

INSPECTION REPORT

LEPTON CE VC JUNIOR, INFANT AND NURSERY SCHOOL

Lepton, Huddersfield

LEA area: Kirklees

Unique reference number: 107716

Headteacher: Mr Trevor Fox

Lead inspector: Mrs Susan Walker

Dates of inspection: 15th – 18th March 2004

Inspection number: 256726

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Controlled
Age range of pupils: 3 – 11
Gender of pupils: Mixed
Number on roll: 180

School address: Station Road
Lepton
Huddersfield
West Yorkshire

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Appropriate authority: The governing body

Name of chair of governors: Mr Peter Cunnington

Date of previous inspection: May 1998

CHARACTERISTICS OF THE SCHOOL

This is an average sized voluntary controlled Church of England primary school situated in the village of Lepton, close to the industrial town of Huddersfield. There are 180 boys and girls in total and there is a nursery with a further 17 children who attend mornings only. Throughout the school there is a slight gender imbalance, with there being more boys than girls. Most pupils live in the immediate vicinity of the school, where there is a mixture of privately owned properties and council housing. Most of the pupils are of white British heritage. There are 13 from minority ethnic backgrounds, mainly Asian and Caribbean, though none is at an early stage of English acquisition. The proportion of pupils who are eligible for free school meals is below the national average. Most of the pupils have average attainments when they join the school, although there is a broad spread. The proportion of pupils with special educational needs is about the national average; however, the proportion of pupils with statements of special educational needs is higher than average. Most of these pupils experience learning, behavioural or physical difficulties. The number of pupils on roll is falling, mainly because families move away from the area. In addition there is another similar school in the village competing for the pupils. The school won a School Achievement Award in 2002 and gained Investors in People status in 2001. During the inspection two key members of staff, including the deputy headteacher, were absent and were replaced by temporary teachers. The school was also without administrative support during this period.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21045	Susan Walker	Lead inspector	Science; art and design; personal, social and health education and citizenship.
14404	Alan Rolfe	Lay inspector	
32283	Denis Goodchild	Team inspector	Mathematics; design and technology; geography; history; religious education; special educational needs; English as an additional language.
25376	Lynn Alvy	Team inspector	Foundation Stage; English; information and communication technology; music; physical education.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. It is providing a good standard of education for its pupils and gives **good value for money.** As a result of good teaching and good leadership and management, standards are above the national averages in English, mathematics and science and pupils achieve well. The positive climate for learning fosters good relationships and pupils behave well.

The school's main strengths and weaknesses are:

- Standards are above average in English, mathematics and science and pupils achieve well.
- Children get off to a good start in the Foundation Stage.
- The school is committed to the inclusion of all pupils, which means that all pupils are provided for and ensures that those with special educational needs do very well.
- The teaching is consistently good.
- The pupils behave well and have good attitudes to learning and their attendance is good.
- The effective leadership and management focus well on achieving high standards.
- The development plan is not as useful as it could be because it is not readily accessible in one clear document.
- Assessment and performance data are used very effectively to promote learning.
- There is not enough use of information and communication technology (ICT) in other subjects of the curriculum.
- Pupils are not well enough prepared for life in a multi-cultural society.

There has been good improvement since the last inspection. Most issues from the previous report have been remedied successfully, although the need for better multi-cultural education highlighted in the previous report has yet to be addressed. Standards have risen in the core subjects of English, mathematics and science and have been very high in some years in both key stages, depending on the make-up of the year groups. The provision in the Foundation Stage has improved and it is now a key strength of the school. Teaching is now good overall and very good in a quarter of lessons. Attitudes and the behaviour of the pupils are not quite as high, being good rather than very good. The curriculum is now better planned than was the case previously. Strengths in leadership and management have been maintained. Performance data and monitoring are now used very well to track pupils' progress.

STANDARDS ACHIEVED

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

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

Pupils throughout the school achieve well. Children get off to a good start in the Foundation Stage and most are on course to achieve the expected goals for their age by the end of the reception year. Pupils make good progress as they move through the school so that standards in English, mathematics and science are above average by Year 6. The school's results in national tests are consistently above the national average year on year, as can be seen in the table above. In national tests in 2003 the performance of pupils in Year 6 in mathematics and science was well above average and it was above average in English. The school is well on course to maintain above

average results in forthcoming tests, despite the fact that in the current Year 6 group fewer pupils are predicted to attain the higher levels than in previous years. In comparison to similar schools the attainments of the pupils in the 2003 Year 6 group were average in science, above average in mathematics but below average in English. The reason for this apparent drop in standards is that the group of pupils who took the tests at 11 had changed considerably since they were first tested at seven. A high proportion of pupils, about one third, had left the school in the interim years. Of these, most were potentially higher attaining pupils.

Pupils in Year 2 attain similarly high standards. In national tests and assessments in 2003 the results of the seven year olds were very high and placed the school in the highest five per cent in the country in reading, writing and mathematics. In all of the other subjects inspected in full, pupils reach the standards expected for their age. In ICT, although standards are as expected, pupils do not achieve as well as they might because there are too few opportunities to use their skills in other subjects.

Pupils' attitudes, behaviour, attendance and personal qualities are all good. The spiritual, moral, social and cultural development is good overall, although not enough attention is given to preparing pupils for life in a multi-cultural society.

QUALITY OF EDUCATION

The quality of education provided by the school is good and it is the main contributory factor to the high standards and good achievement of the pupils. **Teaching is good** overall and it was **very good** in a quarter of lessons. Examples of very good teaching were seen in almost all classes and in all subjects. Teachers have high expectations of the pupils, who respond by working hard. Work is tailored well to the needs of the pupils, and classroom assistants make a valuable contribution to the quality of the learning. The consistent use of homework enhances the teaching very well.

The school provides a good curriculum to which all pupils have equal access. There are many additional activities that enrich and extend the curriculum. Overall the quality of accommodation and resources is satisfactory overall, though shortcomings lie in the lack of library space and facilities for ICT. The school takes good care of its pupils. Most parents are happy with the quality of education provided by the school.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher provides a strong steer to school development, with a clear focus on maintaining high standards. Governors support this aim well and are effective in carrying out their statutory duties. The curriculum co-ordinators play a key role in sustaining the high standards of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The pupils are proud of their school. There are good links with parents that enable them to be involved with their child's learning. Parents in the main are positive about the school, with one or two concerns about lunchtime behaviour that are substantiated by inspection judgements.

IMPROVEMENTS NEEDED

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

- Ensure that there is more use of ICT across the curriculum and improve the range of resources to achieve this.
- Refine the school's development plan to make it more accessible and user friendly.
- Provide more opportunities to promote multi-cultural education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils achieve well throughout the school, attaining standards that are above average in English, mathematics and science by the end of Year 6. Pupils with special educational needs achieve very well because of the quality of the provision that is made for them.

Main strengths and weaknesses

- Children get off to a good start with their education in the reception and nursery classes.
- Standards have risen since the time of the last inspection because of the good teaching.
- Pupils with special educational needs make very good progress.
- Standards in English, mathematics and science compare favourably with those in similar schools.
- Standards in information and communication technology (ICT) are adequate but pupils have not progressed as well in this subject as in others.
- Literacy and numeracy are used well in other subjects.

Commentary

1. Children get off to a good start with their education because of the good teaching in the Foundation Stage. When children join the nursery, their attainments are generally average and they make satisfactory progress in the nursery class, where they attend part time. Their progress accelerates in the reception class when they begin to attend full time and consequently they achieve well. Most are well on course to achieve the expected goals for their age by the end of the reception year in: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development. A few higher attaining children are likely to exceed these goals.
2. The school has been successful in maintaining the above average standards in Years 1 and 2 noted at the time of the last inspection, whilst in Years 3 to 6 standards have risen from average to above average since that time. Furthermore, the school's rate of improvement is above the national trend. The good progress made in the nursery and reception classes is built upon well throughout Years 1 and 2 so that by the age of seven most pupils achieve well and reach standards that are above average in reading, writing and mathematics. In Years 3 to 6 too, pupils reach above average standards in English, mathematics and science. Although standards in speaking and listening and in reading are above average in this key stage, those in writing are not quite so high and are average. Pupils with special educational needs achieve very well because of the very good provision made for them, which enables most of them to keep up with the other pupils. The pupils with learning difficulties are supported and encouraged sensitively so they are well motivated and try hard. Higher attaining pupils are catered for well within the planning for lessons so that they too are fully challenged.
3. In national tests and assessments in 2003 the school performed very well in both key stages. The results of pupils in Year 2 were very high in reading, writing and mathematics, placing the school in the top five per cent nationally. In Year 6 results in English were above average and in mathematics and science they were well above average. The school's results compared very favourably with similar schools. In both key stages the proportion of pupils reaching the higher levels was well above the national average.
4. The school's results tend to fluctuate from year to year, as the groups of pupils are relatively small and vary considerably according to the make-up of each group. For this reason the

standards in the current Years 2 and 6 are unlikely to match those of the previous year in forthcoming tests and assessments. This is because there are fewer pupils than in previous years who are expected to attain the higher levels. Furthermore, since the pupils currently in Year 6 were assessed at the age of seven, the group has changed significantly and there are now far fewer pupils with the potential to attain the higher levels. Despite the noticeable gender imbalance in the school there is no significant variation in the standards achieved by boys or girls.

5. The main reason why pupils are doing so well is the high quality of the teaching. The basic skills of reading, writing and mathematics are taught systematically and thoroughly throughout the school and pupils are given plenty of opportunities to use their skills in literacy and numeracy to support their work in other subjects. Staff are particularly effective in making learning challenging, interesting and sometimes fun. Assessments are used well to provide pupils with work that is well matched to their needs. In science, pupils learn well through investigation and practical activities that make them think hard. Pupils are well motivated and rise to the high standards that are expected of them. Pupils are very thoroughly prepared for tests and this enables them to perform well. The management is pivotal in promoting the high standards through the rigorous programme of monitoring of teaching and learning that ensures there is consistency between classes and through the very good use of the data that is available to track the progress of each pupil and to set realistic targets.
6. Attainment in all other subjects inspected in full is at least in line with national expectations. However, pupils do not achieve as well as they might in ICT because their progress is hindered by a lack of suitable resources for some aspects of the curriculum. Importantly, there are not enough opportunities for pupils to practise their skills in other subjects across the curriculum.

Key Stage 1

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

Standards in:	School results	National results
reading	18.4 (16.3)	15.7 (15.8)
writing	18.5 (16.4)	14.6 (14.4)
mathematics	19.2 (19.0)	16.3 (16.5)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

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

Standards in:	School results	National results
English	28.2 (28.4)	26.8 (27.0)
mathematics	29.3 (28.2)	26.8 (26.7)
science	30.4 (30.9)	28.6 (28.3)

There were 26 pupils in the year group. Figures in brackets are for the previous year.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good overall and very good in the Foundation Stage. Attendance and punctuality are both good and impact well on learning. The social and moral development of pupils is very good; their spiritual development is good and their cultural development satisfactory.

Main strengths and weaknesses

- Pupils show good attitudes and behaviour in lessons but behaviour is not so good during lunch breaks.
- In the Foundation Stage children's attitudes and behaviour are very good.
- The provision for pupils' spiritual, moral and social development is good.
- Pupils' understanding of their own culture is good but their awareness of different cultures is not so well developed.
- Attendance and punctuality are good.

Commentary

7. Pupils' good attitudes to work help them to learn well. In discussion, virtually all pupils say they enjoy coming to school and are able to identify favourite subjects. A significant number of pupils participate in the wide range of extra-curricular activities provided by the school and speak enthusiastically about their experiences. Most pupils are interested in what they are doing and take an active part in all aspects of lessons. They listen attentively to their teachers' instructions, maintain concentration and make thoughtful contributions to the discussions that are a key part of most lessons. Most pupils are confident, willing and able to talk about their work. Pupils with special educational needs show good attitudes to work and behave as well as they can in lessons and around the school.
8. In the Foundation Stage children's attitudes and behaviour are very good and help them make good progress so that almost all are likely to achieve the early learning goal for personal, social and emotional development. Children quickly adapt to the routines of the classrooms and become independent in their day-to-day activities, such as finding the equipment they need to complete a task. They learn to listen attentively, to follow instructions and to learn the difference between right and wrong, all of which stand them in good stead for later years.
9. The behaviour of almost all pupils is good and is one of the main reasons why they learn so well. Most pupils are aware of what is and is not acceptable behaviour; they have a good understanding of the school rules. They like the school's merit system and readily accept the principle of sanctions as an appropriate response to instances of unacceptable behaviour. Outside of lessons, before and after school, at breaks and lunchtime, pupils interact well together. Pupils treat the school's accommodation and equipment with care and respect. However, there is some inappropriate behaviour in the playground, particularly at lunchtimes. This is not always managed well because there is some inconsistency in the standards applied by different adults in the school and as a result many pupils feel that sanctions are not always applied fairly. There are too few activities or resources provided for the pupils to occupy them productively during this time. A few parents at the meeting prior to the inspection raised this justified concern.
10. The school has a very good anti-bullying policy that makes clear that bullying will not be tolerated. Nevertheless, bullying is an occasional problem to which staff react quickly and effectively when incidents are reported. Parents and pupils indicate that these procedures are very effective. The school has effective systems to provide work for the very small number of excluded pupils and procedures to reintegrate them back into the school.
11. Overall, the school makes good provision for pupils' personal development. Relationships between staff and pupils are good, as are relationships between pupils. These positive relationships promote pupils' social development and make a good contribution to their learning. Pupils are very willing to help others and to take on responsibility; for example older pupils undertake shared reading with younger pupils and undertake a wide range of duties as classroom monitors. Teachers and other staff are good role models for the pupils. They encourage them to make friends with one another and to share and play together.

12. The spiritual, moral, social and cultural development of pupils is good overall, though some aspects are better than others. Together they help to create the sense of community in the school and the caring ethos that prevails. Spiritual development is fostered well, mainly in assemblies and in religious education lessons. The best assemblies include ample time for reflection and require pupils to focus on issues and to think about them in the context of their own lives. A good example of this was seen in an assembly when pupils thought about their personal fears and how they deal with them. In another good assembly taken by the vicar, pupils thought about the implications of being imprisoned as they heard about the life of Nelson Mandela. There are occasional very good opportunities for spirituality to arise incidentally as part of the curriculum, as when children in the Foundation Stage watched with great excitement and awe as baby chicks hatched from the eggs in the incubator. Overall, however, such incidental opportunities for spiritual development are few because staff do not plan for them specifically and this is an area that is not yet fully developed.
13. The opportunities for moral and social development of the pupils are both very good. There is a very strong emphasis on encouraging pupils to respect the feelings and views of others and they respond well to this through their interactions with each other, in 'circle time'¹ and in assemblies. Teachers plan a good range of opportunities for group activities and discussions, which help to foster tolerance and co-operation. A good example of this is the device of 'expert groups', where pupils have to work together as a team to solve problems and resolve issues. Moral development is emphasised in assemblies and lessons and is implicit in the expectations of behaviour and attitudes, to which pupils respond very well.
14. The satisfactory provision for the pupils' cultural development helps them to gain an adequate understanding of their own cultural heritage, through listening to different types of music, through the appreciation of poetry in their literacy lessons and through their work in history and geography. Although the provision for cultural development is satisfactory overall it could be better, drawing more on the features of the local area and aesthetic elements such as the work of famous artists. The school does not prepare the pupils for life in a multi-cultural society as thoroughly as it might. There are few opportunities for pupils to develop their awareness of other cultures through ethnic art, dance, music and literature and by drawing on local resources. This shortcoming was highlighted in the previous report but has yet to be addressed.

Attendance

15. Attendance is good and is above the national average. Unauthorised absence is broadly in line with the average for this size and type of school. The school monitors attendance registers efficiently on a daily basis and makes contact with parents on the first day that their children are absent if the school has not been notified of the reason for absence. Teachers monitor registers for patterns of absence and contact parents where attendance is a cause for concern. Most pupils are punctual.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	94.9
National data	94.2

Unauthorised absence	
School data	0.4
National data	0.4

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

¹ Circle time is time set aside for pupils to sit together in a ring to share their thoughts and feelings

Exclusions

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	180	2	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. The good teaching enables pupils of all abilities to make good progress and to achieve well. Parents are very happy with the quality of the teaching.

Teaching and learning

The quality of teaching is good throughout the school and is the main contributory factor to the high standards and good achievement of the pupils. Pupils learn well because the teachers have high expectations of them. Assessment is used well to match work to the needs of all pupils.

Main strengths and weaknesses

- High expectations and challenge keep pupils on their toes.
- The classroom assistants provide very good support for individual pupils and for those with special educational needs.
- Class management is very good and is underpinned by good relationships.
- Speaking and listening are important features of most lessons.
- Lessons are well planned to meet the needs of all pupils.
- Homework supplements and extends teaching very well.
- Assessment is used well to track progress and assist planning.
- There is not enough use of ICT across the curriculum.
- In lessons with unsatisfactory features, class management is insecure and adversely affects the quality of learning.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9 (25%)	19 (53%)	7 (19%)	1 (3%)	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.

16. Teaching has improved since the last inspection because there is now a higher proportion of lessons that are very good. There was some very good teaching in all year groups except Year 1, where teaching was mainly satisfactory, with some that was unsatisfactory. The best teaching was seen in the core subjects of English, mathematics and science and there was some very good teaching in design and technology and in geography. ICT is taught well in classes where the teacher has particular expertise, for example in Year 5, but not all staff are equally confident in teaching the subject. The teaching in the Foundation Stage is consistently good.

17. Teaching throughout the school is mainly good though it varies considerably in style. Each teacher has his or her own particular approach and rapport with the pupils and this is a real strength of the teaching. There are several common strengths that lead to the high standards achieved by the pupils. Most important of these are the high expectations of all staff. There are very high standards of discipline as teachers manage their classes with unobtrusive strategies that keep lessons on track without unnecessary interruptions. Relationships are good. Teachers manage their classes with courtesy and good humour so the pupils want to please their teachers. In the Foundation Stage the teachers establish effective routines with the youngest children who quickly learn to listen, join in and concentrate. This paves the way for good behaviour higher up the school. Pupils throughout the school are expected to work hard and they do so because lessons are interesting and challenging. Workbooks show that the pupils complete a considerable amount of work in the course of a year.
18. Teachers are supported very well by the classroom assistants who add much to the quality of learning by working with individual pupils. Their contributions complement the teaching because careful planning ensures they are deployed efficiently with a clear understanding of their role in each lesson. They work particularly effectively with pupils with special educational needs and this is one of the reasons why these pupils make such very good progress.
19. Teachers have very clear expectations of what they want the pupils to learn. Lessons are carefully planned and most have a good structure with several different activities that maintain the interest of the pupils. Time is used productively and in most lessons not a moment is wasted. Activities are carefully matched to the aptitudes and needs of the pupils. In the best lessons tasks are carefully modified for slower learning pupils to enable them to achieve well and higher attainers often benefit from tasks with a further level of challenge. A weakness in the planning is the lack of opportunities for pupils to use their skills in ICT in other subjects. Homework plays an important part in helping pupils to achieve well. It is an integral part of the curriculum and is given in a structured and regular pattern.
20. Speaking and listening are key features of most lessons as this has been a focus for development in recent months. Teachers incorporate effective strategies to engage pupils in talking, from class discussions to the use of 'expert groups', where each member has a specific role to play in group tasks. This works well in encouraging pupils to co-operate and communicate with each other independently of the teacher. Similarly, the use of 'talk partners' works well in encouraging pupils to discuss their ideas freely and confidently, as when pupils in Year 5 maturely considered how events in 'The Lion, the Witch and the Wardrobe' mirror the Easter story. Most lessons include some form of discussion and teachers are skilled at framing questions in such a way that there is plenty of scope for pupils of all levels of ability to join in and to share their thoughts, feelings and ideas with the rest of the class. There is a good emphasis on the use of correct vocabulary, specific to each subject.
21. Assessment is used well throughout the school to ensure that pupils are given work that is pitched at just the right level for their individual needs. The management of the school is influential in ensuring that there are thorough procedures for assessing what pupils have learned at regular times throughout the school year and the information gleaned is used well to group pupils and to plan further work for them. Pupils are regularly assessed against levels of the National Curriculum and their progress is carefully checked to ensure that they improve over time. Each pupil is given achievable targets to aim for and pupils are fully aware of how well they are doing. The school makes very good use of data on performance in national tests and assessments to identify aspects of the curriculum that need more attention and to target individual pupils who need more help. Not only does the marking of pupils' work celebrate effort, it is also encouraging and helps the pupils to know what they must do to improve further. As a result of all these measures pupils make good progress and no one is allowed to slip through the net.

22. In the small number of lessons with unsatisfactory features in Year 1, the main weakness is insecure class management. The teaching does not take enough account of the limited concentration spans of many of the pupils and consequently parts of the lessons are far too long with too little activity to engage the attention of the pupils. As a result they become restless and behave immaturely with inappropriate calling out that is not checked firmly enough so it escalates and adversely affects the quality of learning.

The curriculum

The school provides a good curriculum and it provides good opportunities for pupils to widen their experiences through extra-curricular activities. Overall the quality of the accommodation and resources is satisfactory.

Main strengths and weaknesses

- Planning and provision in the nursery and reception classes give children a good start to their early school experience.
- All pupils have equal access to the curriculum and opportunities to learn; support staff are used very well to help pupils with special educational needs.
- Teachers make good links with other subjects in their lessons.
- There is good provision for the development of personal, social and health education and citizenship.
- The curriculum is enriched and learning supported by a good range of extra-curricular activities.
- A lack of space limits the opportunities to fully develop ICT and library skills.

Commentary

23. Provision in the nursery and reception classes is good. Staff work very well together as a team and plan a good mixture of structured and 'free-flow' activities, where children learn to make their own choices about the activities they pursue. As a result children enjoy a good start to their early schooling, especially in the acquisition of basic literacy and numeracy skills.
24. Throughout the school, teachers plan a good range of activities, which meet the needs of all pupils and cover all the requirements of the National Curriculum. As a result lessons are interesting and pupils make good progress. The National Strategies for Literacy and Numeracy are implemented well and teachers have the confidence to adapt and refine them to suit the needs of the pupils. Pupils with special educational needs achieve very well because they are catered for so well. Their individual learning programmes have clear targets and they receive very good individual support from well-briefed classroom assistants. Tasks are carefully modified for them so that they can join in with the rest of the class.
25. Teachers establish good links between subjects in their planning. Literacy skills are honed in most lessons and pupils develop their numeracy skills in activities such as science experiments. They write 'eyewitness' reports on the Great Fire of London and write characterisations of famous people in history such as Henry VIII and Boudicca. Pupils also access Internet websites in their historical and geographical research. However, ICT is generally underused in the classroom. Planning in personal, social and health education and citizenship (PSHCE) ensures that pupils receive a good range of activities including sex and relationship education and drugs awareness for older pupils.
26. There is a good range of lunchtime and after-school clubs, which help to improve pupils' performance in areas such as football, rounders, cross-country running, gymnastics and singing. Although the range of activities is extensive there is little on offer for pupils with artistic interests. The homework club is very well attended and pupils receive good support from school staff. The school makes adequate use of visits to places of educational interest to extend pupils' learning in geography and history. There are good links with other schools through inter-school competitions and there are satisfactory links in place with the local secondary school to ensure the smooth transfer of Year 6 pupils. As part of these transfer

arrangements, gifted and talented pupils attend a summer school where they benefit from experiencing a range of challenging activities.

27. The school is well cared for with open, pleasant classrooms. However, elsewhere space is limited and this has an adverse effect on the curriculum. The small library limits the opportunities for pupils to develop their library skills as whole classes and the lack of a computer suite makes it difficult for teachers to manage the provision for ICT and hinders the development of basic computer skills.

Care, guidance and support

This is a caring school, which provides a safe and secure environment where pupils feel happy and secure, and can learn and develop. There is a good level of support and guidance available for pupils to promote their personal development. Pupils achieve well because their progress is closely monitored. The school has started to seek the views of the pupils so they have a say in how their school is run.

Main strengths and weaknesses

- Relationships between staff and pupils are good and help to provide a good standard of pastoral care.
- There are good procedures for the induction of children into the school.
- The school actively seeks pupils' views of the school.

Commentary

28. The school is committed to providing a safe working environment for staff and pupils. The health and safety policy meets statutory requirements. First aid provision is satisfactory, there are sufficient qualified first-aiders, and appropriate records of accidents and injuries are maintained. The arrangements for child protection are good. The school follows the local child protection procedures and has its own specific policy. The school has effective procedures to safeguard pupils' use of the Internet.
29. Relationships between staff and pupils are good, contributing positively to the high standard of individual care, support and guidance, which ensures pupils feel happy, confident and secure. Teachers and pupils know each other very well and they interact well both inside and outside the classroom. Pastoral support for pupils is good; pupils feel confident to approach their teachers should they have any problems in the knowledge that appropriate support and guidance would be forthcoming. Teachers maintain good records of pupils' academic and personal development; all pupils have targets for improvement and receive appropriate guidance on how they can achieve these targets. Pupils say that they understand these targets. The school provides very good care and support for pupils with special educational needs, helping them to make very good progress.
30. There are well-established procedures for introducing children into the school and this includes helpful home visits. Parents are given appropriate information and guidance about how they can help to prepare their children for school life. Parents and children have opportunities to visit the school and meet the teachers prior to admission. All these procedures enable children to settle quickly into school. Overall, the school provides pupils with a good level of care and support that helps pupils to concentrate on their lessons and has a positive impact on their learning. The school actively seeks pupils' views of the school, mainly through the school council and discussion time in lessons. The school values pupils' views and, where practicable, takes these views into consideration when reviewing policies and procedures.

Partnership with parents, other schools and the community

As at the time of the last inspection, the school has a strong partnership with parents and good links with the community and other schools.

Main strengths and weaknesses

- Parents' have positive views of the school and the strong links with parents contribute well to pupils' learning.
- Parents receive plenty of useful information about the school.
- The school has developed good links with the community and with other schools.

Commentary

31. Parents' views of the school are good. Virtually all parents are pleased with the progress their children make in their learning, the quality of teaching, the good standard of behaviour and the expectation that their children will work hard. Parents also indicate that their children enjoy coming to school, that the school is helping pupils to become more responsible and mature and their children enjoy the extra-curricular activities. Inspection judgements confirm these positive views of the school.
32. The quality of information given to parents is good. The school brochure and annual governors' report provide a wide range of information about the school and its activities and meet statutory requirements. Regular newsletters, a wide range of information leaflets and letters about specific events ensure that parents are kept up to date about current school activities. A minority of parents expressed concerns about the quality of pupils' annual reports. Inspection findings confirm that the quality of pupils' annual reports is variable. Most reports provide clear and concise information about pupils' attainment and progress and include targets for improvement. A minority do not give such a clear picture because they contain too much educational jargon and lack clear targets for improvement. There are good arrangements for parents to meet teachers to discuss their children's progress. Attendance at these meetings is reported to be very good. The school actively seeks the views of parents, primarily using questionnaires. Parents' responses are then analysed so that parents' views may be incorporated into new or revised school policies and procedures. For example, the school changed the timing of one of the parents' consultation evenings as a result of the outcome of a survey.
33. Parental involvement in children's learning is good. A significant number of parents help in the school, listening to pupils read, assisting in classrooms, helping with extra-curricular activities and accompanying pupils on school trips. The school actively encourages parents to be involved by providing curriculum evenings that have included such topics as drug awareness, the 'Helpers in Schools' scheme and physical education. Such sessions are helpful in informing parents of new developments in the world of education both nationally and locally. Some of these sessions include activity workshops where parents engage in activities with their children and are very popular. There is an active Friends Association that organises social and fund-raising events. Significant amounts of money have been raised to finance additional learning resources, including a large contribution to the early years outdoor play equipment.
34. The school's links with the community are good. A range of visitors to the school enhances pupils' learning in drama, history and music, and supports pupils' social and moral development. The school makes good use of the local community. For example, local field trips widen the curriculum in history and geography. Links with the local parish church, Sikh temple and synagogue help to promote spiritual and cultural development. Local sports clubs provide rugby and football coaching in physical education. The school's links with local business support the school's fund-raising activities and have provided equipment for the nursery and environment garden.

35. The school's links with other educational establishments are good. Strong links have been established with the local secondary school, to which the majority of pupils transfer, and pupils have benefited from using their facilities for science and design and technology. Pupils in Year 6 have benefited from the specialist expertise of staff from the secondary school who teach them French. The school has developed good transitional arrangements including effective liaison between staff and the transfer of information relating to pupils' academic and social skills. Pupils have a full day induction at the secondary school, at which time they meet their form tutor and experience a range of lessons. Pupils in Year 6 are engaged in transitional work in numeracy that is continued when they transfer to the secondary school, all of which has a positive impact on the continuity of curriculum provision.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. Governance of the school is good. The headteacher provides strong leadership with a clear focus on raising standards. There are good management systems in place to support the school's aims. The co-ordinators play an important part in maintaining high standards in key subjects.

Main strengths and weaknesses

- The headteacher provides clear direction with a strong emphasis on standards.
- Governance of the school is good and financial management is prudent.
- There are clear and effective management systems in place.
- Key co-ordinators are influential and knowledgeable.
- Assessment data is used extensively to track pupils' progress and set achievable targets.
- The school's self-evaluation is accurate and candid but the format of the school's development plan is unwieldy and it is not easy to access.
- A barrier adversely affecting the school is falling pupil numbers, which has implications for the school budget; this is managed prudently to make the best use of the money available to the school.

Commentary

36. The school is well led and management by the committed headteacher with the support of key staff and governors. As a result of this, the strengths highlighted in the previous report have been maintained, teaching has improved and standards have risen. The headteacher's confident knowledge of the school, based on rigorous self-evaluation, forms a secure basis for a systematic approach to management. His leadership empowers other key staff to do their jobs well and to manage their subjects efficiently and effectively. The commitment shown to the inclusion of all pupils, regardless of their levels of attainment or background, contributes strongly to the ethos of the school. Almost all parents responding to the questionnaire think the school is well led and managed.
37. The pace of development and change in the school in the past two years has been hindered to some extent by uncertainties brought about by changes to the senior management team. At the time of the inspection two assistant headteachers temporarily replaced the deputy headteacher and the school was without a co-ordinator for special educational needs. This role is undertaken temporarily by the headteacher until a new appointment is made.
38. Governors are active in the management of the school and knowledgeable about its strengths and weaknesses. They have a clear understanding of how the school compares with similar schools through their analysis of performance data. Their main focus is on maintaining and improving on the already high standards by setting ambitious targets. The monitoring role of governors is good and helps them to maximise their understanding of how the school works and the implications of their decisions. There are several good strategies in place to foster their active involvement; for example, one governor has worked alongside the co-ordinator for assessment to find out about the systems operating in the school. Some governors, such as

the vicar, are actively involved in school routines on a regular basis and this provides a good insight into how the school works on a day-to-day level. Governors are well informed about educational and organisational matters through the headteacher's reports, meetings, working parties and briefings and so they have a good knowledge of the school's strengths and weaknesses.

39. Governors are committed to maintaining the high standards in the school and are prudent in their financial management to sustain this. Class sizes are small and there is a good level of classroom support. This provision has been a significant contributory factor in the continuing high standards. However, the disadvantage of the high spending on staffing is that there is a shortage of up-to-date resources for ICT, which means that pupils are not achieving as well as they might in this subject. Similarly, the lack of library provision is limiting the extent to which pupils hone their skills in using books to retrieve information. The falling roll casts doubt on whether the high level of staffing can be maintained in future years. This is a matter of concern to governors because it is affecting the budget adversely and causing a lack of financial confidence from year to year. Finances are in good order and governors are mindful of the principles of best value when making major purchases and in making comparisons with other schools. Spending decisions are prudent and are rightly linked to the school's development plan.
40. The school has developed clear policies and systems for all aspects of school management and this is one of the reasons why there is a good level of consistency between classes and between teachers. Monitoring is a key strength impacting very positively on teaching and standards in the school because it ensures that school policies are implemented correctly. Key co-ordinators benefit from time away from their classes to do monitoring and to undertake their role in managing their subjects. In this way they have a good knowledge of strengths and weaknesses in the provision and of what needs to be done to bring about further improvement. The school is very good at using performance data to track the progress of every pupil, to set targets for improvement and to make sure that all pupils achieve as well as they can in relation to their individual needs.
41. The school has an effective process for development planning that includes staff and governors and is based on honest and accurate self-evaluation. It is carefully linked to the budget and staff development needs. Co-ordinators are all involved in drawing up action plans for each subject through their evaluations and reviews and these supplement the generic overview that projects planning for the next three years. Although the process is a good one, in involving all parties, the end product is not entirely effective as a management tool. It is too unwieldy and, because it is not in the format of one coherent document, it is not readily accessible for reference or monitoring and review.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	544167	Balance from previous year	42 895
Total expenditure	514113	Balance carried forward to the next	30044
Expenditure per pupil	2336.68		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. The quality of education provided for children in the Foundation Stage is good and has improved significantly since the last inspection. Most children join the nursery with average attainments and they make good progress in the reception and nursery classes. This is because of the good leadership and management, the strong teamwork and the well-planned range of experiences and activities that ensures that skills introduced in the nursery are built upon in the reception class and into Year 1. Continuous self-evaluation through the 'Early Effective Learning' project has raised the profile of the work in the Foundation Stage and created a good vehicle for continuous improvement in each of the six areas of learning. There has been good improvement since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children have a good start to their education.
- Relationships are very good.
- Well-established rules and routines contribute to children's very good behaviour and very good attitudes to learning.

Commentary

43. Children achieve well from an average starting point and the majority are well on target to attain the goals expected for their age by the time they leave the reception class. Some higher attaining children are expected to exceed this. Children get off to a good start because the school's rigorous process of assessment helps to identify and meet individual needs so they make the best possible progress. Children settle rapidly into the nursery and make continued good progress throughout the Foundation Stage because relationships are so good. The adults promote self-confidence very well and encourage very positive attitudes to learning with very high expectations of behaviour brought about with gentle encouragement. In the nursery rules and routines are well established from the outset. The children quickly learn to listen, to play together and to make choices from the well-planned and organised good quality range of activities provided in each area of learning. In the reception class there is a good balance between activities children choose for themselves and activities directed by adults. These build well on each child's prior learning and help it to concentrate and to be independent.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Basic skills of reading and writing are taught well.
- Planning for the development of literacy skills in each area of learning is good.
- Adults in both the nursery and the reception class promote language development at every opportunity.
- Assessment is used well to guide the teaching and learning.

Commentary

44. The good quality teaching and learning and the rich variety of experiences enable children to achieve well. Consequently the children are well on course to attain the early learning goals by the end of the reception year. Story-time is used effectively in the nursery to develop both speaking and listening skills. Children are placed in small groups according to their assessed needs so that they have good opportunities to listen attentively and to contribute to the story. They concentrate well because the teacher sensitively increases interest with the use of a good balance of questions and skilled story telling. Planning effectively links together skills in reading, writing and speaking and listening skills. Children are taught about reading books for information, for instance by researching and making their own class books. Themes and topics are used imaginatively to encourage the development of new vocabulary and its use in well-resourced role-play areas, such as 'The Vets'. Adults often work alongside small groups of children to encourage and reinforce their use of key vocabulary. Well-structured purposeful sessions are a consistent feature of the teaching, based on good understanding of children's individual needs and linked to the development of basic skills. Children are encouraged to write for a range of relevant purposes, such as filling in forms about their pets after reading about 'The Vets'. They show good development of 'emerging' letter formation and simple spelling because these skills are taught systematically and well. Based on thorough assessments, teaching provides the right amount of challenge and support so that children progress well from one stage to the next.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Well-planned activities focus on purposeful mathematical development
- Children are confident to join in with or talk about mathematical activities

Commentary

45. Planning for mathematical development is good and children achieve well. The quality of teaching and learning is good and every opportunity is used to develop children's early mathematical knowledge, skills and understanding, from nursery through to the end of the reception class. Children are on course to attain the early learning goals. Teachers plan carefully to help children to practise their mathematical skills and knowledge with interesting and worthwhile tasks. Purposeful discussion and questioning, coupled with careful assessments of their progress, are used to extend children's thinking. The children show confidence when they start recording their mathematics because learning has been consolidated and extended through number games and rhymes or through structured play. For instance, both nursery and reception children are encouraged to count out real money to buy objects from a 'toyshop'. Timely questions linked effectively to individual ability challenge children to count, add or subtract numbers to 20. Resources in the sand and water are carefully organised to promote simple understanding of mathematical concepts such as capacity, volume and weight. Teachers create stimulating classroom displays, which act as reminders of what has been learned and help to promote mathematical thinking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

46. No direct teaching was seen in this area in either class so it is not possible to make a judgement about provision. Teachers' plans and analysis of a good range of photographic evidence show that this area of learning is supported well. Children have good opportunities to use computers, to handle a range of tools and materials and to learn about a range of topics such as the seasons or the life cycle of frogs. Planning ensures that children have plenty of

first-hand experiences that encourage exploration and observation, both outdoors and indoors. For example, by experimenting with a variety of materials children find out “if it’s waterproof”. They learn about the world around them through worthwhile experiences such as drawing a plan of the village or visiting an animal centre to make an information book. Adults provide a good level of support by providing key vocabulary, posing questions or helping the children to communicate their thoughts and ideas. This approach encourages children’s curiosity and enthusiasm about the world around them. Activities such as these provide a good foundation for subjects of the National Curriculum such as science and geography as children move into Year 1.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weakness

- Opportunities for physical development, indoors and outdoors, are good.
- Planning gives equal status to outdoor as well as indoor activity as a result of a significant improvement in resources.
- Good use of self-evaluation has identified further improvements for outdoor play.

Commentary

47. Children achieve well and most are likely to attain the standards expected for their age by the end of the reception class. The quality of teaching is good and effective teamwork and planning ensure that children have good opportunities to gain confidence in what they do. Adults plan and work well together so that both nursery and reception children benefit from regular physical activity indoors and outdoors. Exciting adventure equipment means children can climb, balance and slide using large-scale movements. Good teaching in the nursery ensures that children develop confidence so that in the reception class they can cope with the teacher’s instructions in more structured music and movement lessons. Most children follow the music well in these lessons and show good control in changing their movements to the different moods of the music because they are well supported by the adults who show them what to do. Adults from both the nursery and the reception class meet regularly to plan together to ensure that learning is cohesive. Good opportunities are provided for children to use, and learn through, all their senses as well as developing their finer control with small apparatus. Children in the reception class are socially mature and act as good role models for the nursery children. They show them how to use safely small tools and equipment such as woodwork tools, pencils, paintbrushes and ‘small world’ toys. Children handle these items with good care and control. The school has evaluated the impact of the new outdoor area and its subsequent improvement through a useful research project carried out by the staff on each area of learning. Plans are now in place to improve it further by extending resources and planning for more structured creative and imaginative play.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Music making is taught very well
- Children are given time to express their ideas and this supports the progression of creative learning very well.

Commentary

48. Comprehensive records of children's work show that in the nursery children are encouraged to explore and experiment with a range of materials and techniques. For instance, they mix paint to explore colours, select different textures of materials to produce a collage or experiment with musical instruments to create different sounds. Creative experiences are planned carefully, as in all the other areas of learning, and children are given good opportunities to express themselves and make choices as they work. In the reception class children continue to use these skills, for instance in mixing good shades of colour to paint animals they had seen on a visit. In a very good music lesson all children clapped rhythmically the syllables in their names with confidence and then took pleasure in repeating those of their friends. The very good quality of teaching incorporated the teacher's use of an instrumental accompaniment to illustrate a poem about mice. Groups of children benefited enormously from adult support in this lesson. As a result they achieved very well and were successful in composing a simple tune. Children are securely on course to attain the standards expected for their age by the end of the reception year because of the good teaching.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weakness

- The National Literacy Strategy is implemented consistently and rigorously.
- Teaching is consistently good and pupils achieve well.
- Assessment data is used effectively to track pupils' progress and set targets.
- The deployment of teaching assistants helps pupils with special educational needs very well.
- Literacy is used well in other subjects.
- There is not enough use of ICT to support the curriculum in English.
- The lack of space limits the opportunities to fully develop library skills.

Commentary

49. The good teaching of basic skills in reading and writing in the Foundation Stage sets pupils off to a 'flying start' in English. The teaching of literacy has a high profile in the school and the effective leadership and management in the subject ensure that lessons are well planned and the National Literacy Strategy is used flexibly and well. Teachers have good subject knowledge and encourage pupils to work hard and produce their best work. They are well supported by classroom assistants who sensitively and unobtrusively ensure the inclusion of all pupils, particularly those with special educational needs, in all that the good teaching has to offer. By the age of seven standards in English are above the national average. Assessments show that the pupils are well on target to achieve similar high standards in forthcoming tests to those attained last year. Standards in Year 6 are above average though the performance of the current group of pupils is unlikely to be as high in 2004 as it was last year because the group of pupils has changed significantly since assessment at the age of seven. Rigorous tracking of pupils' progress and effective target setting show the school is on line to meet its challenging targets for this year.
50. Pupils have consistently good attitudes to learning, work hard in most lessons and achieve well. In a very good lesson in Year 2, for example, the aims for what would be learnt were clearly explained to the pupils and this meant they were immediately involved. They read with gusto, using well-enunciated diction and expressive voices and modelling the teacher's very good example extremely well. Well-focused questions and imaginative role-play gave the pupils in this lesson good opportunities to increase their knowledge, for example of how punctuation is

used to show how different characters might use their voices when speaking. This lesson made a very good contribution to the development of pupils' speaking and drama skills. Furthermore, a very good balance of speaking and listening, reading and writing tasks emphasised basic skills well in this lesson. This resulted in increased confidence and very good achievement. Both boys and girls worked equally hard and showed a good standard of handwriting, spelling and reading as a result of high expectations and challenge.

51. By the age of seven pupils' standards in speaking and listening, reading and writing are above average because of the careful planning, good teaching and rigorous assessment of literacy skills. The writing of higher and average attaining pupils, for instance, is beginning to show good detail and the use of extended, well-structured sentences. In Years 3 to 6 pupils build on this well because they continue to receive good quality provision. Lessons maintain a good pace because teachers set time limits for activities to be completed and they plan activities that are appropriate to pupils' levels of ability. Pupils are kept busy and challenged. Strong features of the teaching in Year 3 to 6 are the clear explanations that are given at the start of lessons and the way in which teachers encourage pupils to work hard, to listen attentively and to show respect for others. Most lessons have a good balance of reading and writing activities that ensure pupils broaden their skills by using them for a variety of purposes. Planning for the use of ICT is not yet sufficiently consistent or rigorous and as a result pupils do not have enough opportunities to use their skills, for example by word processing their work.
52. Pupils throughout the school achieve well because their progress is checked regularly through teachers' thorough marking, and through the evaluation of what has been learned in lessons and in more formal tests. Pupils have individual targets and know what they have to do to improve their work. Records of pupils' levels of attainment are rigorously maintained so that teachers are aware of each pupil's progress and of those who require extra support or a higher level of challenge. The effectiveness of the school's use of performance data can be seen in the way in which it has highlighted a noticeable gender difference in the results in some classes. This has been quickly tackled by providing staff training on raising the achievement of boys, although there is no significant variation in the standards achieved by boys or girls.
53. The subject is well led and managed. High standards and the good quality of teaching and learning have improved since the last inspection because the training and development of staff have been seen as a priority. Appropriate initiatives, such as the use of drama and increasing opportunities for speaking and listening, are currently bearing fruit. The school places great importance on reading and a well-structured reading scheme and an effective homework policy support this well. However, the lack of space for a library limits the opportunities to fully develop library skills. Space is severely limited and there is no room for whole-class activities or for groups of pupils to research topics or enjoy sharing books with others.

Language and literacy across the curriculum

54. Language and literacy are promoted well across other subjects except in ICT. Particular emphasis on reading and writing and recently on speaking and listening skills is apparent in many subjects. For example, in science pupils' use of technical vocabulary is good, in history pupils in Year 5 write good quality reports of life in Ancient Greece, and pupils in Year 6 produce good evaluations of their finished products in design and technology. Pupils learn to research information from books and the Internet but the current provision for both library and computers limits opportunities for the further development of literacy skills in both these areas of the curriculum.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards overall are above the national average and pupils achieve well.
- Teaching is good with some very good teaching in Years 2, 3 and 6 that challenges pupils.
- Very good assessment procedures help teachers meet the needs of pupils.
- Pupils have good opportunities to use their numeracy skills in other subjects but insufficient use is made of ICT in lessons
- The subject is well led and managed.

Commentary

55. Standards by the end of Year 2 and Year 6 are above the national average. This represents good progress and achievement when compared to pupils' average attainments when they first start school and is an improvement since the last inspection. A significant number of pupils in Years 2 and 6 are working at well above national averages within lessons. However, analysis of school data indicates that the school is unlikely to achieve the high results seen in the previous year in forthcoming tests. This is because there are fewer pupils with the potential to reach the higher levels in the current Years 2 and 6. Most pupils achieve well. Pupils with special educational needs receive very good support and therefore at times achieve even better than their peers in relation to their abilities.
56. Teaching overall is good with examples of very good teaching in Years 2, 3 and 6. Behaviour and attitudes are good in lessons because teachers have high expectations and keep their pupils busy. Teachers know their pupils well and use this knowledge to set work that matches their abilities. In a very good lesson in Year 2, careful questioning was successful in challenging all pupils at different levels. In a lively question and answer session no time was lost. The teacher was very aware of the needs of each pupil during the session and was adept at modifying questions to support them in their deliberations. All pupils therefore made good progress in their ability to add and subtract two-digit numbers. In a very good Year 6 lesson, clear explanations, demonstrations and questioning helped all pupils make good progress in their understanding of equivalent fractions and ratio. Year 3 pupils worked very hard at developing their strategies for adding three two-digit numbers. The teacher's planning had clearly matched the work to their abilities and this allowed them to practise and consolidate their calculation skills at just the right level for their needs. One pupil with special educational needs made particularly good progress and was able to add two-digit numbers beyond 100 by the end of the lesson. This was because of the very good support of the classroom assistant.
57. Leadership and management are good. The subject leader knows her subject well and leads by example. Very good procedures for assessment have been established to track progress and identify when an individual or group of pupils needs extra support. This helps teachers plan to meet individual needs and the senior managers to monitor progress in achieving school targets. The subject leader has a planned programme in place to check on teaching and learning. Consultation with staff has contributed to a development plan for the subject but it does not yet have sufficiently precise goals and needs stronger links with raising standards.

Mathematics across the curriculum

58. The school makes sure that pupils have good opportunities to use their skills in numeracy to support their work other subjects. For example, in science pupils present and interpret data from experiments in graphs. In art and design the pupils' knowledge of shape and space informs composition and design. Although pupils in Year 6 used spreadsheets in their work on ratio, in general ICT is not used often enough in the classroom. This is a missed opportunity to further raise standards, especially in data handling.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average and pupils achieve well.
- Teaching is good.
- Assessment is used well to provide the right level of challenge for pupils.
- There is plenty of practical and investigative work.
- There are good links with literacy and numeracy but not enough use of ICT.
- The co-ordinator is effective.

Commentary

59. Since the last inspection standards have risen, particularly in Years 3 to 6. They are now above average at the age of seven and eleven, whereas at the last inspection standards at seven were above average, but they were average at eleven. The school has performed very well in national tests in recent years, with Year 6 pupils attaining standards that were well above average every year for the past three years. Furthermore, the proportion of pupils reaching the higher levels has been well above average in both key stages. Pupils in the current Year 6 class are on course to achieve above average standards in forthcoming national tests despite the fact that there are now fewer pupils expected to reach the higher level (Level 5) in that particular class. Pupils achieve well in relation to their average attainments when they first start school. They get a good grounding in the reception and nursery classes, where the curriculum for knowledge and understanding of the world lays down good foundations for scientific understanding in later years.
60. Throughout the school the teaching is good, with very good teaching in Year 2. Teachers have good subject knowledge and enthusiasm for science, which give rise to clear explanations and questioning that probes pupils' understanding. Pupils learn well because their lessons are mostly of a practical nature and interesting. In a good lesson in Year 6 pupils showed mature attitudes as they worked co-operatively on experiments to see how filtering affects different materials. They achieved well because their skills have been developed over time through careful curriculum planning. Their good level of background knowledge helped them to think scientifically and to apply their knowledge when making predictions and observations.
61. One of the reasons why pupils achieve so well and why so many of them are successful in attaining the higher levels in national tests is that assessment is used well by teachers throughout the school. At a management level, performance data is used to carefully track the progress made by each pupil and to set targets to aim for. Teachers use assessment information to help them to plan suitable work for groups of pupils that is well matched to their individual capabilities. In this way pupils with learning difficulties are very well supported with modified tasks that enable them to do the same work as their peers and to achieve success with adult help. Similarly, higher attaining pupils are given harder work that really makes them think. The marking of pupils' work is thorough and helpful because it poses questions to deepen pupils' understanding and provides advice on how work can be improved.
62. Throughout the course of a year pupils in all year groups record a substantial amount of work in their books. Much of it is the outcome of investigative work, which is recorded in a wide range of imaginative formats in all year groups. Skills in literacy are used well, as was demonstrated in a very productive and lively lesson on electricity in Year 2. Wall displays were used to very good effect to remind pupils of key vocabulary and this was reinforced in questioning and the use of 'talk partners', where pupils predicted which circuits were most likely to light up bulbs. By the end of the lesson most pupils had made very good gains in learning and were using, with understanding, words such as 'power source', 'break' and 'battery' as a matter of course.

Numeracy too is used well in science, for example to demonstrate in graphical form at which temperature a sweetener will dissolve. Some of the activities lend themselves to ICT but there is very little evidence of pupils making the best use of their skills in ICT to record their scientific findings and this is an area that needs attention.

63. The subject is well led and managed by a co-ordinator, who has a good grasp of strengths and weaknesses in the subject. Monitoring and curriculum review have identified what needs to be done to bring about further improvement. A successful strategy has been the introduction of a simple record sheet that ensures that investigations are planned into each unit of study. This has worked well in helping to increase the amount of investigation and experimentation undertaken in each class, and has helped to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Planning is clearly linked to the national guidelines.
- Pupils are eager and interested to learn new skills and achieve well when teaching is confident and subject knowledge is good.
- The lack of a dedicated space for teaching ICT skills means that fewer pupils can benefit from regular practice on computers and this limits progress.
- There is an inconsistent use of ICT to assist learning in other subjects.

Commentary

64. Standards are broadly average by the end of Year 6. At the time of the last inspection it was reported that teachers' subject expertise was varied. Whilst this has improved significantly and there are now strengths in teachers' knowledge and skills, particularly in Years 2 and 5, there still remains some insecurity and lack of expertise. This leads to inconsistent use of ICT to support other subjects in the curriculum. In the best lessons clear aims for learning are a strong feature and pupils are consequently very aware of the skills to be learnt in each lesson. For instance, confident teaching on how to use an online graphical modelling package in Year 5 helped to develop pupils' skills in literacy and numeracy effectively. Pupils listened carefully, read instructions confidently and quickly answered the well-focused questions showing that they had remembered what had been learned in previous lessons. In this lesson pupils shared their expertise and co-operated together very well. Unfortunately, the limited space and small number of computers linked to the Internet meant that fewer pupils could benefit practically from the good teaching and so progress was not as rapid as it might have been for all pupils.
65. Staff have been diligent in making sure that over time pupils have adequate access to computers and skills are taught in a sequence that builds on what has been taught previously. This is not always consistent, however, due to lack of facilities and the varying levels of confidence among staff. Teaching assistants are used well so that pupils with special educational needs, for instance, are fully included and achieve as well as they are able. Discussion with older pupils shows that they are interested and confident in using ICT in a variety of contexts. Many use technical vocabulary well and apply their prior learning to new experiences. A group of pupils quickly demonstrated how they entered data onto a spreadsheet and used the formula function to carry out calculations. They were eager to share their experiences when using a digital camera to record school events and they demonstrated that they had used ICT in 'real' situations, such as recording finances on a spreadsheet.
66. Leadership and management are satisfactory. Whilst there is a clear action plan for the subject, slow progress in its development, due in part to external circumstances, has impacted negatively on action to raise standards further. Teachers therefore do not at present have all the necessary resources to improve standards as fast as they would like. In a Year 2 lesson for

example, the impact of good demonstration of skills using a paint package, linked skilfully to the art and design curriculum, led pupils to use technical vocabulary well. However, the lack of computers to practise skills alongside the teacher weakened the impact of the lesson. Pupils have to take it in turns to practise at a later time, when initial enthusiasm and concentration have been lost. Situations such as this adversely affect overall achievement.

Information and communication technology across the curriculum

67. There are isolated examples of good practice, where ICT contributes to pupils' learning effectively, but overall such opportunities are too limited. In a good lesson in Year 2 both art and geography combined to produce a computer-generated 'Island Home' and in Year 6 pupils combined text and graphics to write 'Ye Tudor Express', reporting the death of Anne Boleyn. Currently projects are being carried out within year groups to address this issue and more work is being completed in other subjects such as science and mathematics. In general, however, the use of ICT as a tool to support other subjects is not planned rigorously enough.

HUMANITIES

Religious education, history and geography were sampled.

Geography and History

68. The pupils' written work indicates that pupils attain standards in both subjects that are typical for their age and cover an appropriate range of work that links together subjects effectively. In their work in history there is good evidence that pupils have opportunities to use skills in writing for different purposes. For example, pupils in Year 2 wrote sensitive diary extracts of a soldier in World War II in their work about Remembrance Day. Pupils in Year 4 wrote colourful character descriptions of Boudicca, based on secondary evidence. Using their word-processing skills, pupils in Year 6 pupils created a newsletter reporting on events leading up to the execution of Anne Boleyn. The creative skills of pupils in Year 5 were developed well in the context of their topic on Ancient Egypt. They made clay pots representing Canopic jars and a model of a shaduf (an irrigation device). Although there is less evidence of links between subjects in geography, there are some good examples. Good links were made in Year 5 between the geography topic on water and science experiments on water. Also, pupils in Year 2 developed their skills in writing as they described a character from the Katie Morag stories in their 'Island Home' study.
69. Two lessons were seen in geography. In a very good lesson in Year 2, role-play and the effective use of resources helped pupils to compare similarities and differences between a city location and a rural island location. Adopting the role of 'Granny' from the island, the teacher introduced a bag of objects. By sorting these objects into sets the pupils' understanding of how man affects the environment was developed very well. Their geographical skills were further developed as they mapped out features of a rural and urban landscape. In a good practical lesson in Year 5, pupils' cultural awareness was developed well as they discussed and planned the positioning of water wells in an Indian village. Skills in speaking and listening were used extensively during the whole lesson and pupils also had the opportunity to use their numeracy skills as they calculated the cost of the project.
70. Visits play an important part in bringing both subjects to life and making them interesting and relevant to the pupils. Pupils' understanding of World War II was enhanced by a visit to Eden Camp and a visit to the Royal Armouries complemented studies of the Tudor period. In geography, pupils in Year 1 carried out a local traffic survey and those in Year 2 visited Scarborough in their 'seaside' study. However, the local environment and visits do not support geographical work so well in Years 4 and 6.

71. Leadership and management are satisfactory in both subjects. Appropriate documentation is in place to support teachers in their planning. Assessments take place at the end of each unit of study and this practice works well in helping the subject co-ordinator to judge how well pupils are doing against levels of the National Curriculum.

Religious education

72. Standards are in line with those expected in the locally agreed syllabus. This is similar to the last inspection. Analysis of pupils' work indicates that pupils have good attitudes to their work, which are reflected in the neat presentation. By the end of Year 2 pupils have reflected on the life of Jesus and the Christmas story. They are also familiar with the Easter story and the significance of the cross in Christianity. By the end of Year 6, pupils have compared different religions such as Judaism and Sikhism. They have visited places of worship and studied the significance of objects found in them. Pupils therefore reflect on the celebrations of different cultures and begin to show respect for other beliefs. They have opportunity to study both the Old and the New Testament and to reflect on the miracles and teaching of Jesus as in parables such as the Prodigal Son.
73. Some good, challenging teaching was seen in Year 5. A well-led discussion helped pupils to understand the events leading up to Easter. This was effectively linked with characters and events in the story 'The Lion, the Witch and the Wardrobe'. Thought-provoking, open-ended questions developed pupils' thinking skills and in the final discussion pupils displayed a good understanding of betrayal and forgiveness and a sense of empathy for personal dilemmas.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology, art and design, music and physical education were sampled.

Art and design

74. During their time in school pupils cover an adequate range of topics that follows national guidance. The subject has not been a priority for development and as a result there is a paucity of artwork on display in the school. Skills are taught spasmodically and do not always build on previous learning. Opportunities are missed to develop awareness of the art of other cultures.
75. The quality of pupils' work is variable throughout the school and some of the work of the older pupils lacks the precision and detail typically expected of their age. On the other hand, when teaching is imaginative and of good quality, and lessons commence with clear demonstrations, pupils achieve well, as was seen in a good lesson in Year 2. Pupils used a wide range of mediums such as pastels, inks and watercolours to create vibrant pictures in the 'layered' style of Van Gogh. The quality of the end products was high because the pupils rose to the challenge of the teaching. They were enthused by the tasks and enjoyed the satisfaction of producing colourful and well-executed pictures that drew on a range of different skills. The theme was then explored further with a few pupils using ICT – one of the few occasions when computers were used well to promote another subject.
76. The pupils cite art and design as a favourite lesson and many of them enjoy their experiences attending the craft and activities groups. These provide good opportunities for pupils to experiment with printing, drawing and painting. In other respects there is little in the way of visits or visitors to enrich the teaching of the subject. Photographic evidence shows that the school held a successful art exhibition recently to show the achievement of pupils throughout the school. A varied range of skills was represented in the exhibits, some of them of good quality. A recent innovation is the introduction of sketchbooks in Year 2, but these are not a feature of the teaching in all classes. Overall, more could be done to promote the aesthetic, spiritual and cultural elements of the curriculum.

Design and technology

77. Standards in both key stages are average. Pupils have used a suitable range of materials and techniques to create moving pictures incorporating levers, and have designed and made Christmas hats and moving vehicles. However, teaching seen in Years 3 and 4 and the good attention paid to all elements of the design process indicate that the school is well placed to raise standards.
78. In a good lesson in Year 3 pupils used a range of materials and joining techniques to create a monster that could incorporate a hydraulic system of syringe, tube and balloon. As a result of good teaching most pupils gained a good understanding of how hydraulics can be used to move parts of a model 'monster'. A very good lesson in Year 4 was one of a series of lessons, which clearly followed the design process. Pupils created a template for a money container based on their own design. They had a good understanding of the purpose of a template and a well-led discussion placed a good emphasis on the evaluation process. This helped pupils to make suggestions as to how they might change their design and the materials used. Good attention to the design process was seen in Year 6. Pupils had first evaluated a range of designs for hats before creating their own examples to match the personalities of different book characters.
79. Digital photography is used well to record pupils' work. However, there is little evidence that ICT programs in graphics are used in the design process. Leadership and management are satisfactory with appropriate documentation in place to support teachers' planning. Appropriate assessments are made at the end of each unit of study.

Music

80. It was not possible to judge standards or the quality of teaching in music at the end of Year 2 and Year 6 because too little was seen during the inspection. However, during whole-school assemblies pupils adapted their singing well to different forms of accompaniments. On one occasion they sang sensitively and sweetly when accompanied by the piano and guitar; on another occasion they sang unaccompanied, demonstrating their ability to perform tunefully and confidently with others. Music from different cultures and countries was used well to create an atmosphere suited to the theme of 'Freedom', although opportunities were missed to remind pupils of this. A dedicated junior school choir practised for a local music festival in their lunch break. Singing was of a good standard and pupils sang enthusiastically and expressively. Pupils also perform at other ceremonies and local functions. These provide good opportunities to develop their social skills and abilities.
81. The subject is managed competently. The current action plan clearly identifies the review of a new commercial scheme that is expected to support the curriculum and the developments in the subject well. Music remains an important part of life in the school and many pupils enjoy the opportunity to learn orchestral instruments with a specialist teacher as well as performing at major events in the community.

Physical education

82. Standards were above the level expected in the games lesson seen in Year 5. They were also above the expected level in the lesson in football skills taught by an external coach in Year 3. Pupils are enthusiastic and worked hard during the lessons in Years 3 and 5. This was because they were well taught and organised. They learned new skills with plenty of challenge and had good opportunities to practise them. All pupils took part sensibly in warm-up exercises and listened carefully to instructions. Pupils with special educational needs were included very well because of the very good support provided by the classroom assistants. High levels of concentration and energy were used and pupils in both Year 3 and Year 5 progressed well in developing control and skills.

83. The curriculum is well planned to include good opportunities for pupils to 'keep fit' and many of the school staff are well qualified in a range of sports. Pupils have good opportunities to take part in after-school sporting clubs and events. The school is proud of its sporting achievements and the opportunities it provides for pupils to take part in a wide range of physical activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. The subject is relatively new to the curriculum yet discussion with staff and pupils and scrutiny of planning show that it is becoming embedded in the curriculum and is making a positive impact on the ethos of the school and the behaviour of the pupils. The focus on speaking and listening has helped to develop the confidence of pupils in sharing feelings and ideas and listening attentively to others. The curriculum includes sex and relationships education, as well as drugs awareness, and contributes to the good preparation of the pupils for the next stage of their education. The subject also provides a useful focus for school and class assemblies.
85. Older pupils are clearly interested in the subject and talk maturely about the topics they have discussed in circle time. They are well aware that discussing matters such as bullying, dangers associated with drugs and 'peer pressure' will stand them in good stead when they move on to the secondary school and in later life. Pupils speak enthusiastically about the school council, which enables them to have a say in how their school is run and introduces them to an aspect of citizenship. Although this is a recent innovation the council has already discussed and resolved matters of common interest, such as whether the pupils should be allowed to bring toys to school.
86. All classes benefit from regular lessons in the subject, where there are plenty of opportunities for pupils to express their own thoughts and ideas and to consider the feelings of other people. The teaching in both lessons observed was good. Younger pupils learn the protocols of listening through playing simple games that require them to listen, think and talk. In a good lesson in Year 2, pupils began to understand that life is all about making choices as they played a simple interactive game. In Year 3 pupils openly shared their feelings about emotions such as 'fear' and 'happiness' with the rest of the class. The teacher handled this activity sensitively and patiently and so most pupils, including those with special educational needs, were confident to join in.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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