

INSPECTION REPORT

OSSETT FLUSHDYKE JUNIOR AND INFANT SCHOOL

Ossett

LEA area: Wakefield

Unique reference number: 108152

Headteacher: Mr M A Wood

Lead inspector: Dr Richard Perkin

Dates of inspection: 9th – 11th February 2004

Inspection number: 257099

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	99
School address:	Wakefield Road Flushdyke Ossett West Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Colin Oldroyd
Date of previous inspection:	October 1998

CHARACTERISTICS OF THE SCHOOL

The school achieved the Investors in People Award in 2001 and a Schools Achievement Award in 2003. It is smaller than most schools with 107 pupils on roll. Sixteen children attend mornings or afternoons in the newly opened Foundation Stage unit. The great majority of pupils come from outside the school's catchment area. They include a large number from three council estates and some from owner occupied homes. Overall, the socio-economic mix is below average although the proportion qualifying for free school meals at 13 per cent is broadly average. Most pupils are of white British heritage though there are very small numbers of pupils from Black African and Chinese backgrounds. No pupil is at an early stage of learning English as an additional language. A very small proportion of children are in public care. There are above average numbers of pupils with special educational needs (SEN) and with statements of SEN. The range of disabilities includes moderate learning difficulties, dyslexia, behaviour and autism. There are many changes of pupils during the year with pupil mobility being as high as 40 per cent in some years, including the present Year 6. This has an adverse effect on the school's national test results, particularly as many pupils join the school with existing learning difficulties. Attainment on entry to the school varies greatly from year-to-year but overall is below average, particularly in personal and social development, communication, language and literacy and mathematical development. There have been many alterations to the school's buildings and grounds recently.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14591	Richard Perkin	Lead inspector	The Foundation Stage English as an additional language Science Art and design Music Physical education
19807	Keith Osborne	Lay inspector	
18370	Kevin Johnson	Team inspector	Special educational needs English Information and communication technology Design and technology
34178	Elaine Maloney	Team inspector	Mathematics Geography History Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school where most pupils achieve well. Teaching overall is good with a substantial amount that is very good. Parents and pupils think well of the school. Overall, leadership and management are sound. There is strong leadership from the headteacher and the governors support the school effectively. The school provides good value for money.

The school's main strengths and weaknesses are:

- Children get a very good start in the Foundation Stage;
- Pupils throughout the school achieve well because of the considerably improved teaching, however, they are given too few opportunities to learn for themselves or to write purposefully;
- Pupils who have SEN achieve well and support staff make a very strong contribution to their learning;
- Standards in art and design and music are above average but standards in information and communication technology (ICT) are not high enough;
- The curriculum is enriched by very productive links with the community and with other schools;
- The leadership of the headteacher and governors is good but the management of some subjects, particularly English and mathematics, is unsatisfactory.

Improvement since the last inspection has been good. The quality of teaching and assessment has significantly improved. Pupils with SEN now achieve well and standards in art and design are above average. Standards in English are lower, largely because of the high levels of pupil mobility in the present Year 6. Improvements have been made in ICT but standards are still below average. The aspects of leadership, management and governance identified as key issues have been addressed.

STANDARDS ACHIEVED

Achievement is good. In the Foundation Stage, children achieve well and are on target to meet the goals children are expected to reach by the end of reception in all the areas of learning; in personal and social development, most are likely to exceed them. Pupils achieve well in Years 1 and 2. Standards are at broadly expected levels by the end of Year 2. Achievement overall is satisfactory in Years 3 to 6 and standards are at expected levels.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	A	D	E
mathematics	C	B	E	E
science	E	A	C	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. Caution is needed in interpreting the data because numbers are small each year.*

The very good provision for children in the Foundation Stage ensures that they rapidly settle into productive learning routines and very quickly gain confidence. Their communication, language, literacy and mathematical skills develop well and, from a below average start, they reach the nationally expected goals. The rich curriculum and stimulating activities lead to similarly good achievement in the other areas of learning. Systematic teaching of basic literacy and numeracy skills in Years 1 and 2 results in good achievement and nationally expected standards in reading, writing and mathematics. In Years 3 to 6, pupils continue their steady development of the basic skills of

literacy and numeracy and the large majority are on target to reach expected levels by the end of Year 6. However, few are likely to reach above average levels. The same is true in science. In ICT, achievement is unsatisfactory and standards below average because pupils do not use the computers enough. Expert teaching in art and music brings about good achievement and above average standards. Pupils with SEN achieve well because of the good provision for their needs and the often very good support they receive. Pupils from minority ethnic backgrounds are well integrated into school and achieve as well as other pupils.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils enjoy coming to school and learning and they behave well. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good.

Teaching is very good in the Foundation Stage where staff work very well as a team to produce activities and surroundings that promote children's independence and ensure their achievement across all the areas of learning. Teaching in Years 1 and 2 is consistently good. There is some very good teaching in Years 3 to 6 but overall, teaching is sound. Pupils do not have enough opportunities to work independently or to use their writing, numeracy and ICT skills in other subjects. Teaching in art and design is particularly strong and is good in music. Teachers and support staff work very well together to ensure that pupils with SEN achieve well.

The curriculum caters satisfactorily for the needs of all the pupils and is enriched by visits, visitors and activities in arts and sport. The accommodation has recently been substantially improved and display is used well to stimulate learning. There is good provision for pupils with SEN. Pupils are well cared for and supported and their views listened to very well. The school works well with parents and very well with the local community and other schools.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is sound. The headteacher is an effective leader. He has a clear view of where the school needs to go and has developed a like-minded staff team. Management overall is satisfactory although the management of several subjects, particularly English and mathematics, is unsatisfactory. Financial planning is good and the governors play an effective part in school life and ensure that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have positive views of the school. They agree that teaching is good and that their children make good progress. Pupils, too, like the school and the teachers, feeling that teachers help them when they are in difficulty.

IMPROVEMENTS NEEDED

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

- Improve provision in ICT in order to raise standards;
- Improve the effectiveness of the management of subjects, particularly English and mathematics;
- Provide more opportunities for pupils to learn for themselves and to use their imagination;
- Extend planned opportunities for pupils to write purposefully across the whole curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils achieve well. Children in the Foundation Stage achieve well in all the areas of learning and many achieve very well. Achievement is good in Years 1 and 2. Pupils in Years 3 to 6 achieve soundly overall. Standards are at the level expected for pupils' ages in all parts of the school except in ICT, where standards are below those expected, and in art and music, where they are above.

Main strengths and weaknesses

- Pupils' achievement overall is good;
- Children achieve particularly well in the Foundation Stage;
- Standards in speaking and listening are above average by the end of Year 6;
- Standards are below average in ICT;
- Standards and achievement are good in art and design and music;
- Pupils with SEN achieve well.

Commentary

1. Only 10 pupils took the national tests at the end of Year 2 in 2003, so no table of average points score is included. The results were well above both the national average and the average for similar schools in reading and mathematics and were in the top 5 per cent in writing. Results of teacher assessments in science were also well above the national average. However, a well below proportion of pupils gained the higher level in reading and science. The trend in all three subjects has been an improving one over the past three years and overall, is above the national trend.

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

Standards in:	School results	National results
English	25.6 (30.2)	26.8 (27.0)
mathematics	24.4 (28.3)	26.8 (26.7)
science	28.7 (30.5)	28.6 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

2. Results in the national tests for 11-year-olds have been variable during the past four years, largely because of the high proportion of pupils with SEN in some groups and the generally high numbers of pupils who join the school during the junior years. In 2003, these factors, together with personal factors that affected several of the pupils on the day of the mathematics test, meant that the results in the national tests for 11-year-olds in 2003 were below those expected by the school. This was particularly true in mathematics, where results were well below the average both nationally and for similar schools. Performance was below the national average in English and well below the average for similar schools. Science results were broadly average. Trends over time are erratic - a good year in 2002 was followed by a weaker year in 2003, notably in English and mathematics. The overall trend is broadly in line with the national trend.
3. Children begin school with overall below average attainment in personal and social development, communication, language, literacy and mathematics, with significant numbers having skills in those areas that are well below average. The Foundation Stage co-ordinator

has ensured that the provision in the recently opened Foundation Stage unit helps the children settle quickly to enjoyable learning routines. The very constructive relationships that the adults have with the children result in rapid gains in confidence so that children achieve very well in their personal development. The unit is full of stimulating opportunities for children to use language meaningfully and the teacher and support staff are very skilled at encouraging children to develop their speaking, listening, reading and writing skills. Consequently, children achieve well and are on target to meet the required Early Learning Goals by the time they leave reception. The learning opportunities available mean that achievement in the other areas of learning is equally good, so that the children are on track to meet the goals in all the other areas of learning by the time they leave the unit. Higher attainers and children with SEN achieve equally well because the adults identify their particular learning needs and foster their development very well.

4. Pupils in the present Year 2 entered school with low levels of attainment and this explains the considerable difference in standards between the present group and last year's Year 2. Because the teaching is good in Years 1 and 2, pupils achieve well in English. They reach average standards for their age in reading, writing and speaking and listening by the end of Year 2, though they would benefit from more opportunities to write for a wider range of audiences and purposes. Achievement in mathematics is good. Because the numeracy strategy is taught well, pupils reach the standards expected by the time they leave Year 2. Standards are broadly average in science. Standards in ICT are below those expected and pupils' achievement is unsatisfactory because they have not had enough opportunities to practise their computer skills.
5. Pupils make steady progress in Years 3 to 6 in English. They achieve well in speaking and listening, where their skills are effectively fostered in other subjects, such as science. The basic skills of reading and writing are systematically developed. However, there are not enough opportunities for pupils to write independently and at length, so that too few attain above average levels and the small number of higher attainers are sometimes not challenged sufficiently. The large majority of pupils reach the expected level in English by the time they leave the school. A similar picture applies in mathematics, where achievement is satisfactory and standards are average, with few pupils working above the average level. Standards in science are broadly average but pupils' achievement is good, largely because the teaching encourages pupils to express their own views on issues such as, for example, drugs. Although pupils undertake a good range of investigations, there are too few opportunities for them to choose for themselves what they will investigate and how they will record their findings. Pupils' achievement in ICT is unsatisfactory because they do not use the computers enough to help learning in other subjects and because there are not enough computers available in the classrooms. Consequently, standards in ICT are below average.
6. There are strengths in pupils' achievement in music and art throughout the school and standards in both subjects are above average. The use of an Advanced Skills Teacher (AST) from the neighbouring high school, along with the personal expertise of the art co-ordinator, has led to some very high quality artwork being produced by junior pupils.
7. In relation to their starting points, the majority of pupils achieve well during their time in the school. There is no significant difference between the achievement of boys and girls. The needs of pupils with SEN are rapidly identified and effective individual education plans devised and used to ensure that these pupils achieve well. Records show that some pupils with specific language difficulties made more than expected progress during their first year in the school. The small numbers of children in public care and those from ethnic minority backgrounds achieve as well as the other pupils, because the teachers and other adults ensure that they are well integrated and that their particular needs are known and taken care of.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are good. Pupils' attitudes and behaviour are good; in the Foundation Stage they are very good. Spiritual, moral, social and cultural development is good overall. Moral development is very good.

Main strengths and weaknesses

- Attendance and punctuality are above average. The school has good procedures to ensure high attendance;
- Pupils in the Foundation Stage have very good attitudes and behave extremely well for their age;
- Behaviour in lessons, assemblies and the playground is good overall, sometimes very good;
- The school council provides a valuable channel for pupils to take responsibility;
- Pupils' moral development is very good and their spiritual and social development is well promoted;
- There are strong cultural links with the local community, but the school could do more to prepare pupils for life in our multicultural society.

Commentary

8. Because many parents have chosen this school in preference to others, they make a good effort to ensure their children attend regularly, and rates of attendance are above the national average for primary schools. Relatively few take long holidays in term time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.1
National data	5.4	National data	0.4

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

9. Children in the Foundation Stage respond well to the systems for self-registration, and for ensuring that there are never too many children participating in an activity at once. They play well together in 'Polly's Tea Room' and the outdoor play area. Behaviour in the rest of the school is usually good, but there are occasions where teachers have to work hard to keep the interest of some pupils. Where lessons are exciting, as when Years 5 and 6 were making pottery owls, pupils show a sense of wonder as details of feathers and beaks are made with simple tools. Pupils on the register for SEN integrate well with others. Those with individual difficulties in communication, for example, make rapid progress and contribute very well to the life of the school because of the sensitive support they receive.
10. Pupils show a considerate nature, for example, when they write poems about caring. The school council provides a chance for pupils, from the very young in Years 1 and 2 to the eldest, to play a part in the life of the school. Further personal development occurs when Year 6 pupils have monitor duties at lunchtime. Pupils are well aware of school and class rules, which they help to write, and like the anti-bullying arrangements. These include a Bullying Box where help can be asked for anonymously. Recent changes to the timetable mean that there is now less time for older and younger pupils to play together. Pupils in Years 4 to 6 have the valuable chance of a residential week every other year, and the school provides a wide range of visitors and trips out of school, to support the curriculum and to widen cultural and spiritual development. For example, the Chinese New Year was celebrated with the help of Chinese parents. However, more needs to be done to prepare pupils for life in a multicultural society.

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	76	28	1
White – any other White background	1	0	0
Mixed – White and Black African	1	0	0
Chinese	1	0	0

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

Commentary

11. The very small number of pupils who were excluded during the past year have since left the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are strong and there is a sound curriculum. The school is a caring one and there are constructive links with parents. Partnerships with the community and with other schools are very strong.

Teaching and learning

The quality of teaching is good overall. There has been a substantial improvement in the number of lessons judged to be good or better. Unsatisfactory teaching has been eliminated. There are good levels of learning. Assessment is effective.

Main strengths and weaknesses

- Teaching is very effective in the Foundation Stage;
- Teachers and support staff work as very effective teams;
- Teachers' subject knowledge is good in most subjects but limited in ICT;
- Work is not always clearly matched to the different ages and abilities of all pupils;
- The use of literacy, numeracy and ICT in other subjects does not feature strongly enough;
- Pupils learning and achievements are underpinned by very good relationships.

Commentary

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	9	6	0	0	0

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

12. Children in the Foundation Stage get off to a very good start because of the quality of teaching seen in all areas of learning. Teachers and support staff know how young children learn and provide a wide range of high quality opportunities to stimulate curiosity and

creativity. Children become confident independent learners and are very well prepared for the next steps of their education. Children gain from the many first-hand experiences they have and often reinforce their new learning in creative play. For example, one child was heard to say, 'Fruit is good for you because it's got vitamins', and another designed a 'trap' for his bunk and explained how it would work.

13. Teachers relate well to their pupils and often use approaches and material that engage their interest well. In the most successful lessons, pupils concentrate very well and produce work of good and very good quality, as, for example, in a music lesson with pupils in Years 1 and 2. The teachers' insistence on good behaviour ensures that classrooms are orderly places to learn and that no time is wasted. Teachers often use learning resources imaginatively. For example, the use of everyday medicines and products from the supermarket in a lesson on drugs awareness with Years 5 and 6 led to very good involvement and animated discussion from the pupils.
14. Basic literacy and numeracy skills are taught effectively in infant and junior classes. Handwriting and spelling are taught well in Years 1 and 2 and there is a strong focus on letter sounds. Consequently, pupils make good progress overall, to achieve the expected levels in reading and writing from a low start. In numeracy, pupils in Years 1 and 2 develop sound mathematical vocabulary because their teacher expects them to explain how they get their answers to problems. Mental strategies are taught well and tested effectively in the range of independent tasks planned for them. In both literacy and numeracy lessons, work is matched well to the age and abilities of pupils and support staff contribute a great deal to the effective learning which takes place.
15. The teaching of literacy and numeracy is satisfactory in Years 3 to 6. Teachers' knowledge of the national frameworks is good and planning shows clear learning objectives for each lesson. In many literacy lessons, the bias is strongly towards the completion of exercises. As a result, although pupils' work is presented well, and spelling, punctuation and grammar are mostly accurate, the range and purpose of writing is too narrow. There is little creative exploration of language and not enough opportunities to write more formally in other subjects, such as science or geography. Numeracy skills are taught systematically, so pupils develop a reasonable range of mental strategies and apply these appropriately when solving number problems. Mathematical vocabulary is taught well and pupils are expected to use correct terminology, such as vertical, horizontal, axes and grid, as used by pupils in Years 3 and 4 when learning about co-ordinates.
16. Teaching is good in science and music and very good in art. Teaching provision in ICT seen during the inspection was sound, but evidence shows that, over time, provision in this subject has been unsatisfactory and resulted in lower than expected standards.
17. In all lessons, speaking and listening are taught well. Teachers use open questioning to encourage discussion and allow time for pupils to discuss things amongst themselves. As a result, pupils' responses are thoughtful and expressed confidently. Teachers value the contributions which pupils make to lessons and acknowledge their efforts. This promotes strong relationships in classes and contributes to pupils' good attitudes and behaviour.
18. Pupils who have additional learning needs are well provided for. Teachers plan work which best suits their individual needs. When supported by the skilled classroom assistants, their learning is well focused. They make good progress and achieve well in relation to the targets set for them. Sometimes pupils are withdrawn from class for more focused teaching to boost basic skills. They make good progress in these sessions because of the individual attention they receive.
19. Teachers' use of assessment is good overall. It is most effective in the Foundation Stage where it provides a secure basis for step-by-step planning. In Years 1 to 6, pupils are tested regularly in English and mathematics and resulting data is used to predict future attainment and set targets. Marking quality is not consistent, but when it is done well it makes a

significant contribution to pupils' learning by indicating where they have met targets and what they should do to improve.

The curriculum

The curriculum soundly caters for the needs of all pupils. It is effectively enriched by activities, visits and visitors. The accommodation and resources enhance learning well.

Main strengths and weaknesses

- The Foundation Stage curriculum is very well established and benefits from lively, rich and stimulating accommodation;
- Extra opportunities are given to enrich the curriculum provision for all pupils;
- The provision for pupils with SEN is good, but the needs of the most able pupils are not always sufficiently recognised and there are too few opportunities for pupils to work independently;
- The school makes very good use of visits and visitors;
- The newly refurbished accommodation enhances learning.

Commentary

20. Since the last inspection, the new Foundation Stage unit has become a real jewel of the school. In some areas, such as displaying work from across the curriculum and the development of independent learning strategies, it points the way forward for other classes to emulate. The school has managed to sustain a broad curriculum and cover all the necessary elements. However, often work done by pupils of different ages and abilities is too similar. Whilst key knowledge and facts are covered effectively, in its current form, the curriculum does not leave enough room for older or higher attainers to achieve more. There is too little scope for them to take ideas further in investigative work or experimentation.
21. The school's extra-curricular provision is good, particularly in sports and the arts. The school sports co-ordinator programme provides good quality sporting activities and the headteacher runs a badminton club after school. There are regular trips and visitors to the school. Visitors include an advanced skills art teacher from the local high school, who helps to raise pupils' awareness of the arts through challenging two and three-dimensional activities. Some of the pupils' best achievement is realised, as a result of these experiences. For example, pupils in Year 5 and 6 completed very individual clay owls, as a result of an ongoing project in school.
22. The provision for pupils identified with SEN is good. Those who require support receive regular, skilled help in their individual programmes. Their needs are well met and they benefit from their inclusion in the full range of activities open to other pupils. The aspect of speaking and listening in the curriculum is good and pupils are given the opportunity across the subject range to express themselves in this way. However, opportunities to use basic skills of reading, writing, numeracy and ICT are frequently missed in planning for other subjects.
23. The accommodation and resources in the Foundation Stage are very good. They are well managed and the use that is made of the indoor space enhances the quality of children's learning significantly. The outdoor play area, including the covered area, further enhances their physical development. The two new classrooms, library and ICT suite provide an attractive learning environment with potential for future development. The spaces within the school are generally used creatively to maximise their potential. The grounds are extensive and plans for a wildlife area, pond and seating areas bode well for further development. Resources for ICT are much improved since the last inspection, though some classrooms still lack a computer. The school has identified a need for more books in the library and that there is a need to promote better research opportunities, especially in core areas of the curriculum.

Care, guidance and support

Provision for the care, welfare, health and safety of pupils is good. Provision of support, advice and guidance based on monitoring is good. Involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Caring is a strong part of the school's ethos and provision and relationships are very positive. Parents feel that all staff help to create the positive family atmosphere;
- The induction of children into the Foundation Stage is good;
- There is good monitoring of pupils' progress and personal development;
- The school deals well with SEN and uses outside expertise well;
- There are effective risk assessment and health and safety procedures;
- The school council is a very effective means of seeking views and suggestions from pupils.

Commentary

24. Pupils' welfare and safety are at the core of the school's life. Recent improvements to the buildings have included attractive and safe classrooms and toilets, while the remodelling of the outside areas has provided disabled access and an attractive play area for the Foundation Stage. Work is very soon to start on redesigning part of the school grounds to provide a nature reserve area and gardens. There are very good procedures for risk assessments and school visit safety. Minor accidents and bumps are recorded and treated effectively. Access to the school is well controlled, and arrangements to see that children get safely on the school bus are good. The school has a close knowledge of family circumstances, especially where these lead to behavioural problems, and has an effective and detailed monitoring system for very difficult behaviour, using national assessment materials to provide information for other support services. Parents are very happy with the care that their children receive, especially those with SEN, and pupils are also happy with the school. There are very good relationships between adults and pupils in the school. In preparation for achieving the 'Healthy School' award, a governor with particular expertise is monitoring the quality of school dinners, and the school has sensibly tried to reduce the amount of sugar in fruit drinks. The school council meets regularly and makes sensible decisions that are put into action by the school.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Parents are supportive;
- 'Friends of the School' raise large sums of money for improvements;
- Information for parents is good although they are not told enough about the topics being studied;
- There are very strong partnerships with the high school and pyramid schools;
- There are very good links with local industry and visitor attractions;

Commentary

25. The school is popular with parents, most of whom choose to send their children there. The school does not have a definable community catchment area, and this makes it difficult to have a feeling of belonging. The publications for parents have been improved since the last inspection, and are attractively produced with coloured photographs and readable text. The separate introduction to the Foundation Stage is very clear and understandable. Annual reports on pupils strike the right balance between description of work covered, and the pupil's achievements and targets for improvement. They clearly say whether progress and attainment are average, above or below expectations. The two parent/teacher meetings each year are well supported, and Foundation Stage parents are welcomed to settle their children into school each morning. Otherwise parents are expected to make an appointment. Newsletters to let parents know what is happening in the life of the school are infrequent, and do not contain information about topics being studied. This is something which some parents would like to receive, to enable them to help with research. Strong links with parents ensure that pupils with SEN are secure in school and that their needs are met fully. Parents make a significant contribution to annual reviews. There are good systems for sharing information and effective dialogue between home and school.
26. There are very good links with the other primary schools in Ossett through the pyramid, and particularly good partnerships with the high school. For example, an art teacher helps Year 5 and 6 pupils to make pottery owls, and the sports co-ordinator is developing the school's physical education programme as well as training midday supervisors in organising games. In return, high school pupils have term-long placements in the primary school as part of their community and citizenship programme.
27. Local industries have sponsored improvements to the school, such as signboards, and there is an innovative plan to divert rainwater from the adjacent premises into a school wildlife pond. Visitors from the community, such as clergy, police and the fire service, extend the curriculum well, and sports tutors contribute to after school clubs.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are sound. There have been good improvements. The governing body is effective. However, there are still issues to be dealt with.

Main strengths and weaknesses

- The governing body supports the school and monitors its performance well;
- Leadership of the school by the headteacher is thoughtful, provides clear educational direction and promotes good teamwork;
- Some areas of curriculum management need urgent revision.

Commentary

28. Governance of the school is good and has a strong impact on its development. The good range of expertise helps governors to fulfil responsibilities effectively and to make the right decisions about direction and development of the school. For example, the establishment and promotion of the Foundation Stage unit is a new and ambitious venture which is now gathering momentum and proving to be very successful.
29. Governors take a strong interest in the day-to-day working of the school. They fully exercise their role as critical friends and challenge standards, and when necessary, what the school plans to do. Recently, governors have been following up the effectiveness of the newly designated library on pupils' interest in books. Governors constantly seek the best value for what is provided but do not always have formal procedures for checking that money which is spent has the expected impact on pupils' learning and standards.

30. The headteacher has a clear view of where the school needs to go. He is working to broaden the school's outlook by using outside expertise and partnerships very effectively. He has led the drive to develop the Foundation Stage unit and to improve the quality of the accommodation and of teaching and learning. Action taken, such as the professional and skills development for teachers, classroom assistants and ancillary staff, is having a good impact on staff morale and has resulted in improved quality of teaching. Because of budget constraints, the school currently operates without a deputy headteacher. Nevertheless, the headteacher and appointed senior teacher work well together and have established a strong team. All staff work with a clear and common purpose to steer the school towards improved standards. The school improvement plan is a corporate document, which accurately sets out the school's needs.
31. Subject leadership is less secure because of the current staffing situation and is at present unsatisfactory. The headteacher is 'holding' the management of literacy and numeracy following the decision not to replace the deputy headteacher. Because of other responsibilities, he is unable to devote the urgency and drive required for both subjects. Literacy in particular lacks the decisive leadership and thoroughness of monitoring required to bring about high standards. Through the very good links built with other schools and the community, the headteacher has enhanced provision in some subjects, such as art and physical education, by using the expertise of visiting tutors. Provision for ICT is an issue remaining from the previous inspection, though significant improvements have been made recently. Other issues relating to assessment, curriculum and teaching quality have been dealt with, with some success; though there is still further to go.
32. Provision for pupils with SEN is managed well. The co-ordinator works effectively with staff and outside agents to set appropriate learning targets for pupils. The school is fully committed to educational inclusion and all pupils, whatever their specific needs, are well cared for and supported. The Foundation Stage is very well managed and is already beginning to have an impact on the educational direction of the school.
33. The budget is managed well. The headteacher and governors successfully eliminated the deficit previously identified, and are well set to repeat that over the next year, following further reductions in funding. Capital funding for building work has been used very well to provide a bright and stimulating learning environment. Prudent spending has enabled an increase in the number of classroom assistants, whose work contributes significantly to the quality of learning. However, the unexpected loss of income last year has had inevitable negative effects, not least on subject management. The school sees its strategy for dealing with the loss of the deputy headteacher and the recruitment of a temporary teacher as being a temporary one and recognises the urgent need to find permanent leaders for English and mathematics.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	270511
Total expenditure	284080
Expenditure per pupil	2654

Balances (£)	
Balance from previous year	10630
Balance carried forward to the next	-2939

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The Foundation Stage unit has been developed recently and replaces the reception class that existed at the time of the last inspection. Provision, leadership, teaching and achievement have all significantly improved since the last inspection. The Foundation Stage co-ordinator has a very clear vision that she shares very effectively with her team and which she is extending further up the school. This has led to a curriculum that is very well balanced between the teaching of skills and the development of children's independence and enjoyment. The curriculum is reflected very effectively in the stimulating way the classroom is laid out and organised. Planning is well thought out and is based on very good systematic assessment of children's personal and academic development.

The quality of teaching is consistently very good and the teacher and classroom support assistant work together very effectively as a team. The teacher ensures that the other adults who help are well briefed and understand and follow the unit's approach. Relationships are very constructive and parents are welcomed. At first, children attend either in the mornings or the afternoons. When it is necessary, children come for one or two mornings a week until they become confident enough to benefit from more regular attendance. Older children attend for the whole day and work is carefully planned so that both part-time and full-time attenders gain maximum benefit from the available activities. Children's attainment on entry to the Foundation Stage varies from year-to-year. The attainment of the children presently in Years 1 and 2 was low in personal and social development, communication, language and literacy and mathematical development. The attainment of the present group of children in reception is higher but still below the levels expected overall.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Planning and practice ensure that the very stimulating lay out of the unit is used to promote positive attitudes and independent learning;
- Children's confidence is built through familiar routines;
- Adults set a very good example and promote positive behaviour and consideration for others consistently through their high expectations and the very good relationships that exist;
- Children share the cultures and beliefs of other children in the school.

Commentary

34. Children's achievement in this area of learning is very good. By the time they leave the unit, most are on target to exceed the Early Learning Goals. The teaching is very good. Everything in the unit is geared towards enabling children to play and learn independently. Activity areas are attractively laid out with resources easily available for children to access for themselves. Regular routines ensure that children rapidly become clear about the adults' expectations at different times of the day. Children register themselves in and choose which activity area to go to. They soon learn that there are times in the day when they are expected to work with an adult and times when they can choose what they do. The teacher and other adults are alert to opportunities to join the child's independent activity with a comment or question in order to take learning further. Rules are simple and sensible and adults consistent in making sure that they are followed. Behaviour consequently is very good and children learn to work happily together as they gain more confidence.

35. Because the relationships between the adults in the unit and the children are so positive, children become confident and, by the time they have settled in, many talk confidently to visiting adults, animatedly sharing their plans and their achievements. Through activities, such as preparing snacks for the other children, they learn about hygiene and healthy eating as well as about working for others and waiting for their turn. The subsequent snack time is a pleasant social occasion when the adults also eat their snacks and chat with the children in a relaxed and enjoyable way. The teacher chooses stories carefully to make particular points about, for example, not telling lies and strong moral messages are given in an enjoyable way. Children learn about other cultures and customs when, for example, a Chinese pupil from the infant class tells them about Chinese New Year and helps them pronounce Chinese names and make dragons. Adults are very good at encouraging the newest children and making them feel welcome and older children are encouraged to play their part in involving them in play. The needs of particular children are quickly identified, often with the help of parents who play a part in children's early assessments. The teacher and classroom support assistant are skilled and sensitive in meeting those needs through personal interventions or particular activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The classroom is rich in language and provides many opportunities for children to speak, listen, read and write for particular purposes;
- There is a very good balance between the systematic development of language skills, both oral and written, and opportunities to use language independently for a variety of purposes.

Commentary

36. Overall, children achieve well in this area of learning and many achieve very well. The majority of children are on target to achieve the Learning Goals in this area by the time they leave reception. The teaching is very good. Every opportunity is taken to provide language for the children to experience. During the inspection, the whole room followed a nursery rhyme theme. 'Polly and Sukey's Tea Shop', for example, not only had menus and notepads for the waiter or waitress to take orders, but also had a sign saying that no dogs are allowed except guide dogs. The 'get well soon' cards that the children wrote to 'Humpty Dumpty' are displayed prominently. All items in each activity area are labelled. The teacher and other adults encourage discussion and the sharing of opinions whenever they can, promoting children's talk about what they are eating during snack time, for example. Adults intervene in children's play when they see a chance to get them to talk, as when two boys who pouring water into different sized and shaped containers were involved in conversation about which container held most water.
37. The many chances that are offered for children to scribble or write spontaneously are balanced by the more structured opportunities that are planned regularly to develop their early skills of reading and writing. The classroom support assistant, for example, worked with a targeted group of younger children playing a game that rewarded their recognition of initial letter sounds by letting them jump into a hoop, to their great enjoyment. The teacher worked with a more able group in a lively and productive session, which used a wide variety of techniques to teach the recognition of the letter 'c' and, for some, to help them write it.
38. Listening skills are developed through the frequent stories and rhymes that adults share with the children and through the use of the listening centre, where children sit and listen to a story using the earphones. Adults have high expectations of children when they give instructions or share ideas with them, insisting that children listen politely and respond appropriately. They model story telling very well, speaking clearly and reading or telling the

story with expression and often with characterisation. The story corner contains many attractive books and children are encouraged to sit there and read individually or together.

39. Children's progress is tracked thoroughly and individual language needs identified. Plans are put in place to help individuals and adults' expectations are based on those plans. Consequently, higher attainers are challenged to achieve to their limits and less able children given encouragement and patient support through their difficulties.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- There are many opportunities to recognise and use numbers and shapes, both in independent free choice activities and in adult led sessions to develop skills;
- The computer is used to develop numeracy skills;
- Practical activities are geared towards learning about shape, size and measure.

Commentary

40. Children achieve well in this area of learning. Most children are on course to meet the Learning Goals in this area by the time they leave the unit. The teaching is very good. Children's progress in mathematical skills and concepts is carefully planned for and both higher and lower attainers are very well provided for, often at an individual level. Adult led activities have a particular numeracy emphasis on two days of the week. Many displays involve numbers, size and shape, some of them related to fairy tales, such as 'The Three Bears'. Independent activities are often designed to ensure that children have to match shapes, compare sizes and count objects. Different sized containers are available in both sand and water trays. There are construction toys of different shapes and sizes in the technology and construction areas. The 'Tea Room' menus include prices and there is a counter and till for paying the bill. On numeracy days, the computer has a stimulating mathematical program available for children to use. By the time they have been in the unit for a while, children apply their mathematical skills independently, as when two boys using building blocks for a castle animatedly discussed how many and what size bricks they needed to complete their building. Independent learning activities are complemented by regular adult led sessions where children learn and reinforce basic number facts and practise counting and simple number operations. Children learn number rhymes and songs and play number games so that their skills develop in an atmosphere of enjoyment. Higher attainers are given the opportunity to undertake more challenging number activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teacher and adults are quick to take up learning opportunities to, for example, promote investigation and extend knowledge;
- A strong emphasis on healthy eating leads to good knowledge about food;
- Children use the computer independently and, when necessary, with help.

Commentary

41. Children achieve well in this area of learning. They are on target to reach the expected Learning Goals by the end of reception. The teaching is very good. There are many opportunities for children to develop their skills in independent activities throughout the classroom. In the writing area, children who post letters know that they have to show who the letter is meant for on the envelope and that they must put a stamp on. In more structured sessions, children discuss their route to school and older children draw maps to show some of the features they see on their way. They learn about festivals and celebrations from other cultures, such as the Chinese New Year. They also learn that different groups have different beliefs and customs when they listen to a child tell them about Jehovah's Witnesses.
42. In a scientific investigation, children planted some cress seeds and checked at regular intervals to see how well they were growing. Children are encouraged to investigate and experiment for themselves. For example, when a girl had made a model boat with a tall mast and a small sail, the teacher suggested that she checked whether it would float. When the child reported success, the teacher then challenged her to make the boat move without touching it. The girl thought hard and then made a simple fan with which she proceeded to waft the boat along the water tray.
43. There is a strong emphasis on healthy eating, reflecting the school's focus. The discussions that take place with adults during the preparation of snacks and during snack time itself are very productive both in terms of developing children's speaking and listening skills and in developing their knowledge of food. One girl pointed out to a visiting adult while she was eating her snack time banana, 'Fruit is good for you because it's got vitamins'.
44. Children use ICT well in their learning. Their skills are developed through regular opportunities to work at the computer with adult support until they are ready to use the computer independently. Higher attainers are adept at recognising when the wrong program is running and in manipulating the mouse accurately to move shapes into place to form a pattern. They can produce a plan of the playground with clip art figures to indicate features.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- There are very good facilities for outside play with stimulating layouts and good resources;
- Teachers provide many stimulating opportunities to develop manipulative skills through cutting, sticking and writing.

Commentary

45. Children achieve well in this area of learning and are on course to achieve the required Learning Goals by the time they leave the unit. Teaching is very good. The facilities for outside play are of a very good quality. In addition to an enclosed outside playground, there is a covered area that ensures that large apparatus can be used even in wet weather. Both areas have been imaginatively developed to produce a variety of physical activities for the children to enjoy and, at the same time, to promote learning about such things as road safety. Children enjoy riding their bikes and cars along the road that is marked out in the playground and stopping at the pedestrian crossing. They play with good awareness of others and take care to keep safe. More structured sessions are planned to include activities that demand more supervision and these also work well to promote, for example, children's ball skills and their awareness that games have rules and that they need to work together to succeed.

46. Children are enabled to develop their skills in managing pencils and paintbrushes, building and constructing and cutting and sticking through the very good range of activities available and the good resources that are accessible to the children. They enhance their skills with the computer mouse by regular practice, often helped by an adult. The teacher plans regular sessions to develop good handwriting for those who are at a stage to benefit. Adults work with small groups or individuals to help them cut and stick accurately. For instance, the classroom support assistant worked with a group of four boys on making symmetrical patterns, by cutting shapes and sticking them carefully. Older children are able to pile bricks into solid buildings that do not easily collapse.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Opportunities to paint, draw and model are always available;
- Children use a painting program on the computer confidently and effectively.

Commentary

47. Achievement in this area of learning is good. Children are on target to meet the required Learning Goals by the end of reception. The quality of teaching is very good. The teacher plans a good range of opportunities for children to paint and draw and there are also rich opportunities for pupils to make models in card or from materials. Dragons were made from paper plates decorated with tissue paper for Chinese New Year. Children paint lively and colourful self-portraits and pictures of their friends, many with recognisable features. More able older children have good skills in using a paint program on the computer to produce colourful patterns and free painting. Children have a weekly music session when they sing a variety of songs and accompany them with instruments. They also sing a range of rhymes and songs to reinforce learning in other areas. There are very good opportunities for role play in the 'Tea Rooms'.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Most pupils achieve well in reading and writing;
- Standards in speaking and listening are good;
- The management of the subject is unsatisfactory at present;
- Relationships between teachers and pupils are very good. Pupils have positive attitudes and this helps them to achieve well;
- Basic skills are taught well, but pupils have too few opportunities to apply their writing skills in personal independent writing which embraces the whole curriculum.

Commentary

48. Results in national tests for 7-year-olds in reading were well above the national average in 2003 and were in the top 5 per cent nationally in writing. Every pupil reached the expected level, although a below average number reached the higher level in reading. The trend is an upward one. The picture for 11-year-olds is more mixed. Results vary greatly over time, with

2003 being a less successful year, largely because of the proportion of pupils who joined or left the school at different times and the high numbers of pupils with SEN. Performance was below the national average and well below the average for similar schools.

49. Overall, standards in English are average in Year 2 and Year 6. Standards for the current Year 2 are in line with those expected for their age in reading and writing. Although standards seen are not as high as they were in previous years, they represent good achievement for this group of pupils. Their levels of attainment were well below expectations when they first started school, but because of the good quality of teaching they receive they make rapid progress and achieve well. They are interested and enthusiastic readers and make steady progress through the planned reading scheme. Knowledge of letter sounds is secure and this helps them to tackle unfamiliar words confidently. There is too little encouragement for pupils to make independent choices about their reading. In writing, pupils in Years 1 and 2 make good progress. Basic handwriting skills are taught well so pupils develop clear styles and consistency in size of letters. Sentences are sequenced logically, show clear meaning and are mostly punctuated with capital letters and full stops. There are good opportunities in most lessons for pupils to improve speaking and listening skills. Consequently, they show good levels of confidence and express their ideas clearly. A good example was in a science lesson when pupils talked excitedly about the changes they might see in the chocolate and jelly which was being heated.
50. Pupils in Years 3 to 6 make steady progress and by the end of Year 6 almost all reach the standards in reading and writing expected for their age. Samples of work and teachers assessments suggest that very few are set to achieve beyond that, largely because of these pupils' prior learning. Standards have fluctuated over the past four years owing to the differences in year groups, the proportions of pupils with additional learning needs and pupils leaving and joining the school at different times. Over time, pupils in Year 6 achieve as well as expected.
51. Standards in speaking and listening are better than in other aspects of English because it is promoted well in lessons. Open questioning to seek pupils' views is a feature of most lessons so pupils become confident and self-assured when sharing their ideas. All speak clearly, ask appropriate questions and listen well to others. In Year 6, for example, there was some lively debate about bullying, in preparation for their writing task. Pupils engage readily in informal conversation and are well able to state their preferences and express opinions. By the end of Year 6, pupils' knowledge of books and authors is good. They talk about classics as well as more contemporary literature and extend the range of their reading by borrowing from the public library. They know how to access information from books and feel that their learning is helped by the range of topic books available in school. Basic skills of handwriting, spelling, punctuation and grammar are taught effectively. These skills are reflected in the presentation and accuracy of written work. However, the range of personal creative writing and opportunities to develop writing skills across all subjects are not sufficiently planned. Much of the writing done is in 'exercises' so pupils do not develop fluency or experiment with more adventurous ideas. There was some good writing seen in history topics where pupils have written both imaginatively and factually about the Tudors, but such examples are not seen consistently in pupils' work.
52. The quality of teaching and learning is sound overall. It is stronger in Years 1 and 2 where there is more pace to learning because of the better match of work for the different age groups. All teachers have good subject knowledge and understanding of the literacy framework. They follow the guidance of the literacy strategy and ensure that there are clear learning objectives for each lesson. Relationships in classrooms are good, so there is generally a good response from pupils, who settle down to work quickly and try their best. Teachers and classroom assistants work very well together, providing very good role models of teamwork for pupils to follow. Assistants' contribution to lessons is planned well so that groups of pupils and individuals who require extra support benefit from their skills. Consequently, pupils who have SEN achieve well. Occasionally, learning and achievement

are inhibited because the reading and writing elements of the lesson are not linked closely enough. In one lesson, the pupils prepared the writing ideas well, but the lesson focus changed to improving punctuation. The momentum for writing was lost and pupils did not have enough time to finish their written work. The school systems for tracking progress are used satisfactorily by teachers to set targets although in some lessons, it is less well used to challenge the higher attainers. Marking is satisfactory overall and helps pupils to know how they can improve.

53. The present arrangements for the leadership and management of English are unsatisfactory. The headteacher is currently 'holding' the leadership of literacy and numeracy in addition to other responsibilities, pending a suitable appointment to the staff. Consequently, although there is some monitoring of standards, leadership at present lacks the urgency it requires for a crucial area of the curriculum. There have been some improvements since the previous inspection seen in provision of a designated library and the quality of books. Support staff make a better contribution to lessons, and there are more effective systems for assessing pupils' attainment and tracking progress, although there is still room for improvement.

Literacy across the curriculum

54. The range and quality of books for all subjects is satisfactory, but writing skills are not sufficiently promoted in other subjects. The use of ICT to support pupils' learning is unsatisfactory.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is good in Years 1 and 2, where work is planned for all abilities;
- Numeracy is a strong element of the mathematics curriculum;
- Pupils are not provided with enough opportunities for individual learning activities;
- The management of the subject needs reviewing.

Commentary

55. Pupils' performance in the national tests at the age of 7 in 2003 comfortably exceeded the national average for their age group. For pupils aged 11, results fluctuate from one year to the next. In 2003, their performance in mathematics fell below the national average for their age group. However, there are mobility issues for the school that have affected results. There is little difference between the achievements of girls and boys, though overall, boys perform slightly better. Standards for the present pupils in Years 2 and 6 are at expected levels for their age. Pupils achieve well in Years 1 and 2 and satisfactorily in Years 3 to 6.
56. Positive action taken by the school has begun to foster improvements. A programme of booster support has been set up by the school using the expertise of one of the governors. Assessments of pupils in Years 5 and 6 are identifying aspects of mathematics that need more curriculum time and beginning to highlight problem areas. However, there is still some way to go towards using the data available to set challenging individual targets, especially for higher attaining pupils, and to reflect these in the levels of work expected of them. Pupils with SEN continue to make good progress as many of them benefit from the well targeted support offered by the teachers and classroom assistants. Since the last inspection standards by the end of Year 2 and Year 6 have broadly been maintained.

57. The quality of teaching and learning for pupils in Years 1 and 2 is good overall. The teacher assesses what pupils need to learn, sets clear objectives and uses resources and teaching methods which motivate pupils. For example, a large floor domino game proved to be a successful way to consolidate the concept of more or less than. Pupils were continually challenged to give reasons for answers so the teacher could assess how well they learned before moving on to the next stage. The curriculum covers all the aspects of the subject but has not focused sharply enough on children using and applying their skills to solve problems. Whilst pupils' achievement overall is good, it has not been as good as it could be in this area of mathematics.
58. For pupils in Years 3 to 6, teaching is satisfactory. One of the challenges teachers face is getting the pitch of work right for such a wide spread of age and abilities in these mixed-age classes. There are times when this is successfully achieved and there are occasions when the higher attainers in particular mark time and cover work that is too easy.
59. Leadership and management of the subject is at present unsatisfactory. Because of unavoidable staff changes, the headteacher has had temporarily to add the co-ordination of the subject to his other responsibilities. There is a clear overview of what needs to be achieved in order to raise standards and some positive action has been taken. However, the day-to-day management of pupils' learning is less than satisfactory because pupils are not challenged and differentiated rigorously enough.

Mathematics across the curriculum

60. There are some sound opportunities for pupils to use mathematical skills in other areas of the curriculum, as, for example, measuring and recording in design and technology and using repeated rhythmic patterns in music. These tend to be incidental rather than planned. Overall, not enough opportunities are planned for pupils to use their mathematical knowledge and skills in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is good and pupils achieve well;
- Pupils with SEN achieve well because of the effective support they receive, but higher attainers do not have enough opportunities to work independently;
- A good range of resources is used effectively to promote learning.

Commentary

61. All pupils attained the expected level in the teacher assessments for pupils in Year 2 in 2003. However, none reached the higher level. The results for Year 6 pupils in 2003 were broadly average, with an above average number of pupils attaining the expected level but fewer than usual reaching the higher level. A similar pattern is true for the present Year 2 and Year 6, where standards are at the levels expected but the proportion of higher attainers relatively small. This reflects the standards at the last inspection. The standards of the pupils in Year 2 relate closely to the levels of attainment these pupils had on starting school. The tracking of the progress of pupils in Year 6 shows a pattern of average performance as they have progressed through the school.
62. Pupils achieve well because of the good teaching, which benefits from the way in which the subject co-ordinator has organised the scheme of work for each mixed-age class. They learn to investigate using methods that ensure that the tests are fair and record their findings

in a variety of ways. Scientific skills are developed systematically and carefully structured recording sheets used to ensure that pupils do not miss out on any part of the process. However, too little use is made of ICT to record investigations and higher attainers do not have enough opportunities to decide on their own aspect of the investigation or to select their own method of recording the results. Lower attainers are well supported by classroom assistants to ensure that they understand what they are doing and, consequently, these pupils achieve as well as the others in the class.

63. The teaching is lively and stimulates the interest of the pupils well. Teachers are careful to use appropriately challenging technical language. Good use is made of often familiar objects that catch the pupils' interest. For example, pupils in Years 1 and 2 were given a chocolate drop to hold while a poem was read and quickly understood that chocolate melts in hot hands! Pupils in Years 5 and 6 were intrigued when the teacher suddenly revealed a carton of tea and a jar of coffee during an animated discussion on the benefits and drawbacks of medicines and drugs. Teachers are good at using the pupils' own experience to extend their learning. For example, in the lesson on changing materials, the teacher reminded pupils of the clay work that they had previously done. Good attention is paid to issues of health and safety and the subject contributes well to pupils' personal, social and health education (PSHE) through opportunities to consider healthy eating and the uses and abuses of drugs. Science lessons are also used effectively to develop pupils' speaking and listening skills and it is this aspect of the lessons that the higher attainers flourish. The subject is lead and managed soundly.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The opening of a new ICT suite has improved learning opportunities but resources are still unsatisfactory overall;
- Teachers' subject knowledge and skills have improved because of training;
- Standards seen in Year 2 and Year 6 are not high enough;
- The use of ICT across the curriculum is a weakness.

Commentary

64. Standards in ICT are below expectations at the end of Year 2 and Year 6. Although there are better resources now, they have not been installed long enough to have the required impact on standards overall. Progress is further inhibited by the lack of resources in classrooms which means that pupils cannot follow up the skills they learn in the ICT suite. There have also been some technical delays in installing the electronic whiteboards in some classrooms. This further exacerbates attempts to develop the use of ICT in the school.
65. There is evidence of some progress being made. The use of the suite is timetabled for all classes and pupils' skills are being developed. In Years 1 and 2, for example, pupils' keyboard skills are progressing. They understand the use of the 'shift' key, 'delete' and 'spacebar' to help in the presentation of their writing and used these effectively when writing sentences to match pictures to the 'Three Bears' story. Pupils in Years 3 and 4 made class calendars by reducing the size of photographs of themselves to fit into a template. They also learn to change the size, colour and style of the text. In Years 5 and 6 pupils scanned their own pieces of artwork based on Matisse's 'The Snail' and added their own explanatory information, which they found on the Internet. Despite the positive start, however, pupils' skills are generally at an unsatisfactory level because the full range of the ICT curriculum has not been taught.

66. In the lessons seen during the inspection, teaching was satisfactory overall. Teachers demonstrate confidently because of their secure subject knowledge and skills. Learning objectives are clear and there is strong support from classroom assistants working alongside teachers. Pupils are very keen to learn and they approach the computer with increasing confidence. When speaking to older pupils, it is evident that some learn more advanced skills at home. The school has yet to develop strategies to build on this.
67. Leadership and management of ICT are unsatisfactory. The subject leader has a clear view of what needs to be done to improve standards, but is hampered by the present lack of resources and the requirement for further training.

Information and communication technology across the curriculum

68. There is not enough use of ICT in other subjects, largely because of the lack of resources in the classrooms. Where other subjects form the content of the work done in the ICT suite, good learning occurs, as when pupils produce interesting art using a paint program.

HUMANITIES

69. No lessons in **history** and only one lesson in **geography** were observed. It is therefore not possible to form an overall judgement about provision in these subjects. It is evident from the work seen and discussions that took place that standards in history are typical of those seen in most schools. Pupils develop a good knowledge and understanding of the topics studied. Very good use is made of visitors to support pupils' learning. Pupils, for example, described the visit on Remembrance Day when 'old soldiers' told war stories. They also mentioned their visit to Fountains Abbey, where they dressed up as monks, and the visit to the mining museum. Pupils do not have enough opportunities to develop their skills of independent research or to use their literacy skills in their history work. In geography, in Years 1 and 2, pupils have a good understanding of contrasting locations through their studies of a Mexican village. Pupils are encouraged to participate in a role play activity and to use the computer for investigative work in some geography lessons. However, too much work in Years 3 to 6 is based on worksheets and lacks challenge.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a sound awareness of the rituals and traditions of different faiths;
- Pupils' learning is supported through good use of visits, visitors and resources.

Commentary

70. Standards are similar to those seen at the time of the last inspection. In Years 2 and 6, pupils' work meets the expectations set out in the existing syllabus. In Years 1 and 2, pupils' achievement is satisfactory. They develop a sound awareness of some of the main Christian religious festivals and gain an understanding about the importance of stories written within religions. They also know that some places and objects have a special religious meaning for the followers of the faith. The teaching effectively promotes pupils' capacity to reflect on religious ideas, such as the meaning of light in Judaism and Christianity. In Years 3 to 6, pupils' achievement is satisfactory, as is the teaching. Pupils study Christianity and aspects of the Muslim religion. Older pupils can describe the main beliefs of the religion they have studied and discuss the different forms of worship. Pupils in Years 5 and 6 successfully created prayers for both Christians and Muslims, paying attention to the differences in religious concepts.

71. Leadership of the subject suffers from the fact that the teacher concerned also leads two other areas, both of which are major priorities for the school at present. Consequently, leadership and management are at present not satisfactory. However, the school has designated the subject as a priority next year, when the new locally agreed syllabus will be available for the school to review its scheme of work. The cluster of schools in the area is planning to network and share the expertise of a colleague who is a religious education specialist. Visits have taken place to the church in the community and the school recently took the children to the town hall for a carol concert.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. There is insufficient evidence to make an overall judgement about provision in **design and technology**. No lessons were seen and there was very limited evidence of pupils' work. Discussion with pupils and staff indicate that national subject guidance is followed. This supports planning satisfactorily and ensures that pupils gain a reasonable range of experiences. Younger pupils, for example, make puppets, and build vehicles which incorporate wheels and axles. Older pupils make and evaluate bread, design 'moving pictures' using levers, and build rigid structures. Curriculum time is shared with art, which was the focus during the inspection.
73. No overall judgement is made about provision in **physical education** because no lessons were seen. There is a rich curriculum, considerably enhanced by the strong links with other schools, particularly the high school. The school is involved in the local sports co-ordinators scheme and there are strong community links through local sports clubs. Pupils take part in swimming at the high school and in outdoor and adventurous activities during a residential visit. The school runs a badminton club and there are opportunities for older pupils to receive football coaching and younger pupils to have coaching in a number of sports and games.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Teaching is very good and pupils achieve well, with older pupils achieving very well;
- Observational drawing and painting skills are very well developed;
- A rich curriculum represents a good range of cultures;
- The subject is very knowledgeably led;
- Visits and visitors make a very significant contribution to pupils' achievement.

Commentary

74. Pupils of all abilities achieve well. Standards are above average and much work is produced that is of high quality. This marks an improvement since the last inspection. The subject leader has strong expertise in the subject and shares this well with other staff so that teaching is consistently very good. Teachers are confident to follow the co-ordinator's example in systematically developing pupils' skills of observation. Pupils are also taught to use a good variety of tools, techniques and media as they go through the school. They meet a good range of artwork from western and other cultures. For example, work by a visiting artist resulted in a high quality wall hanging that reflected the pupils' interpretation of the African art that they encountered during the day. The school gives art a high priority through the quality of its display, with pupils seeing examples of high quality art on virtually every wall, often displayed alongside the pupils' efforts. The subject makes a very good contribution to pupils' spiritual, social and cultural development.

75. The high standard of the artwork produced is best exemplified in the extremely impressive clay owls produced by the pupils in Years 5 and 6. These were the result of a series of lessons taught by an AST from the local high school and the co-ordinator. Very good use was made of a number of stuffed owls of different kinds. Pupils looked very carefully at these and produced accurate observational drawings using pastel. Under the guidance of the AST, they proceeded to make two pinch pots from clay, fix them together and then add eyes and a beak to make an owl. In the excellent lesson observed, they decorated their owls, using a variety of tools to make different patterns for feathers and feet. By the end of the lesson, every pupil had produced an owl that was well shaped and each had a unique pattern; some pupils had taken the brief further and added ears or, in one case, an open beak poised to strike. They were encouraged throughout by the good quality materials they were given and by the teachers' interventions to help, challenge and evaluate.
76. The careful attention paid to the development of skills was shown in another very good lesson taught by the co-ordinator, with help from the class teacher and support assistant. Pupils were given the task of using one of three techniques to produce observational recordings of varieties of fruit, chosen to support the class's topic on St Lucia. One group used pencils of different grades, another group used pastels and the third used watercolour paint. The co-ordinator introduced each medium clearly, pointing out various ways of achieving particular effects and showing the unique quality of each. Pupils were very keen to get started and worked with high levels of concentration to produce work that was of at least good quality, with several high attainers making very pleasing versions. The group of pupils with SEN working with the very effective support assistant all produced good work and achieved very well.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching is good and pupils achieve well;
- The quality of singing is good.

Commentary

77. Pupils achieve well in music because of the good teaching. Standards are above average, as they were at the last inspection. Teachers use a commercial scheme of work that serves them well and ensures that pupils cover the requirements of the National Curriculum and experience a broad range of aspects of music. One lesson seen explored a variety of singing games from various cultures, giving pupils the chance to sing in a range of styles and to identify common characteristics of the songs. In another lesson, pupils in Years 1 and 2 worked on a performance of 'Jack and the Beanstalk', incorporating their own sounds and effects before adding instrumental accompaniments. The teacher and support assistant worked very well together to ensure that the lesson was well organised and that no time was wasted. Less able pupils were effectively supported so that they too achieved well. In both lessons, the adults' enthusiasm was infectious and led to high levels of enjoyment.
78. Good opportunities are given for pupils to sing in assemblies and concerts. Singing is tuneful and enthusiastic and shows a good interpretation of the words. Pupils sing a variety of songs with style, handling two parts well. The subject is led effectively by two knowledgeable co-ordinators who ensure that music retains its high profile in the school. The subject contributes very well to pupils' personal development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship (PSHCE) is **good**.

Main strengths and weaknesses

- There is good provision for PSHCE throughout the curriculum;
- The 2-yearly residential visit provides valuable experience for the pupils;
- The school is working towards 'Healthy School' status.

Commentary

79. PSHCE is provided through topics, such as the human body and healthy eating. These are having a positive effect on pupils' knowledge about food, exercise and healthy lifestyles. Drugs education is covered effectively in Years 5 and 6. Children's social skills are developed well on the residential visit to Kingswood Activity Centre, and through lessons, such as parachute work in Years 1 and 2. The governors' present policy is not to teach sex and relationships education, but this is to be reviewed in the light of the earlier maturity of some pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	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	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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