

# INSPECTION REPORT

## **KAYES FIRST AND NURSERY SCHOOL**

Clayton West

LEA area: Kirklees

Unique reference number: 107650

Headteacher: Mrs L Butcher

Lead inspector: Mrs K Halifax

Dates of inspection: 22<sup>nd</sup> – 24<sup>th</sup> March 2004

Inspection number: 256579

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First school
School category:	Community
Age range of pupils:	3 – 10 years
Gender of pupils:	Mixed
Number on roll:	176
School address:	Holmfield Clayton West Huddersfield
Postcode:	HD8 9LZ
Telephone number:	01484 222918
Fax number:	01484 222918
Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Whitham
Date of previous inspection:	June 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated in the village of Clayton West. It caters for pupils aged three to ten years. While most pupils come from the village, an increasing number come from further afield. With 176 on roll, it is smaller than the average primary school. Of these, 22 children attend the nursery each morning. Though there are similar numbers of boys and girls in most year groups, there are twice as many boys as girls in Year 3. The percentage of pupils entitled to free school meals has recently doubled, but at 11 per cent is broadly average. Almost all pupils are of white British heritage and all speak English as their main language. Thirty-seven pupils have special educational needs. While this is broadly average, the number of pupils with a statement to meet their needs is low, at one. Special needs vary from social and behavioural needs to moderate learning difficulties. An increasing number have speech and language difficulties. Children enter the school with a wide range of capabilities but overall their attainment is broadly average. The school has recently received a Healthy Schools Award and Investors in People. At the end of Year 5, almost all pupils transfer to Scissett Middle School.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25439	Katharine Halifax	Lead inspector	Mathematics Science Physical education Special educational needs
32678	Kathryn Dodd	Lay inspector	
18101	Ann Sharpe	Team inspector	English Art and design Design and technology Geography History
32596	Gillian Phillips	Team inspector	Foundation Stage Information and communication technology Personal, social, health and citizenship education Music Religious education

The inspection contractor was:

peakschoolhaus

BPS Business Centre  
Brake Lane  
Boughton  
Newark  
NG22 9HQ

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Good teaching and effective learning opportunities have resulted in good standards and in good achievement for pupils of all capabilities. Parents and pupils are very pleased with the quality of education provided. The school is well led and managed in a cost effective way. All pupils are valued and included in all activities. The cost of educating each pupil is low. The school provides good value for money.

The school's main strengths and weaknesses are:

- The vision, drive and commitment of the headteacher have brought about significant improvement in a very short time.
- Pupils in Year 5 achieve very high standards in mathematics.
- Good teaching has resulted in good achievement for pupils of all capabilities and standards that are above those expected of pupils of this age. However, this is not always so in Year 3.
- The provision for information and communication technology (ICT) is unsatisfactory so by Year 5 standards are below average.
- The deputy headteacher does not provide the good role model for teaching and management that is expected of senior staff.
- Activities out of lessons and links with parents, the community and other schools contribute significantly to learning.
- National initiatives and the curriculum are used very effectively to ensure the health and well-being of pupils and staff.

An unsettled period with three headteachers or acting headteachers in one year has reduced the rate of school development. Nevertheless, improvement since the last inspection is satisfactory with improved standards in English and mathematics by Year 5. However, there has not been sufficient progress in achievement in ICT. The issues identified in the previous inspection report have been addressed. The rate of improvement has increased considerably under the leadership of the new headteacher.

### 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*	B	B	A
writing	A*	C	B	B
mathematics	A*	C	C	C

*Key: A\* - in top five per cent; 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.*

Children in the nursery and reception class achieve well, with almost all attaining the required early learning goals by the end of the Foundation Stage. Over the last three years results in national tests have varied because of the number of pupils with special educational needs in each year group. In 2001, pupils were in the top five per cent in the country. In the 2003 national tests, standards were above average in reading and writing. In mathematics, standards are average; though the number of pupils achieving the expected level is above average in, too few pupils attain the higher levels. Pupils' performance in reading and writing is higher than that of those from similar backgrounds. Inspection findings for the current Year 2 show standards to be above average in reading, writing and mathematics. By Year 5, pupils achieve well in English and science and standards are good. In

mathematics, standards and achievement are very high. Pupils in Years 3 to 5 do not achieve as well as they should in ICT because they do not have sufficient opportunities to use and improve their skills in other subjects. Pupils' **personal development is good** because of the good provision for their **spiritual, moral, social and cultural development**. **Pupils have a good attitude to school**. Though most behave well, some need help with managing their behaviour, making **behaviour satisfactory overall**. **Attendance is good**. All pupils arrive on time, allowing a prompt start to the day.

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are good.** Strengths in teaching include planning and ensuring pupils are clear about what the knowledge and skills they will acquire so pupils learn at a good rate and achieve well. Teaching is not as strong in Year 3 and this is reflected in pupils' achievements and in their rate of progress. The curriculum is good and relevant to all capabilities. The provision for sport, after-school clubs and links with the community and other schools are very good and enrich what is taught in the classroom. Provision for ICT is unsatisfactory. Pupils receive good support and guidance from all adults. Links with parents are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good.** The headteacher is a very good leader and a good manager. She has brought stability to the school and created an environment where pupils feel valued and able to work to the best of their ability. Furthermore, she has successfully engendered a sense of purpose and a commitment to high achievement. Though hardworking, there are aspects of the deputy headteacher's role that are unsatisfactory. Leadership by subject managers is good. They are clear about their roles. Their good management is contributing to improved standards and achievement. Governance is good. All legal requirements that are in the control of the school are met. While the headteacher and governors have done all they can to meet the requirements for access for the disabled, the cost of £67,000 and the practicalities of what is needed are currently prohibitive.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents and pupils think highly of the school. A very high percentage of parents returned the questionnaire. Most are very pleased with what the school provides. A small number expressed concern about the behaviour of some pupils and others would like more information on their child's progress. Inspectors agree about the behaviour of a few pupils but disagree about the amount of information. Parents appreciate the warmth and welcome of the school. All feel their children are making good progress. They particularly like the changes made under the leadership of the new headteacher. Those attending the pre-inspection meeting could not identify any areas for improvement. Pupils in all age groups feel important because they are consulted about what the school provides. They especially like the improvements to the outside area, the very wide range of after-school clubs and the 'Accumulator' reward system.

## **IMPROVEMENTS NEEDED**

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

- Improve the provision for ICT in order to raise standards by the end of Year 5.
- Continue to provide professional development for the deputy headteacher in order to support the management of the school and to improve teaching and learning in Year 3.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement is good in all classes other than Year 3 where it is, overall, satisfactory. Girls do better than boys. Standards are above average in English and science in Year 2 and Year 5. In mathematics, standards are good in Year 2 and very high in Year 5.

#### Main strengths and weaknesses

- In national tests, pupils in Year 2 achieve better than average standards in reading and writing.
- Standards and achievement in mathematics are very high in Year 5.
- The achievement of pupils with special educational needs and of those who are able and talented is good.
- Boys do not do as well as girls in reading and writing.
- Pupils in Year 3 do not achieve as well as they should in some subjects.
- Achievement in ICT is unsatisfactory by Year 5.

#### Commentary

1. Though children enter the school with a broad range of ability, overall, attainment is broadly average. Good teaching and very good use of the accommodation and resources help children achieve well in both the nursery and in the reception class. As a result most children are in line to attain the early learning goals expected of this age group by the end of the reception year.
2. When compared to all schools nationally, and to schools with a similar percentage of free school meals, pupils' performance in national tests for Year 2 shows, despite a period of disruption, the good standards reported by the previous inspection continue to be attained. This is good achievement taking account of attainment on entry to the school. Inspection findings confirm that standards in the current Year 2 are above average in reading and writing. Recognising that boys in most classes do not perform as well as girls in reading and writing, strategies have been developed and topics introduced to make work more appealing to boys. Though there is still a difference in the attainment of boys and girls, boys are improving at a greater rate than the national trend. While national test results show standards in mathematics to be average, more pupils than would be expected attain the required level. Inspection findings show that standards in mathematics in the current Year 2 are good.

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

Standards in:	School results	National results
Reading	16.8 (16.9)	15.7 (15.8)
Writing	15.5 (14.3)	14.6 (14.4)
Mathematics	16.7 (16.9)	16.3 (16.5)

*There were 23 pupils in the year group. Figures in brackets are for the previous year*

3. Pupils' rate of progress slows in Year 3 because teaching is inconsistent. On occasions it is good but at other times it is unsatisfactory. Furthermore, these pupils do not cover all the topics they should in science. Standards achieved in mathematics and science by pupils in Year 3 last year were unsatisfactory. This has been recognised by managers and a support programme has been put into place. Pupils in Years 4 and 5 achieve well, again because of good teaching and careful planning. As in all classes, an analysis of pupils' performance in tests is used well to identify gaps in learning and to set challenging targets. Tests and work for

pupils in Year 5 show they are in line to achieve above the expected levels in Year 6 in English and science. Standards and achievement in mathematics are very high with many pupils having already reached above the level expected by those at the end of Year 6. This is very good improvement since the last inspection.

4. Pupils achieve well in science because of the planned programme and because pupils take part in a lot of practical work. As a result, standards are above average by Year 2 and Year 5 Standards and achievement in ICT are average by Year 2 but below this by Year 5. This is not as good as at the time of the last inspection. The subject has not had the attention that had been planned. A suitable scheme of work has only been in place from the start of this school year so older pupils have gaps in their knowledge. Pupils in all classes do not use new technology sufficiently in other subjects. As at the time of the last inspection, standards in religious education are in line with the requirement of the syllabus taught in the local authority's schools.
5. Pupils with special educational needs achieve well because they are identified at an early age and because of the skilled support they receive from classroom assistants. In addition, individual education plans have clear targets to address areas of need. Equally, pupils who are able and talented are identified early in their school life and work is set that challenges their capabilities. Those with a talent in art, music and sport are referred to specialist groups beyond the school to develop their skills further.

### **Pupils' attitudes, values and other personal qualities**

Pupils have a good attitude to school. Their behaviour is satisfactory. Pupils' personal development is good because of the good provision for their spiritual, moral, social and cultural development. Attendance is good and punctuality is very good.

### **Main strengths and weaknesses**

- Although most pupils behave well, a few need support to manage their behaviour.
- Most pupils enjoy school, work hard and are justifiably proud of their school.
- Pupils have a good understanding of citizenship because of the successful promotion of individual rights and responsibilities.
- Although provision for pupils' personal development is good and pupils are aware of other cultures, managers have rightly identified this as an area for further development.
- Lessons start promptly because punctuality is very good.

### **Commentary**

6. Most pupils behave well and listen to their teachers, other adults and pupils. Behaviour is very good during daily worship, and lunchtimes are pleasant, social experiences. Recent improvements to the playground have resulted in most pupils behaving well at playtimes. In lessons, in most classes, a small number of pupils find working quietly difficult and need reminders to allow others to get on with their work. In a few lessons, too much of the teacher's time was taken up with managing the behaviour of a small group of pupils. While in most classes this is low level, in Year 4 there are a small number of pupils who need help to manage their behaviour. Suitable plans are in place for these pupils, and the 'Accumulator Chart', positive rewards is beginning to take effect on their behaviour. Sanctions are few but explicit so pupils know the consequences of their actions. Although the behaviour of the few does, on occasion, cause disruption to learning, none has been sufficiently serious to warrant exclusion in recent years.
7. Pupils grow in confidence and self-esteem because of good opportunities to take responsibilities, for example as school councillors. Two members are elected each term from each year group so many pupils take part. Initiatives such as redecorating the toilets, an art

competition and more visitors into school have stemmed from council decisions. Membership of the current council, which includes two pupils with special educational needs, spent the meeting during the inspection considering the best way to spend a £500 donation on lunchtime reading materials. Furthermore, council members in Years 4 and 5 run a healthy eating ‘tuck shop’ each playtime. Pupils of all ages take their responsibilities seriously, including classroom tasks such as taking the register to the office. A successful project where pupils in Year 5 listen to pupils in Year 2 read has not only boosted confidence, but also improved the reading of individuals.

8. Pupils’ good attitudes to work make a positive contribution to their learning. In discussion, virtually all say they enjoy coming to school and identify favourite subjects and activities. Pupils demonstrate their positive attitude through good attendance and eagerly participating in the wide range of extra-curricular activities. The majority listen attentively to instructions, maintain concentration and make a positive contribution to discussions. Most pupils are confident, and willing to talk about their work, explaining their ideas to inspectors. Pupils are especially proud of the ‘Mentions Assembly’ where their achievements in all aspects of their life are celebrated. Those whose photographs are displayed in the entrance hall as ‘Pupil of the Week’ are justifiably proud of their achievements.
  
9. Good provision is made for personal development. Through daily routines, lessons and assemblies, pupils consider how to be a good citizen and think about important issues that affect their lives and the lives of others. Teachers provide well for pupils to talk about their feelings and to understand the feelings of others. For example, Year 5 pupils have written poignant accounts, expressing the feelings experienced by people fleeing from the Fire of London. Following a visit from a disabled athlete, pupils considered their future, each contributing their ideas to an ‘aspirations tree’. Work in music, geography, history and art and design gives pupils an insight into aspects of European and non-European cultural heritage. Through studying faiths such as Judaism, Islam and Hinduism, pupils learn to respect other people’s beliefs. Managers are aware the school has an all-white population and have rightly recognised that pupils do not learn enough about the richness and diversity of cultures represented in society. Since the arrival of the new headteacher improvements have been made including linking with pupils from different ethnic groups in another school.
  
10. Pupils are happy to come to school and their attendance is good. The school watches over pupils’ attendance patterns very well, and the rewards for good attendance are popular with pupils and their parents. The very good punctuality of pupils ensures efficient registration and a prompt start to lessons in all classes.

## Attendance

### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	4.7	School data	0.2
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.*

### ***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	136	0	0
White – any other White background	4	0	0
Mixed – White and Black Caribbean	4	0	0
No ethnic group recorded	32	0	0

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

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is good. Pupils achieve well in most classes because of good teaching and a good range of learning opportunities.

### **Teaching and learning**

Good teaching is reflected in good learning and good achievement in most classes. Teaching in Year 3 is inconsistent, as is pupils' rate of learning in this class. Assessment is good.

### **Main strengths and weaknesses**

- Teachers plan their lessons well, endeavouring to challenge pupils of all capabilities so all achieve well.
- Most teachers manage pupils' behaviour well.
- Teaching and learning in Year 3 are inconsistent.
- Teachers do not provide enough opportunities for pupils to improve their computer skills.
- Ways of assessing and recording pupils work have improved since the last inspection.

### **Commentary**

11. Planning for all subjects is detailed. Teachers plan their lessons conscientiously, making sure pupils understand what they will learn. In most subjects, teachers plan different activities to challenge different capabilities. Staff are clear about which pupils need additional support, and about those who are able and talented. In most cases work is well matched so pupils make good gains in the knowledge and skills they acquire. However, on occasions, in a desire to include all pupils, some pupils with special educational needs struggle to keep up in the introductory part of English lessons. This is in contrast to when they are working as part of a group with skilled classroom assistants, when they make good progress. All pupils with special educational needs have individual education plans with focused targets. In mathematics these are used well, but in some literacy lessons, it was not easy to see the link between activities provided and literacy targets in individual plans.
12. Despite an unsettled period, staff have remained enthusiastic and hardworking. While this is so in Year 3, teaching is variable. Although last year teaching and learning in this class were unsatisfactory, support by the headteacher is beginning to have effect. Teaching in Year 3 is now satisfactory with some good lessons; however, two unsatisfactory lessons were observed. Work in pupils' exercise books and test results confirm this. On a few occasions, pupils of differing abilities are set the same task. This is too easy for some and too difficult for others. The teacher's expectations for the quality and amount of completed work are not high enough.

Standards of presentation are not consistent, nor is all work is completed. As a result pupils do not make as much progress in this class as in other classes.

13. Each class has a few pupils who find concentration difficult and who, given the chance, disrupt the learning of others. Where appropriate, pupils have individual targets, which help improve their behaviour. When noise levels rise, all teachers have effective strategies to quieten their class. Teachers are skilful at rewarding positive behaviour. For example, in a Year 4 lesson when some pupils were fidgeting the teacher praised three girls for being alert and rewarded them with a 'chance card'. Immediately all the class became alert hoping for the same recognition. During long lessons, teachers break between activities for pupils to take part in 'brain gym' where a couple of minutes spent on simple exercises focuses pupils' attention and enables them to continue with their studies with renewed vigour. In lessons where teaching was satisfactory, staff were slow to manage low level disruption so pupils' rate of learning slowed. In the lessons in Year 3 where teaching was unsatisfactory, behaviour was not managed well so learning was disrupted.
14. Teachers plan well for pupils to improve their skills in numeracy and literacy in other subjects. Good attention is given to new vocabulary. Pupils are expected to reason their answers and pupils of all capabilities are expected to read from worksheets and texts. Pupils extend their mathematical skills through presenting information in the form of graphs in science and, for example, calculating the area of the base of the Pyramid at Giza in history. While some use is made of new technology to support learning in other subjects, and teaching in ICT lessons is good, pupils have too few opportunities to practise their computer skills. This is especially so in Years 3 to 5 where standards in ICT skills are below average.
15. Good improvements have been made to assessment since the last inspection. Procedures are now very good. Subject managers have produced portfolios of examples of work and teachers are confident of National Curriculum levels. National tests are used well to identify gaps in learning for groups. This helps teachers plan topics to be covered. However, the use of assessment to plan further work for individual pupils is not so well advanced. For example, while teachers are fully aware of pupils with special educational needs and include them in all activities, on occasions the introductory work in literacy lessons is too challenging. Nevertheless, pupils achieve well in other parts of the lessons because of the good support and suitable activities.

**Summary of teaching observed during the inspection in 38 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3 (8%)	24 (63%)	9 (24%)	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 good.

**Main strengths and weaknesses**

- Provision for pupils with special educational needs is good. Similarly, pupils who are able and talented are well provided for.
- Development for the provision for ICT has not kept pace with other subjects.
- Very good sporting links and clubs contribute significantly to achievement in sport.
- The very good after-school clubs and numerous visits and visitors enrich the curriculum, contributing considerably to learning.
- While the old building is used very well it is cramped and a drain on finances.

## Commentary

16. The programme for children in the nursery and reception classes is good and prepares them well for the National Curriculum. Particular strengths are the way staff in the two classes work together and how the improved outdoor facilities contribute to children's physical and social development.
17. The National Strategies for Numeracy and Literacy have been adopted well and are contributing to improved standards. While the curriculum is broad and balanced, some teachers find it difficult to give subjects such as geography and history the time they would like. Managers plan for this to be remedied during the next two years through the school improvement plan focus on how subjects can be linked and taught more imaginatively.
18. Pupils who may need extra help, and those who are able, are identified at an early age. Where appropriate, small group work and additional support in classrooms allows pupils of all capabilities to achieve well. Furthermore, teachers plan work at different levels to ensure pupils of all capabilities are challenged. This is especially so in Year 5 in mathematics where some pupils are already approaching the standard expected of pupils in Year 7. The provision for pupils with special educational needs is good and managed well. This enables them to achieve well. Very good features include working with parents and the regular review of targets in individual education plans.
19. Though identified on the school improvement plan, ICT has not had the focus required. In addition, the provision has been limited by a lack of resources. Furthermore, pupils do not have sufficient opportunities to use their skills in other subjects. This is reflected in their achievement, particularly in Years 3 to 5 where standards are below average.
20. Most pupils take part in the well-attended clubs where, with the help of professional coaches, they improve their knowledge and skills in football, athletics, dance and gymnastics. Those in Years 4 and 5 experience success in competitions with other schools in many sports including swimming, cross-country and High 5 netball. All use the well-thought out playground games areas well and challenge themselves to improve using 90 metre 'heart-line' track. Orienteering during the annual residential visit to Filey for pupils in Year 5 contributes well to their outdoor and adventurous experiences. Pupils who have been identified as able are helped to progress through referral to clubs for the gifted and talented within the community and through the local education authority.
21. Pupils appreciate being consulted on what is taught. Their suggestion for more visits and visitors has enriched the curriculum. Work with numerous visitors, for example 'Spiced', has increased pupils' awareness of drugs misuse as well as that of their parents. Visits to a nearby field centre and talks by visitors have extended pupils' knowledge of mini-beasts. When a parent brought spiders into school one pupil marvelled "...and it wasn't any old spider, it was a TARANTULA". The school is a hive of activity most evenings, particularly so each Wednesday when, in addition to sporting clubs, pupils improve their knowledge and understanding through science club, the environmental club, in art, music and drama clubs.
22. Imaginative use is made of the building. However, the space is limited. Classrooms for pupils in Years 4 and 5 are congested when all 31 pupils are present. Similarly, teachers have to be resourceful when using the hall to teach physical education to groups of this size. The library, though well organised, has had to be squeezed into an area which is little more than a corridor and is not conducive to study. Furthermore, the building is a drain on finance with new windows having been recently fitted and the roof requiring major work. Nevertheless, a high quality cleaning programme ensures the building is warm and welcoming, and attractive displays of pupils' work support learning and celebrate achievement. However, this has not limited pupils' achievement to any measurable degree.

## Care, guidance and support

Provision for the care, welfare, health and safety of pupils is good. The school gives very good support and guidance to pupils, and involves them very well in its work and development.

### Main strengths and weaknesses

- There are very good procedures for listening to pupils' views.
- Arrangements for settling children into the nursery and into full-time school, and for transferring to middle school, are very good.
- Staff support pupils very well by giving the advice and guidance they need in order to achieve well at school.
- Pupils benefit from the very good and trusting relationships they have with adults in the school.
- Lunchtime supervisors have not yet been trained in child protection.

### Commentary

23. The very good procedures for taking pupils' views into account now include questionnaires, discussions and a school council. Membership of the council changes each term and is open to pupils of all capabilities. Pupils know that their views are important and will be taken seriously by adults. As a result of consultations, changes are made; for example, there are now more visits out of school and visitors to the school than previously, and pupils now run their own tuck shop.
24. The school supports children in the nursery and in the reception class through very good induction programmes. The sensitive arrangements are popular with parents, who agree that their children are helped to settle quickly into their new surroundings. Pupils in Year 5 are prepared very well for transfer to their new school. Teachers take great care to ensure that information about pupils' achievements and their targets for future learning are passed on to the new school.
25. Links with other professionals are very good. An educational psychologist, an education welfare officer and a school nurse are regular visitors. The close links between these professionals, staff and parents ensure that pupils receive the support they need to benefit fully from their education. Pupils who find learning difficult are supported through good use of individual plans, skilled support from classroom assistants and parental involvement in their progress. A recent project in Year 4 helped pupils to make good progress in learning by managing their own behaviour better. The school continues to seek ways to support pupils with improving their behaviour. A peer-mentoring scheme, for example, is being planned.
26. Relationships between pupils and adults are very good. Staff give high priority to caring for pupils' well-being. Staff know their pupils very well as individuals, and this helps them to give the right kind of support at the right time. The very positive atmosphere makes pupils feel happy, secure and valued at school.
27. Procedures for child protection are satisfactory. The otherwise good procedures for training staff have not yet been extended to include lunchtime supervisors. Suitable procedures are in place to safeguard pupils' use of the Internet. Good assessment of potential risks is undertaken to ensure the safety of all pupils, for example on school trips, residential visits and around the school. Good systems for recording accidents are well established. They are monitored by staff who identify areas where improvements can be made in order to reduce hazards. While staff endeavour to ensure pupils work in a safe environment, a small number of health and safety issues were drawn to the attention of the headteacher during the inspection, including minor concerns in physical education lessons. The school has recently been awarded 'Healthy School' status as a result of working hard to meet all the required targets.

### Partnership with parents, other schools and the community

The school's links with parents, the community and other schools are very good.

### **Main strengths and weaknesses**

- Parents think very highly of the school. They appreciate being consulted about improvements.
- Very good community links enrich pupils' learning.
- Very good partnerships with schools in the locality enhance the quality of pupils' education.
- Parents receive good information about their child's education.

### **Commentary**

28. Parents are very supportive and appreciate the positive influence that the school has on their child's learning. Pupils benefit from a good level of parental help both in lessons and at other times, such as when making improvements to the school grounds. Parents welcome their opportunities to be involved in their children's education. Very good attendance at parents' evenings, and at events such as assemblies, concerts and fund-raising events, enables parents to take an active part in their children's education. The school involves parents well by seeking their views on a wide range of issues. The headteacher has consulted parents and acted on the outcome, for example by improving communication between home and school. This has been achieved by negotiating a formal home and school agreement, and by the introduction of pupils' home and school diaries.
29. Very helpful information and guidance is contained within written material provided to parents and carers. This includes fortnightly newsletters, half-termly teaching plans, the school prospectus and the annual governors' report to parents. The information keeps parents up to date with the daily life of the school. Parents appreciate the opportunities they have to find out more about the curriculum at evening meetings. They want to know how best they can support their children's learning at home. The quality of pupils' annual reports is satisfactory. Some reports use educational terminology that parents might find difficult to understand, and others describe targets in vague terms with little reference to what their child can do measured against national expectations.
30. The school has worked hard to develop very productive links within the community. Local community groups, for example Rainbows, Women's Institute, and the football club, make very good use of the school building. This forges further links and generates useful income for the school. A good number of visitors into school and visits out of school, including trips to museums, theatres and churches, increase pupils' understanding of the wider community and enrich their learning in several subjects.
31. The school has shown strong commitment to developing very good links with the middle school to which most pupils transfer at the end of Year 5. Teachers from schools within the locality meet regularly to ensure a consistent approach to pupils' education, and to plan transition arrangements carefully. Pupils also benefit from visiting their new school and having opportunities to find new friends when they take part in joint sporting events and music festivals. This helps to ensure that pupils quickly settle into their new school surroundings. A new link has also been established with a school with a high proportion of pupils from other ethnic backgrounds. Although still developing, this provides a good opportunity for pupils to increase their understanding of cultures other than their own.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good. The very good leadership of the headteacher is now taking the school forward at a good pace. Governance is good and the school is managed well. The effective leadership and management ensure that pupils achieve well because of good teaching. There are no significant external aids or barriers to raising achievement.

### **Main strengths and weaknesses**



- Very good leadership by the headteacher ensures that everyone works together as a team to improve the school.
- Governors know the school well and are active in making sure that it improves.
- The deputy headteacher does not provide the good role model of teaching and management that is expected in this senior post.
- The roles and work of most teachers who are co-ordinators have improved since the last inspection and are now good.
- The school does not meet requirements for access for the disabled.

## Commentary

32. School improvement since the last inspection was hindered for a long period by several changes of headteacher. The appointment of the current headteacher brought a sense of stability and an increased rate of improvement. This is because of the way she quickly got to grips with the school's weaknesses, and started to raise expectations of what can be achieved by working together towards common goals. The work associated with gaining the Investors in People and Healthy School awards has gone a long way to encouraging staff and governors to want to play their part as individuals as well as being part of a larger team. The headteacher inspires, motivates and supports staff and governors to do their best for the good of the pupils and to improve the quality of their education. She has a clear view of what is needed, how it can best be provided, and what everyone needs to do to play their part in bringing about changes. She cares for her staff and as part of a national initiative is ensuring her workforce keep a balance between life and home. Governors, parents and staff all commented on recent improvements to the school as a result of her hard work and influence. Her very good leadership and her good management place the school in a strong position to be able to continue to improve.
33. Governors are very supportive and strongly committed to supporting the headteacher and staff in raising achievement. They know the school well, and this helps them to watch over priorities in the school improvement plan with a keen eye. Financial management and control are good. The cost of educating each pupil is below the national average, and governors ensure that spending represents good value for money. Governors strive to meet their legal requirements, with the exception that, despite their efforts, they have been unable to provide access for the disabled. The estimated cost of £67,000 and the practicalities of undertaking such a large project are a major hindrance.
34. Since the appointment of the current headteacher, teachers have extended their roles as leaders and managers of subjects and important areas of school life. The key issue raised by the previous inspection has been remedied. Provision is now led and managed well in the Foundation Stage, English, science, physical education, religious education and special educational needs and very well in mathematics. The improvement is evident in the way that co-ordinators now have a clearer view of the strengths and weaknesses in standards and teaching. Through looking at information about pupils' attainment, such as in English, they have identified differences in the achievement of girls and of boys that have led to improved resources and changes to how writing is taught. Improvements in teaching and learning are beginning to show in raised standards.
35. The deputy headteacher has been through a very turbulent time owing to changes of headteacher. Opportunities for professional development since appointment have been restricted until recently, and this means that the needed leadership and management skills are still developing. The headteacher has delegated suitable responsibilities and provided good support to help the deputy head to meet them. Although, as co-ordinator, the deputy headteacher has improved the provision and standards in physical education, this has been at the expense of ICT, where the sometimes weak leadership and management are holding standards back, especially in Years 3 to 5, and where provision is unsatisfactory. Similarly, the

deputy headteacher's responsibility for behaviour management is an area where improvements are not always coming to fruition as quickly as they need to in Years 3 to 5. The deputy headteacher does not yet provide the strong example of effective class teaching or co-ordinating that is expected of this senior teacher and this is unsatisfactory.

36. The school has several aids to raising achievement, but they have largely been created from within the school by the very good leadership of the current headteacher. There are no external barriers to raising achievement.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	390,655
Total expenditure	375,667
Expenditure per pupil	2,099

Balances (£)	
Balance from previous year	15,858
Balance carried forward to the next	31,846

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is **good**.

37. The good features identified by last inspection remain strengths. Staff continue to have very good links with parents and provide good opportunities for visits to the school before children commence in the nursery class. Information about school routines and how parents can help their children at home are good. Many parents work as volunteers in the nursery. Children start in the nursery class at the beginning of the autumn or spring term after their third birthday, and are in that class for three terms part-time before joining the reception class. Although there is a wide range of ability when children enter the nursery and reception classes, most are working at levels expected for their age. Children achieve well, and by the end of the reception year most attain the expected levels in all areas of learning.
38. The co-ordinator leads and manages this stage of learning well. Her great enthusiasm and commitment are instrumental in the very good teamwork between teachers and well-briefed nursery assistants. All staff understand the needs of young children and how they learn best. They provide a very caring and stimulating environment in which young children feel safe, enjoy learning and work hard. There is a good balance between activities provided by adults and opportunities for children to find out things for themselves. Teaching is consistently good in all areas of learning; as a result children achieve well. Planning and assessment are good; however, on occasions, more able children are not sufficiently challenged by the activities teachers give them, or by the questions adults ask them.
39. The accommodation and resources are good. The recently completed outdoor area has been imaginatively designed. Teachers plan purposeful activities that successfully develop all areas of learning and allow children from the nursery class and reception class to successfully play and work together.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for personal, social and emotional development is **good**.

#### **Main strengths and weaknesses**

- Teaching and learning are good so children achieve well and reach the goals expected for their age by the end of reception.
- Children are enthusiastic and concentrate well because activities are fun.
- Children share well and work together well because adults set them very good examples.

#### **Commentary**

40. Adults plan and provide interesting activities, and there is a buzz of excitement. For example, children in the reception class were very excited when they found mini-beasts in the orchard and in the container of soil in their classroom. Skilful questions encourage children to make the most of each experience and be eager learners. Children behave well because adults have high expectations of behaviour. Adults give children just the right amount of help, for example when they change before they go into the hall, but also encourage children to be independent. As a result, children take responsibility such as hanging up their aprons, or put their paintings on the drying rack. Children enjoy working together and share well. They take turns when playing a game and share the play dough. Children are polite and regularly say 'Please' and 'Thank you' because adults set them very good examples. All staff have a kind, caring and

supportive manner that encourages all children to become more confident. By the end of their reception year children reach the goals expected for their age.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Adults provide good opportunities for writing so children become confident writers.
- They provide good opportunities for children to talk and listen.
- Children are interested in books and enjoy talking about them because of the good opportunities adults give them.

### **Commentary**

41. Teaching and learning are good and so children achieve well and reach the goals expected for their age by the end of reception. Children make good progress with writing because adults expect them to write independently, using the sounds they know to write words by themselves. A good balance between teaching the skills needed for writing and encouraging children to experiment with letters allows them to become confident writers. Children have good opportunities to write regularly in the role-play areas in both classrooms and outside. For example, children in the nursery wrote invitations to their friends, and in the outside 'café' children wrote down the customers' orders.
42. Staff listen respectfully to what children have to say, so children listen to each other and adults, taking turns when answering questions. All adults encourage children to explain and describe what they are doing by the effective use of questions and prompts. For example, in the nursery class the children eagerly asked the puppet, Gloria, questions, and told her what they had done. The teacher's gentle and supportive approach encouraged even the least confident child to talk to Gloria. After reading information about butterflies and moths the reception class teacher asked the children to explain the differences between them. Teachers in the nursery and reception class encourage a love of books by choosing interesting books to share with the children. Children in the nursery class listened intently as the teacher read a story and talked to the children about the illustrations. In both classes there is a good emphasis on the basic skills children need to read. A systematic approach to the teaching of sounds means that most children know individual sounds by the time they leave the reception class and many can read a number of words independently.

## **MATHEMATICAL DEVELOPMENT**

The provision for mathematical development is **good**.

### **Main strengths and weaknesses**

- Adults provide a good range of activities that successfully develop children's mathematical skills.
- Sometimes the work is not sufficiently challenging for the more able children.
- Children begin to use mathematical language correctly because of the good opportunities that teachers provide.

### **Commentary**

43. Many activities in both classes encourage children to count and use mathematical language. They learn to count forwards and backwards by singing number rhymes and songs. Adults ask children questions to develop children's understanding. For example, when children in the

nursery made flowers from coloured paper, the teacher asked them how many petals they had on the flowers, and the shape of the different parts of the flowers. In the reception class, children practised counting backwards from 10 to zero, and most children can say which number was one less than a number to 10, while some children could already do this, the teacher missed the opportunity to challenge them by asking them more difficult questions.

44. Teaching and learning are good so children achieve well and reach the goals expected for their age by the end of reception. Teachers provide good opportunities for children to learn mathematical language by, for example, asking children which letter comes first, last or in the middle of a word. When the teacher in the reception class talked about the butterflies she explained that they had symmetrical wings. Children are beginning to use mathematical language correctly because adults use this language when they talk to the children about their work.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

The provision for knowledge and understanding of the world is **very good**.

### **Main strengths and weaknesses**

- A very good range of first hand experiences successfully extends children's knowledge and understanding of the world.
- Staff use clear explanations and good questions to promote this area of learning.

### **Commentary**

45. Teaching and learning are good and so children achieve well and reach the goals expected for their age by the end of reception. Children are excited by their work because teachers plan activities and visits, which stimulate their curiosity and help them to understand more about the world around them. As a result, children are keen to find things out. For example, when children made cornflour dough they learnt that adding water changes some materials. Children in the reception class were very excited when they become 'explorers' and took their bags containing 'pooters', hand lens and tweezers to the orchard to hunt for mini-beasts. Adults use questions well to help children think about what they are doing and to find out more about the world. On finding the beasts, children used their observational skills to answer questions about the number of legs and colours. Children talked enthusiastically about their visit to the garden centre, and the pets and flowers they had seen. Teachers provide good opportunities for children to use the computer. For example, they use programs to practise early reading and mathematical skills, so most children are developing their skills at moving the mouse and using the keyboard well.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **good**.

### **Main strengths and weaknesses**

- Very good resources, used effectively, successfully boost children's physical development in outdoor play activities.
- Adults provide good opportunities for children to improve their physical skills in the classrooms and the hall.

### **Commentary**

46. As in other areas of learning, teaching and learning are good and so children achieve well and reach the goals expected for their age by the end of reception. The recently completed outdoor area is very popular with children from both classes because it is very well organised. It has a very good range of toys and climbing equipment that successfully stimulates children's physical skills. Activities are carefully planned and purposeful so children share rides and take turns as they manoeuvre scooters and bikes around the track. They climb and balance on the equipment in the soft play area. Children in the reception class regularly use the hall for activities to develop their physical skills, using different ways to balance and move across the apparatus. Most successfully create a sequence of movements. Teachers provide good opportunities for children to develop their skills such as cutting and manipulating materials. They use tools such as paintbrushes and scissors well, and can roll, stretch and mould play dough. Many children in the reception classes hold pencils correctly and form recognisable letters.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Teachers provide good opportunities for children to develop their imagination in role-play and art and design activities.
- Children in the nursery and reception class sing well because the teachers give them plenty of opportunities to sing.

### **Commentary**

47. Children enjoy playing with others in the role-play activities because adults use the space and resources imaginatively. For example, in the card shop in the nursery class and the café in the outdoor area, children take on different roles giving them good opportunities to develop their imagination and their speaking and listening skills. Children playing in the café took on the roles of customers and waiter. One child looked at the menu and said, "I want eggs, chips, orange and water please" and the waiter immediately went into the 'kitchen' and started cooking. Teaching and learning are good and so children achieve well and reach the goals expected for their age by the end of reception. Following a visit to a local garden centre, staff and children had created a garden centre in the classroom that included a 'pets' corner'. Children develop their imagination well because adults talk to them about what they are doing, ask them good questions and join in their play. Teachers give children plenty of good opportunities to develop their skills and imagination in art activities. For example, children in the reception class used fine brushes to paint symmetrical patterns on their pictures of butterflies. They mixed paints to make the appropriate colours when they painted pictures of trolls, using thick brushes for the body and finer brushes to add details such as eyes, nose and hair. Children in the nursery rolled, stretched, folded and moulded the play dough to make different animals, including a tadpole. Children from both classes regularly sing songs with actions. During the inspection they sang several songs from memory when they joined together to practise for a concert for parents. They sang tunefully and enthusiastically because all staff supported and praised them and explained how they could make their singing even better.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Most pupils achieve well and the standard of their work is above average by Years 2 and 5.
- The subject co-ordinator makes a good contribution to the school's aim to raise achievement.
- Teaching and learning are good, with the exception of Year 3 where it is satisfactory.
- Pupils do not practise and apply ICT skills regularly as part of their work in English.
- The very good procedures for assessing pupils do not always result in work that is matched well to pupils of differing capabilities.
- Not all pupils know what it is they have to do to improve their reading and writing over time.

## Commentary

48. There has been a good amount of improvement in the standard of pupils' work since the last inspection. In 2003, pupils' performance in national tests in reading and writing was above the national average. It was better than the performance of pupils in schools serving similar areas in writing, and it was much better than similar schools in reading. Although there are no statutory national tests in reading and writing for pupils at the end of Year 5, the teacher assesses their attainment in the National Curriculum regularly. The most recent assessments indicate that pupils are on track to reach above average standards by the end of Year 6. Pupils' work in lessons usually confirms this good achievement. Boys do not always achieve as well as girls do, but the school already knows this. The co-ordinator has successfully introduced initiatives to raise the achievement of boys in both reading and writing.
49. Pupils with special educational needs achieve well. In Year 1, for example, pupils made good progress when they worked with a skilled classroom assistant who knew how to help them to learn to read new words. Sometimes, however, in class literacy lessons, pupils with special educational needs struggle to read the same text and to do the same work as much more capable pupils, and this slows their progress. This was particularly evident in Year 3. Teachers often provide a lot of challenge for the most capable pupils, and this helps them to do well. The series of lessons on poetry in Year 5, for example, gave the pupils opportunities to show what they could do. Since the last inspection, there has been considerable improvement in arrangements for assessing pupils, and procedures are now very good. There is further work to do, however, in securing a consistent approach to using the assessment information in order to plan further work. Furthermore, there is a wide variation in the extent to which teachers refer to pupils' targets as an integral part of their planning and teaching, and in the degree to which pupils know what they are aiming to achieve over time.
50. Pupils usually listen well to teachers, and they gain a good knowledge and understanding of the vocabulary associated with each subject. In Year 2, for example, pupils used the word 'purposes' in relation to their work in design and technology, and in Year 5 pupils used a lot of terms, such as 'metaphor', 'personification' and 'rhyming couplets', in relation to the poetry they were discussing. Pupils' good achievement is because most teachers have high expectations that pupils can learn and use such words, and they give pupils a lot of opportunities to do so. On the few occasions when pupils' listening is not as good as their speaking, it is because a few pupils do not respond well to the strategies used by teachers to improve behaviour. When pupils have opportunities to talk, they express their ideas very clearly. When they listen for fairly lengthy periods with few opportunities for contributing to discussions, however, some grow restless.
51. Reading is usually taught well. Pupils make good progress during guided reading sessions (times when adults work with small groups of pupils reading and discussing books). The co-ordinator has helped teachers to make good use of the sessions and of the improved resources in order to help pupils to reach their learning targets. The session was not as productive in Year 3, however, because the teacher did not manage pupils' behaviour well enough. Teachers take good account of the National Literacy Strategy when planning lessons. Consequently, by Year 5, pupils have an extensive knowledge of the terminology associated with books and know how to use it to find information. The school, rightly, wants to improve the library in terms of location, size and resources, but this weakness has not limited pupils' achievement to any measurable degree.

52. Subject leadership and management have improved since the last inspection and are now good. With the help of the co-ordinator, teachers have been concentrating on improving pupils' writing skills, including their handwriting and presentation. This is beginning to pay dividends because pupils learn to write letters correctly from the start. Teachers provide a lot of opportunities for pupils to write in various styles and in other subjects, such as science, history and geography, as well as in literacy lessons. Pupils usually respond well, although the school knows that pupils in Years 3 to 5 pupils need more opportunities to write extended pieces.

### **Language and literacy across the curriculum**

53. Provision is good, overall. A strong feature of the good teaching is the innovative way that teachers often find to plan meaningful ways to link pupils' learning in English with work in other subjects. In a Year 4 history lesson, for example, pupils used printed text, including the Internet, to gather evidence about characters of the Tudor period. Although pupils have some opportunities to practise reading and writing using computers, there were several occasions during the inspection when computers in classrooms were not used, but could have been. Pupils' previous work includes hardly any pieces of computerised writing, although there are some good examples in Year 3.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards and achievement in Year 5 are very high.
- The number of pupils in Year 2 achieving the expected level is above the national average, although too few pupils attain the higher levels.
- Good teaching has resulted in good learning and good achievement in most classes.
- Pupils in Year 3 do not do as well as they should.
- Pupils improve their knowledge and skills well in other subjects.
- Too little use is made of ICT.
- Subject management is very good.

### **Commentary**

54. Standards and achievement in Year 5 have improved since the last inspection. Though only halfway through the school year, over half the pupils in Year 5 have reached the National Curriculum standard expected by the end of Year 6. In addition, six pupils have already attained the higher levels and are working at levels comparable with pupils in Year 7. Though these pupils achieved very high standards at the end of their Year 2, their progress has not been constant. Their rate of learning slowed in Year 3, so teachers in Years 4 and 5 have had to work especially hard to achieve these standards. In Year 5, pupils are immersed in mathematics. They are surrounded by numbers and presented with mathematical problems in all subjects.
55. While the 2003 national tests for pupils in Year 2 show standards as average when compared to all schools and when compared to pupils from a similar background, a higher percentage of pupils achieved the required level. However, the number of pupils achieving the higher level is below average. The co-ordinator and class teacher have analysed the results and identified 'problem solving' and 'place value' as gaps in learning and ensured these have been covered. Inspection findings show pupils in the current Year 2 achieve well so standards are above average. Pupils have a good knowledge of subtraction and addition, with higher attaining pupils using numbers to 1000 with confidence. Pupils of all capabilities apply their knowledge well to real life. They estimate with reasonable accuracy then weigh and measure to confirm their results. Pupils show good mental agility and give good reasons for their answers.



56. All teachers have adopted the national strategy well and are using the recommended lesson format. In most classes, lessons are lively with good attention to mental mathematics. Work is well planned and matched to pupils' capabilities. Teachers are aware of those pupils who are very able as well as those who need additional help. Where appropriate, pupils have suitable targets in their individual education plans that are used when planning lessons. Consequently, pupils make good gains in the knowledge and skills they acquire. However, the rate of progress slows in Year 3. In the school year ending July 2003, standards and achievement for pupils in this year group were unsatisfactory. Support by the headteacher and co-ordinator is having an impact and achievement is now satisfactory. However, on occasions, teaching is still unsatisfactory because behaviour is not managed well and activities are not well matched to pupils' needs. This is reflected in pupils' learning. Though some teachers use ICT, for example to present information in graph form, too little use is made of new technology to support the subject.
57. The subject manager is a very good example as a teacher. She monitors classroom practice and is very clear about the strengths of the subject and what needs to be done to further improve standards. Each year she has analysed national test results and ensured the planned programme covers gaps in learning. Improvement since the last inspection is good. A moderated portfolio of pupils' work and improved assessment procedures have provided teachers with a clear picture of pupils' achievements.

### **Mathematics across the curriculum**

58. Teachers provide good opportunities for pupils to use and improve their skills in other subjects. In science and design and technology, pupils are expected to estimate then measure accurately. They collect data and present their findings in different ways, for example bar charts to show their favourite character in traditional stories and pie-charts to show favourite sports. Pupils as young as Year 1 learn to solve problems in other lessons by, for example, considering "If Barnaby Bear is taking eight passengers on holiday, will he need to take his car or a minibus?" Pupils in Year 5 were particularly enthusiastic when explaining how, in history, they had used their mathematical knowledge to work out the area of the base of the Pyramid at Giza and were amazed to discover it was 14 times the size of their football field. As part of the same project, from the size of the base, they estimated the height and investigated what would happen if the size of the base changed.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Good teaching in most classes has resulted in standards that are above the national average.
- Pupils have a good understanding of science because of the emphasis on investigative work.
- Pupils in Year 3 do not achieve as well as they should.
- Work outside the classroom makes a considerable contribution to pupils' achievements.
- Insufficient use is made of ICT.

### **Commentary**

59. Standards are good by Year 2 and Year 5 and pupils achieve well because lessons are interesting and based on practical work. Teachers have to be resourceful when planning tasks because none of the classrooms have running water and Years 4 and 5 are very crowded. Consequently activities are well planned so pupils of all capabilities gain maximum benefit. Questions are used well to make pupils think. For example, in response to "Why is the beaker clear?", pupils comment they need to see what is happening at all stages of their investigation. Pupils have acquired a wide scientific vocabulary, commenting that 'disappear' is not a

scientific term, they must use 'dissolve'. Useful reference is made to previous work in all classes so pupils understand why their test is fair and how changes can affect the outcome. Teachers provide good opportunities for pupils to improve their literacy and mathematical knowledge. While there is some evidence of pupils using computers to record their results, insufficient use is made of new technology for research or to present findings. Pupils acquire new knowledge and skills at a good rate. Behaviour is managed well in most classes, though there are occasions when the persistent chatter of a few disrupts the flow of the lesson.

60. Pupils in Year 3 have not been taught all the topics that should have been covered. An important part of the planned programme has been omitted so that, while pupils have a satisfactory understanding of living and non-living things and of physical processes, they have not acquired an adequate knowledge of materials and their properties. Furthermore, pupils' work and discussions show that science has not been taught every week. For the past two years, almost no science has been taught between October and January. This is unsatisfactory and is adversely affecting pupils' achievements.
61. Pupils make good gains in their scientific knowledge out of lessons. The orchard is used well to study habitats. Members of the environmental club were especially excited by the amount of frogspawn in the pond. In addition to using the area to identify different species of birds, club members have worked with a parent volunteer and have grown plants and have made birds cakes to attract other types of birds and wild-life. Activities in the weekly science club encourage pupils to solve problems and to reason. For example, using limited resources, pupils considered how to drop an egg from a height of four feet without it breaking. Pupils had enormous fun as they made parachutes and wrapped their eggs in copious amounts of newspaper and tape. Pupils in Years 4 and 5 increase their understanding of living things through visits to a local field centre and to Filey where they investigate habitats such as rock pools and learn about the life cycle of creatures.
62. Subject leadership and management are good. The co-ordinator is enthusiastic and provides good support for her colleagues. She knows what is happening in classrooms and what needs to be done to continue to improve standards. Improvement since the last inspection is good. The focus on practical work has increased pupils' understanding.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in information and communication technology is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards of work are below average by Year 5 because pupils do not have sufficient opportunities to use and improve their skills.
- Leadership and management of the subject are unsatisfactory.
- Teachers use interactive whiteboards well to demonstrate key skills and enhance pupils' learning.

### **Commentary**

63. By Year 2 most pupils reach the average standard for their age and their achievement is satisfactory. Although there is a wide spread of ability at the end of Year 5 the majority of pupils do not reach the required standards. The achievement of pupils in Years 3 to 5 is not satisfactory. The school has not maintained the standards at the last inspection. The school has satisfactorily overcome the lack of space for a computer suite by creating groups of computers in classrooms and the shared areas between classrooms. However, there have been periods when the computers for pupils in Years 4 and 5 were not working. This prevented pupils from completing some of the work that was planned for them. Overall resources are satisfactory.

64. Teaching and learning are satisfactory overall. Teachers in all classes make satisfactory use of national guidance to plan work that develops pupils' skills over time. In Year 1 and 2 most of the planned work has been completed and teachers regularly check how well pupils are learning and whether they are making enough progress. In a few lessons in Years 3, 4 and 5 teachers use new technology well when teaching other subjects. For example, pupils in Year 5 used the Internet well to find out about life in Ancient Egypt and pupils in Year 3 used their word-processing skills well when they wrote traditional tales. However, teachers regularly miss opportunities to use these computers, and in many lessons inspectors saw, the computers were not switched on. As a result, pupils do not have sufficient time to practise the skills they have learnt in ICT lessons and need a lot of help. For example, in a Year 4 history lesson, the skills of pupils using a search engine were below average and time was wasted because they could not find a website to give the information they required. There is very little evidence of the use of ICT in completed work in English, mathematics and science.
65. ICT was given an inappropriately low priority during the period of instability when there were several temporary headteachers at the school. Last year, managers correctly identified the subject as a priority for development as pupils were not reaching the required standards. The co-ordinator spent a considerable time in ensuring that the computers were available for pupils to use and has begun assembling examples of pupils' work. However, he has not completed any other planned actions. Managers recognised this and have again included developments in the new school improvement plan. As a result of the slow pace of improvement in the subject, pupils do not achieve as well as they should.
66. Teaching in both the lessons observed was good. Pupils achieved well because of the fast pace of both lessons, and the skilful use of questions. Teachers used the interactive whiteboards effectively to develop skills. For example, in a lesson in Year 4 pupils created a database on the whiteboard using yes/no questions, and successfully sorted musical instruments into different groups. Pupils in Year 2 found information on animals using a keyword and demonstrated their use of the whiteboard well. Pupils are extending their vocabulary and understanding well because terms such as 'highlight', 'delete' and 'clear' were used and explained well.

### **Information and communication technology across the curriculum**

67. From examining pupils' work and observing lessons, inspectors found that pupils do not get sufficient opportunities to practise and develop their skills across other subjects. Although there are some good examples of pupils word processing, such as in Year 3 pupils' books of traditional tales, teachers miss opportunities to develop these skills, especially in English, mathematics and science.

## **HUMANITIES**

### **Geography and History**

68. Both subjects were sampled as there was too little evidence to make a judgement on teaching, learning and achievement. The co-ordinator has been absent, and the subjects have not been school improvement priorities in recent years. Work in both subjects makes a good contribution to pupils' social and cultural development, and provides good opportunities for pupils to practise their English and mathematics skills. Teachers plan work that makes meaningful links between the two subjects, with good opportunities to take part in educational visits. They focus well on teaching the skills of historical and geographical enquiry. Although pupils have some opportunities to practise ICT skills, especially in history, there are too few to make any significant contribution to the standards they achieve. There are outline plans to review provision next year.

69. Only one lesson was seen in **geography**, and there was not much previous work in pupils' books in Year 5. The teacher did not complete planned work earlier this year, deciding instead to cover it as part of a forthcoming residential visit to Filey. When Year 5 pupils discussed geography, however, they demonstrated a good knowledge of the locality and places further afield. In the good Year 1 lesson, pupils made thoughtful suggestions about what Barnaby Bear (a toy bear who is taken on holiday by pupils or staff) would need to take with him to places with either hot or cold climates. They improved their social and talking skills, at the same time as increasing their understanding of how weather influences our lives. Pupils in Year 4 have studied Mexico and recorded their ideas in several different ways. They have compared buildings and daily life in Clayton West with those in Mexico, demonstrating good research skills.
70. Two **history** lessons were seen and work in all year groups was looked at. In the good Year 3 lesson, pupils shared their teacher's enthusiasm for finding out about the distant past. They listened carefully, asked and answered historical questions and showed appropriate understanding of how to use historical sources to gather information about the past. Similarly, in a satisfactory Year 4 lesson, pupils were keen to find out about Anne of Cleves, as part of their work on the Tudor period of history. The teacher set very challenging tasks to encourage a deeper level of thinking and to help pupils to question any generally accepted historical interpretations by finding their own evidence. When questioned, their understanding of historical chronology, however, was not always secure. The teacher provided a good opportunity for pupils to use the Internet as part of their search for evidence about the past. Most pupils worked hard, but a few continued to disrupt an otherwise good lesson, despite the teacher's efforts to improve matters.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Good links with a local church and visitors to the school help pupils to learn more about Christianity.
- Speaking and listening are promoted well.
- There are limited opportunities for pupils to visit places of worship for other faiths.

### Commentary

71. As at the time of the last inspection, standards by Year 2 and Year 5 are in line with the expectations of the syllabus taught in the local authority's schools. Only one lesson was observed. From samples of work and discussion with pupils, the indications are that their achievement is satisfactory.
72. Pupils acquire a sound understanding of Christianity. Those in Year 2 know that Christians believe that Jesus is God's son and celebrate Jesus' birthday at Christmas. They know the main events of the nativity and the Easter story, and knew that Jesus was crucified and "then came back to life again". Pupils have an awareness of the work of Jesus, re-telling some of the stories Jesus told, such as the Lost Sheep and the Lost Coin, and explained that Jesus told them so that people could learn to "care about everyone".
73. Teachers plan good opportunities for pupils to learn effectively by being actively involved. For example, Year 4 pupils participated in a wedding ceremony in the local church, taking on the roles of bride, bridegroom, bridesmaids, best man and the bride's father. The vicar clearly explained the purpose of marriage, and pupils learnt that some parts of the ceremony are religious, some traditional and some a legal requirement. They are aware of the importance of the vows that the bride and bridegroom take. All pupils listened intently to the visitor who re-told

the story of the Good Samaritan during a whole-school assembly. From talking to pupils in Year 2 after the assembly it is clear that some of the pupils understood that the story demonstrated the importance of helping others. One pupil said, "We mustn't walk by but must always help everyone."

74. Teaching and learning are satisfactory overall. In the one lesson seen, teaching was good and provided good opportunities for pupils to develop their speaking and listening skills. Pupils explained the main events of Easter week. The teacher made good use of paintings in which Christ was depicted as Chinese, Korean and African as well as European, to demonstrate that Christianity is a world-wide religion. Most pupils listened attentively as the vicar explained the significance of the different robes and artefacts used during services in Easter week. Pupils asked the vicar questions such as "Why did Judas betray Jesus?" and "Would you like to come alive again?" Most listened to the answers, though some had to be reminded about not interrupting.
75. Pupils increase their awareness of faiths, mainly Judaism and Islam. They know about festivals; for example, Year 2 pupils know Hindus celebrate Diwali and that the festival is based on the story of Rama and Sita. The hardworking and enthusiastic co-ordinator sent out a useful questionnaire to all staff before re-writing the policy. She has a satisfactory overview of the subject through looking at planning and examining examples of pupils' work. She has correctly identified that visits to places of worship of faiths other than Christianity is an area that needs to be developed. Nevertheless, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development though increasing awareness and respect for the beliefs of others.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Art and design**

76. This subject was sampled as there was too little evidence to make judgements on teaching, learning or the standards achieved. One lesson was seen and pupils' previous work in all year groups was looked at. In the good Year 2 lesson, a visitor from the community helped pupils to learn about ceramics. They had previously considered how natural materials influenced the work of a famous designer, and they had experimented with their own ideas in sketchbooks. In their lesson, they used glazes to paint their designs on tiles. The work made a good contribution to pupils' spiritual, social and cultural development. Pupils all tried very hard and behaved very sensibly in a potentially messy lesson. Their work was better than is typical for pupils by Year 2, as are pupils' own clay tile designs and their pictures representing the Great Fire of London.
77. Previous work suggests that other pupils have similarly enriching experiences. The attractive Year 3 pastel pictures representing autumn, for example, suggest that pupils observe things closely to record their own ideas about the world around them. Teachers make meaningful links with other subjects. In Year 5, for example, as part of their history work on Ancient Egypt, pupils represented their ideas visually, using textiles. They worked in groups, using a range of materials thoughtfully and carefully to depict the story of Osiris. This work is better than that expected of pupils by Year 5. Pupils of all ages do not have many opportunities to express their ideas using computer programs. Art and design is not a current priority for school improvement, but the co-ordinator has an outline plan to review provision next year.

### **Design and technology**

78. This subject was sampled as there was too little evidence to make judgements on teaching, learning and the standards achieved by pupils. One lesson was seen, and pupils' previous work in all year groups was looked at, along with the co-ordinator's files. In the good Year 2 lesson, the co-ordinator enthused and motivated pupils to work hard, co-operatively and safely to make the model vehicles that they had designed earlier. There was a strong emphasis on teaching

and learning the skills identified by the National Curriculum as necessary to reach the standard of work expected by the end of Year 2. Pupils demonstrated a good knowledge of these skills, including using equipment and materials to experiment with their own ideas. Work for pupils in all year groups suggests that satisfactory teaching enables most pupils to achieve about in line with their capabilities. Pupils in Years 3 to 5 design and make a good range of products, such as musical instruments, photograph frames and simple toys. They use a satisfactory range of tools, equipment and materials to do so. They usually evaluate their products by writing about what they would change next time. The written evaluations are sometimes too brief, however, and do not represent the same depth of understanding and skill displayed when pupils design and make things.

79. A strength of provision is the way that teachers plan work that makes meaningful links with other subjects. As part of the Year 3 work on traditional stories, for example, pupils designed and made delightful storybooks. The pupils are proud of their efforts, and they regularly turn to the books to read for personal enjoyment. Pupils presented their final products using computer word processing for the text, making good links between design and technology, English and ICT. Similarly, the Year 5 project on breads of the world linked well with English and geography. Pupils investigated the appearance, cost, texture and taste of different breads, and designed and made their own recipes. This provided opportunities to write in several different styles, as well as raising awareness of foods originating in different countries. Pupils' work in Year 5 is typical for pupils of this age. Work provides some opportunities for pupils to apply their mathematics skills, such as measuring wood and card when making models. Generally, however, opportunities for pupils to practise and apply ICT skills are too infrequent.
80. Design and technology is not a current priority for school improvement, but the co-ordinator monitors what is happening in the school, and gives a positive lead to other teachers

## **Music**

81. There is insufficient evidence to make a judgement on provision. However, indications are that pupils' attainment is at least in line with expectations at the end of Year 2 and Year 5. Pupils sang enthusiastically and tunefully in acts of worship. A specialist teacher plans and teaches most of the music lessons, but all class teachers join in the lessons and give the pupils at least satisfactory and sometimes good additional support. Pupils in Years 1 and 2 demonstrated some understanding of pitch, and could sing at different tempos. When Year 5 pupils practised songs for the local music festival, most pupils sang enthusiastically, though this varied with the different songs. They showed good pitch control, clear diction and good expression, and could maintain their own part whilst other pupils sang another part. Pupils in Year 3 listened to Saint-Saens' 'Carnival of the Animals', then successfully used a variety of untuned instruments to compose music to represent the animals, and wrote words to accompany their compositions. However, teachers did not give pupils sufficient opportunities to think about how they could improve their work.
82. Teachers provide good opportunities for pupils of all capabilities to perform in front of parents and other visitors, for example in the Christmas productions. Year 5 pupils take part in the Leavers' Assembly, and in the local music festival for schools in the area. All these successfully boost pupils' self-esteem and the school is justifiably proud of the pupils' achievements. Some pupils in Years 3 to 5 benefit considerably from extra instrumental music tuition from specialist teachers, and a few pupils learn the recorder. The specialist teacher has correctly identified that pupils have too few opportunities to compose music, and that additional resources need to be purchased to further develop pupils' knowledge and appreciation of music from non-European cultures.

## Physical education

Provision in physical education is **good**.

### Main strengths and weaknesses

- Achievement is good in all age groups.
- Pupils achieve very well in swimming.
- A very wide range of clubs and sporting fixtures contributes significantly to pupils' achievements.
- On occasions, more attention needs to be given to health and safety.

### Commentary

83. Teaching and learning are good. This results in good achievement in all aspects of the subject. Standards are good by Year 2 and Year 5. Teachers are clear about the skills to be acquired in each lesson and, though the hall is small, endeavour to ensure all pupils are active for the whole of the lesson. All lessons begin with a suitable warm-up and pupils are clear about the impact of exercise on the body. Most teachers make good use of demonstration to indicate how pupils can improve their performance but, on some occasions, too little attention is drawn to the quality of the movement, for example the level, direction or speed of travel. While most teachers have high regard for health and safety, in one class girls took part without their hair being tied back or their earrings taped over. The hall is multifunctional and contains furniture and a piano. Staff do not always ensure all sharp corners are turned away from the centre.
84. Activities out of lessons contribute significantly to pupils' achievements. Most pupils in Years 1 to 5 join one of the many sporting clubs, some of which are led by professional coaches. Through clubs for dance, athletics, gymnastics and football, pupils acquire skills at a good rate. Pupils perform well in inter-school sporting activities, having been especially successful in football, cross-country and 'High 5' netball. In addition to improving their skills, these activities contribute well to pupils' personal development as they learn to play by the rules and to be gracious in victory or when defeated. Visits by, for example, members of Huddersfield Giants, Huddersfield Town and a wheelchair athlete challenge and inspire pupils.
85. Pupils learn to swim in Year 5. Almost all have reached the expected standard. The majority swim more than 400 metres with their performance limited by the time allotted to the lesson. All pupils, including non-swimmers, are confident in water. Though a few use buoyancy aids, all tread water for over a minute, scull head or feet first and swim on their backs. Over three-quarters of the class have almost completed their bronze personal survival award. Pupils who show talent in any aspect of physical activity are identified early and linked to specialist clubs within the community. In the past year, six pupils have been referred for dance and gymnastics.
86. Subject leadership and management are good. The co-ordinator has worked hard to ensure all pupils experience a wide range of suitable activities. While acquiring new skills, pupils have increased their fitness and stamina. Very good links have been established with other schools in the locality. In response to the criticism of the previous report, a portfolio of achievement is being collated, although the co-ordinator has not observed lessons to assess the impact of teaching on learning. The school already meets the requirement of two hours physical activity each week for every pupil. Teachers are well supported by the co-ordinator and plans are well advanced for further staff training in the near future.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

It was not possible to observe any lessons in personal, social and health education or citizenship during the inspection so it is not possible to make a judgement on teaching, learning and achievement.

### **Main strengths and weaknesses**

- Teachers promote personal, social and health education well through activities in the classrooms and outside lessons.
- Pupils know what they need to do to keep healthy because teachers place a strong emphasis on health education.

### **Commentary**

87. Examination of planning and work, and discussions with teachers and pupils indicate that the school makes good provision and that this contributes positively to pupils' personal and social development. All staff encourage pupils to consider the needs of others and to develop self-discipline. Pupils are taught in a friendly, caring atmosphere that sets a good example of showing respect to others and developing supportive relationships. Most pupils respond positively, behave well and are considerate and polite. However, a few need regular support from staff to manage their behaviour. In all classes, teachers give pupils regular opportunities to talk about their feelings in 'circle time', when pupils gather together to discuss personal and social issues. There is a clear focus on respect for others' opinions and values.
88. Teachers plan specific time for teaching all aspects of personal, social and health education and citizenship, including sex education and drugs awareness education. Furthermore, they place strong emphasis on healthy lifestyle and the school's commitment has recently resulted in their achieving national awards. From their work in science pupils know the importance of a healthy diet and plenty of exercise. All pupils have two hours of physical education each week, and there are very good opportunities for pupils to join clubs to further develop their skills, for example in football and dance. At break times pupils can purchase fruit from the tuck shop, and the playground has been organised so that pupils have plenty of good opportunities to exercise safely. In some classes inspectors saw teachers providing pupils with regular 'brain gym', and plenty of drinks to help pupils concentrate.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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