subjects.

Commentary

55. Standards are above average at the end of Year 2 in speaking and listening, reading and writing. This judgement is in line with the 2003 national test results. Standards are considerably higher than those reported during the previous inspection, when reading was average and speaking and listening and writing were reported as slightly below average. The school has made very good progress over the key issue relating to raising standards in English.

56. Pupils' achievement is very good. There are many planned opportunities for pupils to develop speaking and listening skills. This was identified as a weakness at the previous inspection but is no longer an issue. Pupils speak confidently during class discussions and, because lessons are interesting and they enjoy the stories they are told, many are enthusiastic about answering questions. Most pupils listen very attentively, showing positive attitudes to the subject and they behave well. A few pupils display challenging behaviour at times, but they generally respond well to the firm but sensitive support they receive from the teachers and other adults in the lesson. During lessons pupils read the texts they are given enthusiastically and confidently use the skills they are taught. Teachers use information very well to place pupils into ability groups within their mixed-aged classes. For example, a group of lower attaining pupils in Year 2 and two higher attaining pupils in Year 1 concentrated well as they read *Lost in the Jungle*. All followed the teacher's instructions accurately as they used their knowledge of the first two sounds of a word to work out unknown

words. The majority of the lower attaining Year 2 pupils are well on course to reach the expected levels for reading and the higher attaining Year 1 pupils are working above the expected level. Only a few pupils in Year 2 are unlikely to reach the average Level 2 in reading and writing. Pupils in Years 1 and 2 write confidently. Higher attaining pupils in Year 1 and most of the pupils in Year 2 begin to join their letters successfully. All pupils have many opportunities to write in different ways. They write letters and accounts of their own experiences. Visits, such as the visit to Filey, inspired pupils to produce interesting and neatly written poems. Drafting and re-drafting skills are developed well and clearly show the high standards achieved. Teachers value pupils' work and display it well for all to see.

57. Teaching is good and sometimes very good. Pupils' previous work reflects this. Teachers use information they collect on individuals very well to predict grades in reading and writing and then frequently review how close each pupil is to reaching his or her target. High standards are reached because all teachers use the information collected on individuals very well to plan lessons. As a result, all pupils, including those with special educational needs, are given activities very well matched to their needs. This very good assessment and the consistency with which teachers use information to plan lessons are the main reasons why the pupils achieve very well. In addition, pupils work hard at the activities they are given, because the teachers expect them to. The teaching assistants and students attached to the school help the teachers and the pupils very well. Relationships are good in all classes and daily procedures are clear; as a result, all pupils know what they have to do. Learning objectives are identified consistently and understood by all pupils. The end of the lesson is used well to reinforce work covered and to show pupils what they have learnt. Marking is generally constructive and usually informs the pupils what they need to do to move on to the next stage of learning. However, some written comments in pupils' books by teachers do not always provide appropriate examples of good handwriting.

58. The subject is very well led and managed. The co-ordinator has a clear idea of standards and manages the subject well. As a result, all teachers have a good understanding of what is needed to deliver imaginative and interesting lessons to promote speaking and listening, reading and writing effectively. Visitors, such as theatre groups, are regularly invited into school and these greatly enrich the curriculum. Parent volunteers come in and make attractive story sacks that are a valuable addition to the resources for learning. In addition, most pupils have the opportunity to visit the theatre during their time in school. Information and communication technology is being used successfully within the subject. Resources have been developed well, including those for ICT. Space for a library is limited, but two small areas in the hall have been specifically designated for this purpose. Well-chosen books encourage pupils' moral and cultural development. Pupils in Year 2 confidently explained which type of books was in the fiction part of the library and how these were different from those in the non-fiction section.

Language and literacy across the curriculum

59. There are many good opportunities to write in different subjects. For example, in religious education pupils in Year 2 wrote well-structured letters to Pontius Pilate, begging him not to kill Jesus. Writing skills previously taught were effectively used, with the result that the work was of a high standard, in particular, in its presentation. However, teachers do not promote previously taught writing skills consistently when they give pupils activities which include written tasks. For example, some poor handwriting was seen in history books. Pupils have good opportunities to write in different forms, such as labelling diagrams in science and writing postcards from Florida in geography.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 2.
- The pupils achieve very well.
- The subject is very well led and managed.
- Improvement since the previous inspection has been very good.
- The pupils' writing of numbers could be neater.

Commentary

60. Standards in mathematics are above average for the pupils in Year 2. Pupils of all abilities and those with special educational needs achieve very well in the subject. Teaching and learning are consistently good and the pupils' progress is very well monitored. These two elements contribute very well to the pupils' very good achievement. This is a greatly improved picture on that of the previous inspection, when standards were judged as average and teaching as satisfactory. The pupils' skills in mental arithmetic were judged to be slightly below the expected standards.

61. In lessons, teachers ensure that pupils of different ability are given appropriate levels of work. This ensures that higher attaining pupils are provided with sufficient challenge, whilst lower attaining pupils and those with special educational needs do not find activities too difficult. Assessment information is used very well to organise and plan lessons. In addition to this, teaching assistants are well briefed and are able to provide very good quality support. The recommendations of the national numeracy strategy are used well and the mental mathematics element of the lesson has raised standards in this area. Although the pupils work hard, they enjoy mathematics. When questioned, they have a good understanding of what they are doing and take a pride in the amount of work they complete. However, on occasions, their work is not presented neatly and teachers are not sufficiently insistent about how accurately and carefully the pupils write numbers in their exercise books. The teachers' marking encourages learning very well. Not only are comments constructive, but they also inform pupils very accurately whether they have achieved lesson objectives.

62. The subject is very well led and managed by the subject co-ordinator, who is a good role model in the classroom. She has a secure understanding of what is happening in the school through her successful monitoring of lessons and teachers' planning. The subject has become a focus in the school's development plan after analysis of the 2003 national tests identified that measures and fractions had been weaker elements in the national test results. This is an indication of how rigorous evaluation is very much part of school practice. In order to strengthen the 'using and applying' element of the school's mathematics curriculum, each class participates in a weekly 'maths workshop' session for half a term. This enables pupils to work together as they use mathematics games to discuss elements of the subject. Small groups of pupils work with parents and the sessions are successful in showing that mathematics can be fun. During the inspection, Year 1 pupils were observed with a teaching assistant and four parents playing games that encouraged the development of counting skills. This occasion contributed very well to the pupils' social development.

Mathematics across the curriculum

63. Numeracy skills are encouraged well in other lessons. During the inspection, pupils were observed measuring in paces and centimetres as they carried out an investigation on forces in science. Analysis of pupils' work provided other examples of pupils measuring and data handling. Money management is included in the school's work in PSHE.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve very well and reach above average standards.
- The school places a high emphasis on investigational and experimental science.
- Assessment procedures are very good.
- The subject is well led and managed.

Commentary

64. Standards have improved significantly since the previous inspection. Inspection evidence indicates that the pupils in Year 2 are on course to reach standards that are above average. This is slightly lower than the teacher assessments in 2003 and is because a few pupils are unlikely to reach the expected levels. However, a significant number are on course to reach the higher Level 3. Pupils are achieving very well. They are regularly tested on their understanding and teachers track all pupils' progress very carefully as they move through the school. Information collected on pupils is then used very effectively to plan lessons. As a result, activities within lessons are matched accurately to the needs of all pupils, including those with special educational needs.

65. Although only one lesson was observed, analysis of pupils' previous work and discussions with pupils indicate that teaching and learning are good. The curriculum gives pupils good opportunities to learn well in science, particularly in practical work and investigations. For example, in a recent investigation, pupils in Years 1 and 2 have worked well together as they explored the properties of different materials. Pupils have a good understanding of words such as 'waterproof' and of words used frequently in science, such as 'predicting', 'investigating' and 'results', prompted by their teachers. Writing skills are developed well as pupils neatly fill in simple charts as they record their findings. Good attitudes to the subject and clear understanding are reflected in their written work. Lower attaining pupils and those with special educational needs achieve as well as others because they are very well aided by teaching assistants. There is evidence in pupils' previous work to show that mathematical skills are used when recording, for example when pupils used the computers to develop graphs. Information and communication technology is successfully being used to support the curriculum and computer programs have been purchased to support the subject.

66. Science is effectively led and managed. Assessment procedures have been very well developed and are used very effectively to plan lessons. As a result, work is well matched to the needs of all pupils because teachers have a clear idea of how pupils are progressing. This has an enormous impact on the very good achievement made.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils make good progress in relation to their prior attainment.
- The subject has developed well since the previous inspection.
- Good use is made of ICT in other areas of the curriculum.
- The subject is well led and managed.

Commentary

67. Pupils in Year 2 attain the expected standards for their age. They make good progress in relation to their level of attainment when they start school. The subject has developed well since the previous inspection, when resources were judged as 'barely satisfactory'. Information and communication technology is used effectively to support other subjects in the curriculum and many examples of this were observed during the inspection. This was recognised as an area of development for the school and it is being addressed well.

68. Only one lesson was observed during the inspection and this was good. Year 2 pupils were adding text to images and then editing their work. They were able to save and print their work successfully. Discussions with Year 2 pupils indicated that they have received an appropriate curriculum and range of experiences. They identified the different programs that they had worked with and explained how they directed a screen 'turtle' using the 'arrow keys'. They were excited about having used the Internet to find photographs of Florida for part of their work in geography and talked about using the class computer for their work in mathematics. Many had attended the popular after-school computer club, where they had written stories and drawn three-dimensional shapes. There is insufficient evidence to make an overall judgement on teaching, but the subject does have a high profile in the school.

69. The leadership and management of the subject are good. The co-ordinator has good subject knowledge and has monitored the use of ICT across the curriculum well. Assessment procedures are effective and enable teachers to monitor the progress of individual pupils. The school employs an ICT technician who adds well to the teaching and offers technical support for one day a week. This is a good resource for the school.

Information and communication technology across the curriculum

70. Information and communication technology is used well across the curriculum. Many examples were observed during the inspection. The school makes a great effort to ensure that the teaching of the subject is not just limited to computers and ensures that other equipment, such as tape-recorders and overhead projectors is used. Computer programs are used successfully, particularly to aid learning in literacy and numeracy. The pupils' social development is also enhanced by their work in ICT, where pupils work together, share ideas or take turns.

HUMANITIES

Geography and **history** were not part of the inspection focus. One lesson was observed in **geography**. Pupils' work was analysed and discussions were held with pupils in Year 2.

71. In **history**, the curriculum has relevant coverage for pupils working in mixed-age classes. Pupils develop a growing understanding of the passing of time and learn about the changes brought about by famous people and important events, such as the Great Fire of London. In discussions, Year 2 pupils talk with interest about Florence Nightingale and make comparisons between hospitals 'now' and 'then'. Work with younger pupils is linked successfully to first-hand experiences as pupils begin to look for clues in order to sequence old and new toys by age. Writing in history lessons presents a mixed picture and does not always reflect the depth of pupils' learning. Work in books is sometimes disappointing, showing low expectations of the presentation, quality and amount of written work produced.

72. Discussions with pupils about their lessons in **geography** indicate a sound understanding of their own local environment and a growing awareness of the wider world. Interesting resources, photographs and maps provide a good basis for new work in Year 2 on Florida and South Africa. In the past, visits to a seaside location have enabled pupils to contrast and compare different

localities, identify different physical features and use a wider range of geographical language. The study of *Katie Morag and the Isle of Struay* develops skills with maps and simple keys satisfactorily. In the light of pupils' good literacy skills, the quantity and quality of written work in books are below the levels expected.

73. Both **history** and **geography** are identified as the next focus in the school development plan. Closer monitoring of coverage and teaching and learning will enable the co-ordinator to see where best to focus her expertise.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- The pupils make good progress.
- The subject contributes well to the pupils' personal development.
- Lessons are carefully planned to the demands of the locally Agreed Syllabus.

Commentary

74. Inspectors sampled pupils' work in religious education, looked at planning and talked to pupils. No lessons were observed. Standards in Year 2 are higher than those expected and pupils make good progress in relation to their earlier attainment.

75. Careful planning in religious education follows the Kirklees' Agreed Syllabus and has a strong Christian focus throughout the school. In discussions, pupils show a sound knowledge of Old Testament stories and the importance of the life of Jesus Christ to Christians. Pupils learn about other faiths, such as Islam, and can describe the rituals Muslims undertake before prayer. Work in pupils' books indicates opportunities for deeper thought, for instance letters to Pontius Pilate asking for the release of Jesus. Lively pieces of writing, depicting a dialogue between Noah and God, point to some interesting units of work in religious education lessons. Good links with art also enable pupils to create their own images of the Easter Story and of Jonah and the whale.

76. Teachers' planning indicates good subject knowledge. The new co-ordinator has a clear plan for the way forward, which includes procedures for monitoring teaching and learning in order to identify strengths and weaknesses. Assessment and recording of attainment are also under review. The school has yet to arrange more visits and visitors from other faiths, as identified in the school development plan.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These subjects were not a focus of the inspection and there was not enough evidence to report fully on them. Only one lesson was seen in **art and design** and in **music**. No lessons were seen in **design and technology** or **physical education**. Curriculum planning clearly shows that all subjects are taught and the school uses national guidance to help teachers to plan lessons.

77. In the lesson seen in **art and design**, learning was good. Pupils in a good lesson in Years 1 and 2 listened attentively and then concentrated well as they got on with their task. Initially, the teacher emphasised vocabulary related to the subject effectively, such as 'landscape' and 'portrait'. There were good opportunities for pupils to develop speaking and listening skills. The teacher questioned the pupils effectively, in particular during the initial discussion, and this reinforced learning well. Pupils then used their imaginations well to extend pictures they were given. Standards in this lesson indicated that Year 2 pupils are working at the expected level for their age. An extra-curricular art club enhances the subject. It is popular and enables pupils to build on skills previously taught.

78. In a **music** lesson observed in Years 1 and 2, teaching was good. There were good opportunities for pupils to work together as they listened carefully to a tune that was played to them. Pupils worked hard at identifying the beat and then added verses that they had written previously during a literacy lesson. This lesson promoted writing skills well. Pupils sang tunefully and a few pupils used untuned musical instruments well as they kept the beat. Standards in this lesson were broadly as expected for their ages. Pupils have good opportunities to learn to play the recorder at lunchtime. They have previously visited the local community and sung to senior citizens at Christmas. These visits aid the pupils' social development well.

79. No lessons were seen in **design and technology** and pupils' comments during discussion were limited. However, they showed a satisfactory understanding of the recent work they have completed on levers and linkages. A gymnastics club that takes place after school enriches **physical education**.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. The provision for PSHE is good. The well-planned programme contains interesting and exciting opportunities that develop personal and social skills effectively. No lessons were seen. However, planning indicates that issues such as the need to make changes in life are discussed and debated with the pupils. They have previously discussed and identified priorities through which they could improve the school grounds. Personal, social and health education is clearly to be seen in all the school does, in particular by visitors coming into school and talking to pupils. A regular visitor is *Munch the Dragon*, who promotes the importance of eating healthily.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).