

INSPECTION REPORT

OXENHOPE CE PRIMARY SCHOOL

Keighley, West Yorkshire

LEA area: Bradford

Unique reference number: 107349

Headteacher: Mr Mike Wragg

Lead inspector: Mrs Lesley Clark

Dates of inspection: 10–12 November 2003

Inspection number: 257133

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 Aided
Age range of pupils:	5–11
Gender of pupils:	Mixed
Number on roll:	166
School address:	Cross Lane Oxenhope Keighley West Yorkshire
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Appropriate authority:	Bradford
Name of chair of governors:	Mr Mike Hopkinson
Date of previous inspection:	15 October 2001

CHARACTERISTICS OF THE SCHOOL

Oxenhope Church of England Primary School is smaller than other primary schools. Most pupils come from the village and outlying farms; a small number come from further afield. Overall the school's socio-economic context is a little above average. Almost all pupils are of white British, ethnic background. There are no pupils learning English as an additional language. When children first start in the reception class their attainment is broadly at the level expected of their age. While the proportion of pupils with special educational needs (16 per cent) is lower than that found nationally, the extent of learning difficulties is more acute than that found in most schools. The proportion of pupils (2.4 per cent) who have statements of special educational need is well above the national average. The range of special needs includes moderate and severe learning difficulties, dyslexia, speech problems, multi-sensory impairment and autism. The school has had considerable changes in teaching staff since reorganisation from a first to a primary school in September 2000 and since the last inspection two years' ago.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25431	Lesley Clark	Lead inspector	Science Art Music Foundation stage
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28320	Robert Willey	Team inspector	Mathematics Information and communication technology Design and technology Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school in which pupils attain above average standards because they are well taught. The school is well led and managed. The management team successfully creates a caring environment in which high achievement is a priority, individuals are warmly valued and pupils of different abilities achieve success. **The school provides good value for money.**

The school's main strengths and weaknesses are:

- Standards are well above average in reading, mathematics and science by the end of Year 6 and above average in writing because teaching is good.
- There is a strong commitment to the inclusion of all pupils, including those from other ethnic backgrounds, in all aspects of the school's provision; pupils with special educational needs achieve particularly well.
- Pupils have very good attitudes to learning because lessons are challenging and fun.
- Pupils have very good spiritual and moral awareness for their age and behave very well.
- Opportunities for them to take on responsibility for their learning, for older pupils to provide good role-models for younger children and to have a say in what goes on at school are more limited.
- The school makes very good provision for pupils' development in the creative arts and sports but provides relatively few opportunities for pupils to have contact with non-Christian cultures and faiths.
- The leadership, management and governance are good, enabling pupils to achieve well.

The school has made considerable improvement since it was last inspected and is now providing good quality education. It no longer has serious weaknesses in any part of its provision.

STANDARDS ACHIEVED

Year 6 results

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

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.

Standards are above average in most subjects by the end of Year 6. **Pupils' achievement is good** in lessons. In Year 6, standards are currently well above average in mathematics and science and above average in English overall with high standards in reading. Test results for this age group in 2003 dipped a little because a third of pupils, a higher proportion than usual, had special educational needs. Pupils with special educational needs nonetheless achieve very well because provision for their needs has improved and is now very good. Higher attainers make good progress. The school has not identified its gifted and talented pupils. Compared to similar schools, pupils are doing well, particularly in English. By the end of Year 2, standards are also above average in most subjects, including writing, speaking and listening, science and mathematics. Standards are well above average in reading for this age group. Results tend to fluctuate from year to year because of the small numbers: this year standards are higher than last. Reception children are on course to exceed the goals they are expected to reach at the end of the year in personal, social, emotional development, communication, language and literacy, mathematical development, knowledge and

understanding of the world and creative development and to meet expected standards in their physical development.

The school makes good provision for pupils' personal and social development with notable strengths in developing their spiritual and moral awareness. While pupils have a very good knowledge of their own culture, their knowledge and understanding of non-Christian cultures are less extensive. Pupils have very good attitudes towards learning and behave very well, both in lessons and when they play together outside.

QUALITY OF EDUCATION

The school provides a good quality of education. Teaching is good overall and there is some excellent teaching in Year 5. Pupils learn at a good rate because lessons are interesting, fun and challenging. Pupils with special educational needs make very good progress because they are given very good additional support in lessons to help them to learn to the best of their ability. Higher and average attainers also learn well. Throughout the school pupils learn to read very well for their age. Literacy, numeracy and information and communication technology (ICT) are used very effectively in other subjects. The good quality of teachers' marking helps pupils to learn from their mistakes as well as encouraging them through praise. The school's systems for assessing pupils' work each half-term are very successful in ensuring that teachers match work well to suit the needs of different ability groups within their class. Pupils could be more involved in setting their own targets for learning and assessing whether they have achieved them.

This is a friendly school with a lot going on, particularly in drama, music and sporting activities, involving the local community as well as pupils and adults connected with the school. The curriculum is good and is enriched by a very good range of extra-curricular activities, including an art club specifically for reception children. Home-school links are very good; parents and carers make a very good contribution to their children's learning. Attendance is broadly average.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are good, with particular strengths in the leadership of the headteacher and the management of the deputy headteacher and chair of governors. Together they have instituted many changes in the last two years. A strong sense of teamwork and a determination to improve the quality of education that the school provides has resulted in a well-ordered and stimulating environment for learning in which pupils achieve well. The governors organise their work effectively and make a good contribution to the school's improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think this is a very good school and they appreciate its family atmosphere with good relationships between everyone. They think they receive a great deal of information about how their children are getting on; parents of pupils with special educational needs praise the school highly. Pupils like coming to school very much and enjoy learning. They would like to be given more opportunities to use their initiative and to take on responsibility.

IMPROVEMENTS NEEDED

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

- provide more opportunities for pupils to use their initiative, take responsibility for their learning and to take part in decision making in the school;
- provide pupils with opportunities to communicate with children and adults representing other cultures and faiths so they might gain a greater understanding of living in a multi-ethnic society;
- identify gifted and talented pupils and establish a co-ordinator to check that their needs are met.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good. Pupils make particularly good progress in Year 5. Standards are above average overall.

Main strengths and weaknesses

- Children make good progress in a very short time in the reception class because they are well taught.
- Standards are above average in English by the end of Year 6 and well above average in reading, mathematics and science.
- Standards are above average overall by the end of Year 2 and well above average in reading.
- Achievement is good overall because pupils are well taught, lessons are very well planned and assessment is very good.
- Pupils with special educational needs make very good progress because their individual needs are very well catered for.
- Standards have greatly improved in subjects where they were below average two years' ago.

Commentary

1. Children enter the reception class with levels of attainment that are broadly average. Their attainment on starting is average in communication, language and literacy but a little below average in mathematical development and knowledge and understanding of the world. They achieve well. They are well taught and learn a great deal through finding out for themselves as they undertake imaginative, challenging activities. Children have had a wide variety of pre-school experience and relatively few have attended nursery schools. Initially the teacher and classroom assistant spend a lot of time settling children into the routines of school. By the time they leave the reception class, children's personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development are likely to be above average overall and their physical development in line with expected standards. Almost all children are on course to attain average standards in all areas of learning; a sizeable proportion is likely to exceed the level expected at the end of the reception year. The reception year gives children a good basis for their future progress.
2. In the national tests in 2003, attainment was above average in English and science and broadly average in mathematics by the end of Year 6. These results were slightly lower than those of the previous two years because of the composition of that particular year group in which a third of pupils had special educational needs. Nonetheless, results for that year group compare very favourably with those attained in similar schools, particularly in English.

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

Standards in:	School results	National results
English	28.2 (30.0)	26.8 (27.0)
Mathematics	27.4 (27.8)	26.8 (26.7)
Science	29.4 (30.3)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

3. In the current Year 6, standards are higher and well over a third of pupils are on course to exceed nationally expected levels. Standards are well above average in reading, mathematics and science. The high standards in reading reflect the school's focus on developing reading, particularly that of boys. In both mathematics and science, the school has concentrated on developing pupils' investigative skills so that pupils use and apply what they learn. This has helped them to become more analytical and to solve problems. Standards in writing are above average and higher attainers in particular write with some flair. The school provides many opportunities in lessons, assemblies and in drama workshops for pupils to develop their skills in speaking and listening; these are also above average and many pupils are very articulate for their age. Standards in writing throughout the school are improving and are likely to catch up those in reading in due course.
4. Standards in the 2003 national tests at the end of Year 2 were well above average in reading and writing and above average in mathematics. The school's results tend to vary quite widely from year to year as year groups are small and the ratio of higher attainers to those with special educational needs fluctuates. Compared to similar schools, the results in reading and mathematics were about the same but better than in similar schools in writing. In the current Year 2, standards in writing, mathematics and science are above average and they are well above average in reading.

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

Standards in:	School results	National results
Reading	17.0(18.6)	15.7(15.8)
Writing	16.5 (17.3)	14.6 (14.4)
Mathematics	17.0 (18.6)	16.3 (16.5)

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

5. Pupils achieve well in Years 1 to 6 because they are well taught. They achieve particularly well in Year 5 and so are well placed to perform well in national tests in Year 6. The school's very good assessment procedures alert teachers as to what pupils need to learn and so their teaching is precisely targeted to meet the needs of different groups of pupils in the class. Pupils' achievement is good because the school has very good systems in place for planning lessons, for using language, literacy, numeracy and information and communication technology (ICT) in other subjects and because the curriculum is broad and well-balanced. An area for development is to involve pupils in determining their own targets and assessing when they have reached them.
6. Pupils with special educational needs achieve very well to reach near average standards by the end of Years 2 and 6; a small proportion exceed nationally expected levels in one or two subjects. Their very good achievement is the result of significantly improved provision by the school over the past two years and the very good support they receive from teachers and support assistants.
7. Standards are above average by the end of Year 6 in ICT. Provision for ICT has improved considerably, pupils are taught skills systematically which they learn well and the subject is very well planned to link in with others. This contributes very well towards pupils' high achievement, particularly in English, mathematics and science. Standards in art are above average because the subject is very well led and managed. Standards in geography which were below average are now in line with those seen in most other schools.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to learning; their behaviour is good and the school makes good provision for their personal, including spiritual, moral, social and cultural development. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils are very keen to learn and enjoy all aspects of school life.
- Pupils respect and value each other and get on very well together and with adults.
- Pupils respond well to the responsibilities they are given but need more opportunities to take on real responsibilities within the school community.
- Provision for pupils' personal development is good but their understanding of cultures and faiths other than their own are limited.

Commentary

8. Pupils say that one of the main reasons they like coming to school is because they enjoy their lessons. They are very attentive and become quickly involved in their tasks. Pupils are certainly very responsive, asking and answering questions and volunteering opinions, trying to give a reasoned viewpoint. They want to do well, motivated by their teachers' encouragement and enthusiasm. They are confident and happily talk to visitors about their school. There is a high level of interest in extra-curricular activities and pupils in Years 5 and 6 are very keen to have an ICT pass which means they can use the computers during the lunch break.
9. Pupils have very good relationships with each other and with adults in school. They like the teachers and a small group of boys in Year 6 confided that 'they're the sort you can tease'. Pupils feel that they have an adult they can go to if they are worried at school and pupils in Year 5 have a special little book in which they can write about any problems or concerns. This very good practice, however, does not take place in other classes. There are very few incidents of bullying and no racism or other forms of harassment. Boys and girls play amicably together, with almost as many girls playing football as boys, for example, and there is a relaxed and friendly atmosphere during lunchtime both inside and outside the building. The school places strong emphasis on including all pupils. Pupils are expected to behave well, to respond positively in any situation and are actively encouraged to support each other in the classroom and during such informal sessions as lunchtime and playtime. As a result, pupils usually work well together and develop very good relationships with other children. The school has very effective strategies in place to help pupils who have difficulties behaving appropriately to modify their behaviour.
10. Older pupils have some specific responsibilities such as Year 5 looking after reception children and Year 6 taking it in turns to look after pupils with physical disabilities at lunch and break times. They undertake these responsibilities well and the younger ones benefit from the older pupils' support. However, pupils have few opportunities to influence what happens in school. There is no school council, for instance, or opportunities for pupils to use their literacy and ICT skills constructively in their own time to produce a class newsletter or a school newspaper for younger pupils. The headteacher readily gives permission when groups request organising a 'bring and buy stall' for a charity, for example, but pupils felt that not everyone has the confidence to do that. Pupils' maturity and readiness to assume more responsibility was evident when ten pupils in Year 6 had a lunchtime meeting on their own to discuss recycling. Everyone was eager to contribute. They organised the discussion very well, ensuring that everyone had a fair say by passing round the board rubber to the next person who wished to speak.
11. Pupils' spiritual and moral awareness are very well developed through thought-provoking assemblies, well-told moral or religious stories and times set aside for reflection, meditation and prayer. The school's Christian ethos is quietly disseminated through all its work. Good

provision is made for pupils' social development and pupils have a good understanding of their role within a community. Provision for pupils' cultural development is very strong in terms of the creative arts, music and drama. It is much less strong with regard to the cultures of other communities and faiths. Reception children and pupils in Year 5 are given more explicit teaching about living in a multi-ethnic society. Pupils have relatively few opportunities to communicate with children and adults representing other cultures and faiths.

Attendance

Attendance is above average and unauthorised absence is lower than the national average.

Attendance in the latest complete reporting year 2002-3 (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.2
National data	5.4	National data	0.5

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

Exclusions

There have been no exclusions during the last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality education.

Teaching and learning

The quality of teaching is good overall and pupils learn well. It is often very good in the reception and in Year 5 class where some excellent teaching takes place. Teaching quality has improved significantly since the last inspection.

Main strengths and weaknesses

- Teaching is good with particular strengths in reception and Year 5; pupils learn well.
- Pupils with special educational needs make very good progress because they are very well taught.
- Assessment is used very effectively to help pupils to learn.

Commentary

12. Good teaching was seen in every class. There is no unsatisfactory teaching and a third of the teaching seen was very good or better. The best teaching takes place in the reception class and in Year 5 where there is a higher proportion of very good lessons and some excellent teaching on occasions. Pupils learn well in all classes; they make particularly good progress in Year 5 which pushes their learning on so they start Year 6 well placed to attain highly in national tests. Very good teaching in the reception year means that children are well prepared for learning mathematics and science in Years 1 and 2.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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2(6%)	11 (34%)	15(48%)	4(12%)	0(0%)	0(0%)	0(0%)
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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.

13. Teaching is good because teachers carefully plan challenging lessons which are well timed to maintain pupils' interest and concentration. Suitably different work is planned to match pupils' different capabilities and so pupils learn at a good rate. Very good quality questioning characterises most lessons; it is precisely targeted to encourage pupils with different abilities to give a response and so take part in the lesson. There is a good balance between instruction and learning independently. Teachers always explain to pupils what the object of the lesson is and time is set aside at the end for pupils to talk about what they have learnt. Teachers note down what has gone well and what they need to revise and use this information when planning the next lesson. Teachers have a good rapport with their pupils and so pupils are not afraid to ask questions and to offer observations; this helps them to learn effectively. Where the quality of teaching is very good, the teachers' enthusiasm is infectious. Challenging questions make pupils think and the frequent opportunities given to pupils to expand their views ensure maximum attention; for example, 'That's an interesting one – would you like to explain?' The skilled teaching varies from the dramatic to the quietly attentive yet always with a tight organisation that ensures pupils learn a great deal at a very good rate.

Example of outstanding practice

In this excellent lesson, children's understanding of light and where it comes from was deepened to include an intense awareness of the magic and power of light.

While the children gathered round the teacher before sitting down in a circle on the carpet at her feet, the support assistant, unnoticed, closed the blinds. When all was quiet, the lights went off. The children gasped with surprise. They began to discuss where the light had gone and what gave light. One child explained 'the wire's not bringing the light through'; another that the sun was lighting up outside. Some said that 'the moon lights up the night sky' and the teacher very simply and accurately explained how the moon reflects the sun's light. They suggested many different sources of light, observing that rooms without windows would be very dark. The teacher then placed a large candle in the centre of the circle and asked what would happen when she lit it. The children watched and listened intently. She slowly drew out a torch and they commented on the different quality of its light compared to the candle. What raises this teaching out of the ordinary is the seamless way in which all elements were covered through conversation and intense experiences. A spiritual element was planned for and captured. The lighting of the candle and the pool of light it created, the children's comments and the contrasting bright pinpoint of light from the torch as it moved round the circle were spellbinding as children held out their hands to catch its circling light, watching their fingers glow.

14. Pupils with special educational needs are given very good quality support that enables them to learn at a very good rate and make very good progress. A highly competent, very well-informed team of support assistants use time, resources and strategies effectively, keeping daily records of their pupils' progress. Often in initial discussions, when pupils with special educational needs sometimes lose concentration, support assistants use pictures and writing on whiteboards to good effect to keep their attention. Teachers are very alert to pupils' needs. Because assistance is very well planned, support teachers have the confidence to judge when to extract pupils to learn on their own and when to try to integrate them with a group. This makes for very effective learning. For example, in an English lesson in Year 5, while most pupils were constructing an account of an educational visit using different words of time to link events sequentially, a pupil with severe learning difficulties became restless. The support assistant responded sensitively and constructively. They moved elsewhere to sequence digital photographs of the event and at the end of the lesson had created an accurate account using sentences and pictures which the rest of the class celebrated.
15. The school has very good systems to assess what pupils know and understand. These are used to give teachers valuable information at the start of the school year on pupils' previous performance and what they have learnt. Half-termly assessments in mathematics and science, both in terms of knowledge and investigative work, and regular reading tests, give

clear indications as to how well pupils have learnt and the performance of different groups of pupils. These are then used effectively by teachers to determine what pupils need to learn next. The SMT led by the assessment co-ordinator analyses the results of these assessments and checks that pupils are making good progress so that additional help can be targeted where it is most needed. This information is shared with teachers as part of the management's strategy to raise achievement. The system as it stands is thorough and an invaluable aid to teachers and to the management of the school. The element that is missing is the involvement of pupils in setting their own targets and assessing whether they have reached them or not. Pupils say they would like to be more involved. Teachers' marking of pupils' work is thorough and blends encouragement with correction in a very helpful way. It rarely becomes a dialogue though between teacher and pupil.

The curriculum

A good, broad and well-balanced curriculum, enriched by a wide range of extra-curricular clubs, visits and visitors, meets pupils' needs well. Resources for learning are satisfactory and the accommodation good.

Main strengths and weaknesses

- The curriculum is good and meets the needs of pupils well.
- It is enriched by a very good range of extra curricular activities.
- The inclusion of all pupils, giving them equal opportunities for learning and taking part in school life, is a strong feature of the school's curriculum.
- The accommodation is good even though the old part of the building imposes some restrictions upon curricular provision.

Commentary

16. The curricular provision has improved since the last inspection and previous concerns about the time allocated to some subjects, such as geography, have been resolved. The curriculum for the foundation stage has also improved considerably and is now good, offering a very wide range of learning experiences both indoors and outdoors. The content of the curriculum has been adapted and modified to meet pupils' specific needs; for example, good levels of challenge promote the development of thinking skills well. Links between subjects have been increased, particularly between ICT, literacy and history. The school has no formal procedures for identifying gifted and talented pupils though in practice their needs are well catered for. There are consistent approaches to teaching and to applying literacy, mathematics and ICT across the curriculum. The curriculum is reviewed regularly and updated to take account of new developments and to improve its relevance to the pupils.
17. Parents rightly regard the curriculum as giving pupils a rich and challenging range of educational experiences. Visitors to the school broaden pupils' education, giving them insight into the life of a diver, for example. There are also good contributions from the local community, parents and high schools. All year groups visit places associated with topics they are studying to give them practical insight into their studies. Residential visits for pupils in Years 4 and 6 foster pupils' independence and social development well. There is a very good range of clubs for all age groups. Unusually, the after-school art club is designed specifically for reception children to foster their creativity and to include them in the school's rich provision for extra-curricular activities. The majority elect to attend, fortified with a snack after school to keep them going. Periodically, the school runs a drama workshop at the weekend which includes teachers, pupils, their families and the local community. Recently, an improvised production of *The Wizard of Oz* was the culmination of one such workshop.
18. The school includes all pupils very well. In assemblies, reception children often have an active part to play so that they can be fully involved. Provision for pupils with special educational needs is very good. Very well-trained support staff motivate lower attaining pupils well and

higher attainers have ample opportunities to undertake additional challenges which extend their learning. Pupils with physical disabilities are excellently supported in physical education lessons to enable them to take as full a part as possible. Pupils with diverse needs and interests therefore are fully integrated into the life of the school and enjoy full and equal access to curricular provision. The work matches their needs and the leisure activities expand their experience.

19. The accommodation consists of a very good recently built wing for younger pupils and an older building for older pupils. Classrooms are of a good size but there are few other spaces in which groups of older pupils can work. Resources are satisfactory in most subjects, but good in music and art and design. Limited consumable items inhibit some aspects of provision in science and design technology. There are a good number of computers in school but the range of software is limited.

Care, guidance and support

Arrangements for ensuring pupils' care, welfare, health and safety are good. The school provides pupils with very good support, advice and guidance and involves them satisfactorily in its work and development.

Main strengths and weaknesses

- The school is a happy and friendly community in which pupils are well cared for and this helps them to concentrate on their work.
- Very well-targeted academic support and high quality pastoral support and guidance ensure that pupils achieve well though pupils are not sufficiently involved in the assessment of their own work.
- The arrangements to help new children settle in the reception class are effective.
- There are limited opportunities for all pupils to express their views about the school and what should be improved.

Commentary

20. The steps taken to ensure pupils' welfare, health and safety are good. Parents feel that the school provides a safe environment for their children and they particularly like the way that all pupils are treated as individuals and the school caters well for differing interests and abilities. The arrangements for child protection are good. The designated officer has received appropriate training on child protection issues and has made sure that all staff are aware of what to do if they have any concerns about the children in their care. The school has an appropriate policy for the safe use of the internet and pupils have a good understanding of the rules they should follow when sending e-mails or accessing a website for their research work. The policy has not yet been shared with parents for their views or agreement. Pupils are always well supervised. If a child has a problem or accident at lunchtime the midday supervisors have an effective system for passing on all relevant information to the teachers which ensures there is a continuity of care throughout the day.
21. Pupils feel that if they have any problems or concerns about anything they can always confide in their teacher. In addition to this, they consider that the deputy headteacher is very caring and always finds the time to listen to their worries even if they are of a more personal nature. Pupils are well supported as they move through school from one year group to the next and are well prepared for their transfer to the secondary school. Pupils with special educational needs are very well supported in class and this helps them to take a full and active part in the lessons. The information about pupils' academic achievements is used effectively to set regular targets and to provide additional support for individuals or groups of pupils who would benefit from extra help. Pupils are beginning to understand how well they are doing with their work and what they need to do to improve but their involvement in the assessment of their own work and in setting targets for their next steps of learning is underdeveloped.

22. There is an effective induction programme to help the children settle quickly and happily into the routines of the reception class. The staff establish early links with parents through a series of well planned visits to school and gather information about the children in order to maximise support and guidance. Parents agree that the arrangements are good and that children settle easily into school.
23. Pupils can express their views in various ways, such as through class discussions or directly to the headteacher and this aspect of provision is satisfactory. Recently governors interviewed pupils to seek their opinions about the school and find out where they felt improvements could be made. Pupils concluded they would like to have benches in the playground and more play equipment for playtimes. They feel the school listens to them and acts upon their ideas where possible because the friends of the school have already agreed to help purchase these items through their fund-raising activities. Older pupils feel that a school council would be a very good way for all pupils to contribute their suggestions to school improvement and the decision making processes. This is because they feel it would be easier for pupils to pass on ideas to their friends rather than to an adult.

Partnership with parents, other schools and the community

The partnership with parents is very good. The school works very effectively with parents to support pupils' learning. Links with the community and other schools are good. They enhance the range of learning opportunities for pupils and help them to achieve well.

Main strengths and weaknesses

- There is a strong partnership with parents which is based upon their confidence in the school and parental involvement in the life of the school makes a very good contribution to pupils' learning.
- Very good communication keeps parents very well informed about the school and their children's progress.
- The school has developed useful links with the local secondary school and small primary schools to extend the range of learning opportunities.
- The school uses the community well to strengthen and enliven pupils' learning experiences.

Commentary

24. Since the last inspection the links with parents have improved considerably and there is a growing sense of confidence in the school. Parents have a high regard for the school and show a great deal of satisfaction for the good all-round quality of education it provides for their children.
25. Parents make a very good contribution to pupils' learning and to the life of the school and what it achieves. They accompany school visits, support concerts and other school events extremely well and are effective fund raisers. Parents support their children well when work is sent home and make a good contribution to the standards achieved. A good number of parents and volunteers make a regular commitment to help in the classrooms or with other specific tasks. For example, some parents offer their expertise to assist with the musical productions held in school. Parents recently had opportunity to raise and discuss issues about the school through a forum held by the governing body. Parents feel the school asks them for their views and gave the example of being consulted when reviewing the school uniform.
26. The school communicates very well with parents through a very good range of information about the school and their children's progress. There is a regular sharing of information about the pupils' progress through the termly parents meetings, written reports and reviews of progress for pupils with special educational needs. The annual reports are of very good quality and give a clear picture of pupils' achievements and how well they are progressing. Parents are informed about their children's targets for the next steps of learning and these form the basis of discussions at parents' meetings. The regular curriculum and topic information helps

parents support their child's learning at home. Parents feel this is an open school and that they are welcome at any time to talk about their children's progress and they find that any problems arising are soon sorted out because the staff are very accessible and approachable. The homework diaries and home school reading books provide a useful two way dialogue between parents and teachers.

27. The school capitalises very well on the expertise and resources in the community to improve pupils' learning. There are very strong links with the church. Several special services held in the church throughout the year are effective in bringing the school and local community together to celebrate. Visits to local places of interest bring a sense of relevance to work in subjects, such as history and geography.
28. The school works closely with the local secondary school and other small primary schools. There are regular opportunities for the sharing of the cost of staff training, curricular issues and staff expertise. The links with the secondary school extend the sports provision for the pupils very well; for example they benefit from training in athletics, rugby and football. The secondary school also hosts an annual athletics meeting which gives the pupils a good opportunity to take part in competitive sports. The school has good links with the playgroup and this ensures that teachers have a good understanding of the new entrants, their needs and capabilities so as to provide as well as possible for them.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are good with particular strengths in the leadership of the headteacher, the management of the deputy headteacher and chair of governors.

Main strengths and weaknesses

- Together the headteacher and deputy headteacher have ensured the school's very good improvement in a short space of time.
- The headteacher has a clear vision for the future of the school.
- The deputy headteacher gives very good support by effective strategic management.
- Governors' understanding of the strengths and weaknesses of the school is particularly good; they offer a very good level of challenge and support.
- The school is committed to inclusion and concern for the needs of individuals.
- Performance data is used well to check how individual pupils are achieving from year to year.
- The school improvement plan identifies the right priorities but is a little unmanageable in its present form.

Commentary

29. The headteacher and his deputy have brought many changes to the school in the last two years. As a result the school has made very good progress in meeting issues of the last inspection and all aspects have been addressed. During this period they have had the very good support and challenge of the governing body who are impressively lead by the chair of governors. However, these improvements have been made at a price, with the school losing valued teachers and a significant number of pupils. A measure of their determination is shown in the strict criteria for applicants to meet when recruiting 'the right teachers' to join the school. As a result the school finds itself with a budget overspend, due mainly to staffing costs. Paradoxically, it serves to illustrate the school's very good management and use of its financial resources. The headteacher sums up the schools stance. 'Without spending on extra staff we would have been unable to release subject co-ordinators, who have worked hard to make the difference. We wouldn't be in today's position'. The result is a unified school with a strong sense of teamwork and a determination to improve the quality of education provided so that all pupils achieve well.

30. The headteacher and all staff promote very good working practices that reflect the shared beliefs and values of the school. A very good example is seen in the deputy headteacher who sets a good example to other teachers in the high quality of her teaching. Her leadership and management of special educational needs are very good, typifying the schools' commitment to inclusion. Individual Education Plans are appropriate to pupils' needs and all documentation is of a high standard. Consequently these pupils achieve very well.
31. The governing body is knowledgeable, experienced and very committed to the needs of the school and its pupils. They have very good strategies for understanding the school's strengths and weaknesses. A good example is the community working group who liaise between different parties connected with the school. For example, they recently completed a survey of parents' views of the aims of the school. They also talked to pupils who gave their ideas of what the school should be doing for them and how it could be improved. The governing body meet regularly, organise their work effectively and make a good contribution to the school's improvement. The chair of governors is determined that governors will continue to act as the school's "critical friend", and they challenge and support the headteacher and senior management team very well. The headteacher presents a timed report at each meeting of the full Governing body and this is 'interrogated' so they are kept fully informed.
32. The management of the school is good. Efficient routines are in place and so the school is an orderly community and runs very smoothly. Administrative staff work effectively and efficiently to support the teachers. The current school development plan is up to date and informative but lacks precision. For example, the number of tasks in each identified area are too many and lack definition, and this makes the setting of success criteria and their evaluation more difficult. The school scrupulously evaluates the effectiveness of its spending.
33. The school has effective procedures in place for the induction of teachers new to the school. These have been very useful in helping a newly qualified teacher to settle easily into school life. Staff development is firmly linked to the school improvement and development plan and is designed to enhance the school's quality of teaching and to contribute to teachers' professional development.
34. Performance management is well established and the school is in a good position to build further on its principles. School self-evaluation plays an important role in identifying appropriate priorities for action. Information from baseline assessments, standardised tests and statutory and non-statutory assessment tasks and tests give useful information for setting individual and group targets and tracking pupils' progress. Teachers make sure that this information is used to best effect to provide an appropriately high level of challenge for all pupils.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	320,668	Balance from previous year	-23,748
Total expenditure	327,860	Balance carried forward to the next	-24,844
Expenditure per pupil	1,832		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision is **good**.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good and enables children to grow in confidence and maturity.

Commentary

35. Children have a wide range of pre-school experience. About a third of the children are unused to putting on their own clothes and some have little experience of playing with others. In a very short time, they settle into the school's routines and are confident, busy and happy throughout the day. The teaching is good and sensitive to children's interests and needs. An example was seen in assembly when without rehearsal, the children were sufficiently confident to stand up, face the school and sing 'Twinkle, twinkle, little star' accurately and tunefully to the accompaniment of Year 6 pupils on the guitar. Apparently, they had heard Year 6 practising earlier and had begun to sing quite spontaneously. The children clearly feel secure and valued. Snack-time is a pleasant and sociable occasion and the children talk together or listen attentively to music. Lessons are very well organised and the timetable for the day, set out in picture form, lets the children know how the day will be spent. The teacher's playful approach makes children anticipate the varied activities in store for them with much enthusiasm. The children learn well. Their attainment is likely to exceed expected levels at the end of the year.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The good teaching sets high expectations for children's learning.

Commentary

36. Very good use is made of support assistants to help different groups of pupils. The teaching matches work well to children's needs. Lower attainers are given extra help unobtrusively at the start of the day as they practise writing their names on large, shiny pieces of paper, specially made for them; this they do well. Higher attainers work intensively on more challenging tasks for ten minutes and begin to write simple words independently. Sharing a large print book together is made fun because the teacher uses a 'magic wand', complete with a star on the end, to point out the words. Parents are pleased with the progress their children make with reading. The majority of children leave the reception class ready to read independently. Lessons are well timed and so children rarely become restless. Questioning is good and quickly sketched pictures enliven the teaching as children try to guess what they are, sounding out the words with relish. Activities are challenging and the children are aware of the progress they are making. An average attainer commented rather ruefully, 'I don't know the ways of b and d' meaning that she got the two letters mixed up. Higher attainers

wrote out invitations, spacing out the words well, working out together that 'Estr' probably spelt

'Esther'. Children are encouraged to talk together in pairs and to ask questions. This helps them to learn effectively. They achieve well and a significant proportion exceeds expected levels by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Activities are imaginative and help children to learn well.

Commentary

37. Children's attainment when they first start in reception is a little below average in this area of learning. They know few numbers. They quickly learn, because of good teaching, that just as there are different numbers so there are different shapes, both two and three-dimensional, and that they have different names and properties. Their attainment is above average at the end of the year. Higher attainers pick up mathematical language very quickly, observing that 'the cylinder won't roll on its flat face'. The outdoors is used well to further children's mathematical development. In one lesson, a group of lower attainers constructed a plausible train using different large-scale three-dimensional shapes, organising themselves to go on an imaginary journey. Two girls decided to be the driver and station master while boys scurried round finding hoops, exclaiming, 'we need big wheels on the back'. Children use the numeracy board inside the classroom to help them sequence numbers. Imaginative touches such as different shapes placed around the room or tucked away in corners means that those who tend to lose concentration and wander off find themselves nonetheless doing a worthwhile mathematical activity. For example, a lower attaining boy picked up a long cardboard cylinder, attached a cellophane square on the end by means of an elastic band and then inserted some pasta shapes – he had constructed a kaleidoscope for himself and excitedly pointed out the shapes he saw when he looked through the tube. This demonstrates how well children use the mathematical language and concepts they are learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children acquire much knowledge and understanding of their world in a short time.

Commentary

38. Children' knowledge and understanding of the world is a little below that normally found at the start of the reception year. Children make great strides in their learning because the teaching is good. Through discussion and undertaking interesting activities, they discover for themselves a great deal to interest them and to awaken their curiosity. This fuels their thirst for knowledge and at the end of the year standards of attainment are above average. The teaching is good and children learn well. Children learn the difference between old and new through examining two wedding dresses, smelling the mustiness of the old and comparing its colour to that of the new. They learn about different cultures through stories and through wearing traditional costumes in the role-play area. In one lesson, they made Indian sweets and learnt about different types of ingredients, wanting to smell them all. Higher attainers showed quite a mature understanding of health issues, pointing out that 'you shouldn't put your finger in else it'll get germs'. Lower attainers spent some time holding different types

and colours of paper over a see-through table top, lit from below, pointing out the changes they

observed. This developed their skills in observation well and their ability to communicate what they saw. Activities are very well matched to the differing needs and maturity of the children. This leads to good achievement overall.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The teaching makes good use of all available opportunities to further children's physical development.

Commentary

39. Children both enter and leave the reception class with attainment that is broadly average for their age. Their achievement is sound and they become more physically adept and assured during the year. The partially covered outside play area is used very well to support other areas of learning as well as to give scope for children to extend their physical capabilities. There are no large wheeled toys for children to use but they construct their own out of building blocks and small tunnels and are physically very agile as they wriggle through or scramble over the top of what they have made. Inside, they have many opportunities to use implements such as scissors, paintbrushes and pencils and spend part of each day using these constructively. The varied computer programs develop their hand-eye co-ordination well together with their spatial awareness as they use the mouse to click on different shapes, for example, which they then insert into spaces. They do this well. The teaching is good and physical education lessons take into account the needs of young children, giving them plenty of opportunities to run, jump, skip and dance which they do competently.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teaching is good and extra-curricular provision enhances children's attainment

Commentary

40. Children are given many opportunities for creative play; their attainment exceeds expected levels by the end of the year. The teaching is good; the teacher is knowledgeable and expects children to achieve highly. In one lesson, for example, children learnt how to make a clay pot. They were fascinated as they used their thumbs to press out the shape, watching the cracks disappear as they applied water round the edge. They understand how to do a colour wash, letting the watery colours run into each other and some of the finished paintings are quite sophisticated for this age group. A feature of this area of learning is the way it is planned to support others; when printing, for example, children used many different sizes of squares and circles to make effective patterns, reinforcing work in mathematics. In the art club, children learnt how to construct paper poppies and how important it is to fill the background with colour. At such times children talk animatedly, commenting on the effects they are achieving. Lessons are fun and unusually informative, reflecting the skilled teaching. The quality of children's work is good because the teaching knows how to get the best out of them and so the children achieve well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in reading are high.
- The school's focus on pupils' writing shows an improvement in terms of content and quality, particularly for higher attainers, resulting in above average standards and achievement.
- Few pupils in Year 2 have a joined handwriting style.
- Attainment in speaking and listening has improved since the last inspection and is now above average, representing good achievement.
- The quality of teaching and learning is good.
- The co-ordinator manages the subject very well.

Commentary

41. The work in pupils' books and lessons show that most pupils are on course to reach standards above those expected for their ages by the end of Years 2 and 6. Pupils with special educational needs achieve very well because they are well supported and every effort is made by staff to raise their attainment by carefully planned work, support and encouragement. The school has worked successfully to raise the achievement of higher attaining pupils and to maintain the overall above average standards reported at the last inspection.
42. In reading, standards are well above average throughout the school. Indeed, almost half of the pupils in Years 2 and 6 are reading at a higher level than expected nationally. Pupils are quick to talk about their love of books and how they enjoy taking their books home and reading to their parents or an elder brother or sister. Pupils in Year 1 read simple texts aloud and recognise familiar words easily and accurately while more able pupils are reading more difficult material. All pupils in Year 2 read with confidence. Higher attaining pupils read with accuracy and fluency and talk about books they enjoy. Average attaining pupils are less accurate in their reading but have sound knowledge of books. All groups have a sound grasp of letter sounds and most are confident in using the contents in a book to help them find information. By the time they reach Year 6, most pupils have a reading age above their chronological age and talk knowledgeably about the books and authors they enjoy. They are self-motivated and independent readers who read with particular interest different types of literature. They like 'realistic' novels and begin to understand the different styles which authors use to catch their interest. They are beginning to understand that what they are reading is not always straightforward and that sometimes they have to read between the lines. For example, in the story of *The Parsley Parcel*, '*She looked, like an eagle....*' pupils explained this meant that it was '*as though she was her prey*'. Higher attaining pupils choose to read more demanding texts such as poetry and non-fiction because they are more complex and are a challenge to read. They are beginning to develop a range of research skills which they use very well: they find information using the contents and index pages, know that a glossary can be helpful and use skimming and scanning techniques when searching for information.
43. The school's focus on writing is improving standards. Contributing factors are:
 - more consistency in planning using the objectives of the National Literacy Strategy;
 - writing for a purpose through using writing in other subjects;
 - opportunities for writing at length and in many different forms;
 - effective in-service training has enabled teachers to help pupils plan each stage of their writing;
 - the use of ICT is very effective;
 - careful assessment and target setting help pupils to achieve well;

- a more structured approach to handwriting, although this has yet to make an impact on pupils developing a joined style in Year 2.
44. By the end of Year 2, most pupils are writing stories with properly organised sentences and simple structure. Teachers give pupils practice in different types of writing; for example, retelling fairy-tales, and writing instructions. Pupils' written work shows clear development and higher attaining pupils are putting together some interesting descriptive phrases. The spelling of the most commonly used words is usually accurate. However, few pupils use joined up handwriting. In Years 3 to 6, most pupils have a sound understanding of grammar, spelling and punctuation. From looking at their books, it is evident that pupils enjoy writing. Their writing is well structured and they use different styles according to their purpose. When writing poetry based on a still life painting by Picasso higher attaining pupils in Year 6 used some very effective and imaginative phrases; for instance, "The apples are cannon balls and chairs the enemy ship." Their handwriting is joined and legible.
45. The quality of speaking and listening in nearly all lessons is good. Pupils' attainment shows an improvement since the last inspection. Throughout the school, pupils' attainment is above average. This is because:
- teachers now plan opportunities for pupils to develop these skills;
 - pupils' oracy skills are regularly assessed to measure progress.
- Pupils' developing confidence in speech gets a further boost through their taking part in annual school productions. Role-play and discussions in subjects such as history make further important contributions to the effective development of speaking and listening skills. The school has identified the need to further develop pupils' thinking and decision making skills.
46. The quality of teaching and learning is consistently good and a large proportion is very good. Features that typify this are:
- work is well planned and taught using the framework of the Literacy Hour;
 - teachers plan interesting lessons and wherever possible links are made with other subjects;
 - a range of strategies is used to keep pupils involved and, because of this, pupils work hard and show interest in the work;
 - teachers have good subject knowledge; their enthusiasm rubs off on their pupils;
 - assessment of what pupils can or cannot do in their lessons enables teachers to plan future work effectively;
 - marking of pupils' written work is good and tells pupils what they need to do next in order to improve;
 - classroom support assistants and other helpers make a valuable contribution giving pupils with special educational needs access to work at their own level.
47. The subject co-ordinator has a clear view of standards, and through careful monitoring, also what needs to be improved. As a result, standards in writing are fast catching up those in reading.

Language and literacy across the curriculum

48. Teachers plan their lessons identifying opportunities to link subjects together. As a result, pupils use their language and literacy skills very well in other subjects. For example, a Year 4 pupil shows a developing use of vocabulary when writing about Henry VIII using a word processor, *'When he grew older he became huge, ugly and wriggled with diseases.'*

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Standards in Year 6 are well above average; standards are above average in Year 2.
- Teaching throughout the school is good and tasks are well-matched to pupils' ability.
- Pupils have very good attitudes to learning mathematics; they would like more opportunities to use their initiative.
- The subject is well led and managed.

Commentary

49. Standards are well above average at the end of Year 6 and above average at the end of Year 2. Pupils achieve well and those with special educational needs make very good progress to achieve near average standards by the end of Year 6. In the current Year 6, approximately 40 per cent of pupils are likely to exceed expected levels. The work is clearly challenging and pupils cover a lot of ground in the course of a year. Standards are high because:
- pupils are consistently well taught throughout the school.
 - assessment is very good and is used very well to ensure that pupils build on what they know and understand.
 - pupils' progress is tracked from year to year and the ways in which they need to improve their work is shared with them.
 - pupils have lots of opportunity to use and apply their mathematical skills.
 - pupils have many occasions for carrying out genuine investigations which challenge them to think.
 - regular homework helps to reinforce what pupils learn in school.
50. The quality of teaching is good; it is very good in Year 5 and there are significant strengths in the teaching in Years 2 and 6. Pupils learn well. Learning is often made fun as in a Year 6 lesson on co-ordinates. Pupils were each given a set of co-ordinates relating to their classroom and had to find the appropriate place. They did this quickly, sensibly and with the minimum of fuss and enjoyed the challenge to put their knowledge to practical use. Tasks are appropriate for the varying abilities within each class. The pace of the lessons, teachers' very good subject knowledge and focused questioning holds pupils' attention, promoting clear thinking and enabling them to learn in a logical and systematic way. In lessons where teaching is very good, pupils learn at a very good rate, as in Year 5 in a lesson on probability. Challenging questions are par for the course and pupils know that when they are asked 'Do you want to qualify that?' they have to give more detail to justify their response. The very good opportunities for speaking and listening keep pupils totally focussed, very attentive and fully involved. A very strong feature across the school is the attention paid to mathematical vocabulary. An area of strength is the use of ICT in mathematics, particularly in handling and recording data using a wide range of graphs.
51. Pupils thoroughly enjoy their mathematics lessons. Older pupils work together very well in groups and enjoy the challenge of presenting arguments and justifying what they think. They like their teachers and appreciate flashes of humour. In Year 2, pupils enjoyed the fast pace and the practical activities as they estimated, measured and compared lengths. They enjoyed the mental warm-up, using their knowledge of reversing numbers in addition sums to speed up their calculations. Pupils work very co-operatively and sustain interest over a long period of time. They take great pride in what they produce and their written work is neatly laid out for the most part. Although pupils know at the start of lessons what they are going to learn and at the end of lessons whether they have learnt it or not, they do not as yet contribute to setting their own targets and assessing whether they have achieved them. Pupils would like more opportunities to use their initiative and to take some control of their own learning.

52. Leadership and management of the subject are good. This has contributed significantly to the development of the subject since the last inspection, ensuring that standards and achievement are high by observing lessons, monitoring planning and pupils' work throughout the school.

Mathematics across the curriculum

53. Mathematics is used very well across the curriculum to help pupils learn in other subjects. Examples of these include: measuring and drawing graphs and tables in science in order to record findings from investigations quickly, accurately and systematically for further analysis and in geography where pupils carry out quite complicated surveys and analyse the data from these in a very organised way.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average at the end of Year 6 and above average at the end of Year2; pupils achieve well.
- Management of the subject is good but resources and leadership need improving and pupils need to be more involved in setting their own targets.
- Teaching is good throughout the school with significant strengths in planning and organising practical investigations enabling pupils to attain high standards.

Commentary

54. Pupils achieve well because they are well taught. Standards are well above average in the present Year 6 and over 40 per cent of pupils are likely to exceed the level expected of their age. Pupils learn well throughout the school. Pupils with special educational needs make very good progress; many of them achieve average standards by the end of Year 6. Although the school has not identified pupils with special gifts or talents, the good provision ensures that their needs are well catered for. Standards are high because:
- teaching is good;
 - lessons are well planned and give many opportunities for investigative work;
 - pupils have many opportunities to think for themselves;
 - half-termly assessments of both scientific knowledge and practical work ensure that pupils make good progress;
 - pupils use scientific vocabulary extensively;
 - pupils write up their investigations from an early age; higher attainers organise their own reports and lower attainers receive additional help to organise recording their results systematically;
 - literacy is used very well to support this subject.
55. Although so far there has been no adverse effect on standards, there are some areas for improvement within the provision for science. Resources for learning are woefully short for the amount of practical work pupils are now undertaking, although it has to be said that teachers improvise extremely well. Leadership and management of the subject has not been a priority; most recently the responsibility has fallen on a newly qualified teacher who has undertaken a thorough audit but understandably has not been in a position to monitor teaching and learning. Much of the management of the subject, therefore, has been through assessment; this works well and encourages a team approach to the subject. Assessment is used very well to keep track of pupils' progress and to ensure that all elements within science are covered adequately. This is very successful as an aid to teachers, particularly in determining what pupils know and what they need to learn next. Pupils are not involved in setting their own targets for learning and this is an area for development.

56. Teaching is good overall throughout the school; it is excellent in Year 5. There are some very good features in most lessons, namely the quality of preparation, and questioning, and an emphasis on the systematic recording and analysis of results. Teachers expect pupils to use scientific vocabulary accurately and to use it to help them think and work logically. This is clearly successful in terms of the standards pupils attain. In Year 2, pupils learn to explain their findings, recording what they have observed accurately and with attention to detail. Teaching at this stage helps pupils through questioning to develop their understanding; this works well because the teachers have very good subject knowledge. By Year 3, pupils begin to sort out questions for themselves to which they want to find the answers. Teachers are skilled at giving pupils sufficient leeway for them to experiment, but they always draw pupils' attention to the patterns within the results. Imaginative touches, such as containers of different coloured water, make learning fun but also aid measuring accurately as pupils in Year 4 found as they tried to establish from their results whether liquids change volume when poured. By Year 6, the teaching encourages pupils' independence, preparing them well for the next stage of their education. For example, higher attainers, through preparing a presentation for the rest of the class, learnt to synthesise information and communicate clearly what they had learnt while the others took detailed notes. Throughout the school, ICT is used extensively to help pupils to record their work and to organise material into graphs as well as for researching information.

Example of outstanding practice

In this excellent lesson, Year 5 pupils investigated how well sound travels through solids, liquids and gases.

At the start of the lesson, pupils were given very clear instructions and knew exactly what they had to do. Together they worked out how to record the results; one suggested using a probability scale, drawing on the work they had been doing in mathematics earlier in the week, and others pointed out that tests had to be repeated to ensure that results were accurate and not 'a fluke'. The resources were laid out in readiness, grouped according to type, and were intriguing in themselves as pupils found out when they began to use the assortment of tubes, string, funnels, cans, balloons, sand, cat litter and polystyrene, to name but a few, to find out how well sound travels through different materials. Higher attainers had access to a computer program that measured sound and lower attainers had very good additional support from adults to help them organise their work. Pupils began to discover all sorts of interesting things such as 'water is denser than air'. A group of four boys constructed a four-way telephone using cans and string, working out that 'the string has to be taut otherwise the vibrations fizzle out'. Pupils were totally engrossed. They worked sensibly, came to conclusions and justified them. Excellent questioning from the teacher prompted pupils to find out more. Pupils were asking each other lots of questions, such as 'Is it a fair test if the sound is going through metal as well as air?' The success was seen at the end when a pupil with special educational needs worked out that 'sound was louder in polystyrene because there was more air in it'.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**

Main strengths and weaknesses

- The well-resourced ICT suite is used well and pupils' learning has improved though a lack of software and equipment to teach control technology is impeding progress in this aspect of ICT.
- Good teaching is having a positive effect on raising standards.
- The subject is well led and managed.
- Cross-curricular links are being established well.

Commentary

57. The computer suite has been in operation for two years and over that time standards have improved a great deal. The combination of fifteen computers in the suite and one or two computers in each classroom means that the school is now much better resourced than it was. The impact of the suite has been greatest on pupils in Years 5 and 6, who have free access to it at lunchtimes, and attainment at the end of Year 6 is now above national expectations. Almost all pupils at the end of Year 2 attain standards in line with national expectations and are well placed to take their learning further over the next four years. Limited resources in some aspects and more restricted access to computers means that pupils tend not to attain above the level expected of their age at this stage. Sensing and logging equipment has recently been acquired and is just beginning to be used in Years 5 and 6. The school is aware that it needs more resources to teach control technology. For example, a good lesson with pupils in Year 1 on controlling a 'Roamer' (programmable toy) would have been even better if more 'Roamers' had been available and pupils had had more opportunity to use the skills they were learning rather than having to wait so long for a turn.
58. The quality of teaching is good overall. In Years 1 and 2, pupils achieve well in lessons and learn new skills at a good rate. The teaching ensures that almost all pupils get to expected levels in the different areas of ICT. Teachers have good subject knowledge and high expectations of their pupils. They maintain a good pace in lessons and question pupils well which helps them to assess how well new information is being absorbed. They emphasise the use of technical vocabulary throughout lessons so pupils learn to give clear explanations and respond to instructions. Teachers maintain a good balance between the time spent teaching and the time allowed for pupils to practise new skills. This ensures good progress. Teaching assistants support pupils with learning difficulties very well so all pupils are able to maintain concentration throughout lessons.
59. The subject is well led and managed. The recently appointed co-ordinator inherited a well organised system for monitoring all short-term planning and aspects of teaching as well as systems for setting realistic targets, recording pupils' achievement and tracking their progress as they move through the school. These systems are instrumental in ensuring pupils' good achievement

Information and communication technology across the curriculum

60. The use of ICT to support learning in other subjects is very good. A survey carried out in September showed the strengths and weaknesses of the use of ICT in each year group in each area of the curriculum. This is being used to develop both skills and resources across the school and to monitor its use and effectiveness. Links between ICT and English, mathematics, science, art, history and geography are working well. Pupils in Year 2 used a CD Rom competently to find out about the Fire of London. This was their first lesson in information retrieval and they achieved well. They used the program with increasing confidence to access different pages in their search for answers to the questions they had been given. Pupils in Year 4 used ICT competently to edit their work, moving text around the page and adjusting the font, and highlighting and re-sizing the script as necessary, when writing a newspaper article as part of their work in literacy. Links between mathematics and science contribute very well towards pupils' high achievement in these subjects. The school lacks the necessary software to use ICT in music.

HUMANITIES

In humanities, religious education was not inspected as it is inspected separately. No lessons were seen in geography and so it is not therefore possible to form an overall judgement on provision. Work was sampled and discussions held with pupils of different ages. There is every indication from these that standards throughout the school are now at the levels expected and that pupils achieve satisfactorily. The deficiencies in provision identified in the last inspection have improved markedly. A policy and useful scheme of work are in place and this allows teachers to plan lessons in more detail. ICT is now a significant part of pupils' experiences and their work is regularly assessed. The

co-ordinator has a clear focus on raising standards; for example, by evaluating teachers' planning,

sampling and compiling a portfolio of pupils' work, and presenting action plans for further improvement. Three lessons were observed in history. Discussions were held with pupils and pupils' work from last year was scrutinised in order to assess provision, standards and achievement.

History

Provision in history is **good**.

Main strengths and weaknesses

- The quality of teaching is good overall.
- Pupils' skills in historical enquiry need further development.
- The curriculum is well planned and enriched by visits to places of historical interest.

Commentary

61. Standards are as expected for pupils' ages by the end of Year 2 and Year 6. The quality of teaching and learning is good, an improvement since the last inspection. This is because teachers have detailed knowledge of the topics and provide interesting resources. For example, Year 1 pupils listened intently as a visitor to their class told them about the toys he played with as a child in the 1930's. The co-ordinator is new to the post, but is already making her mark by identifying areas for development. As well as widening pupils' historical skills, these also include providing them with more opportunities for writing and drama to deepen their understanding. Pupils' responses are good, using vocabulary imaginatively, for instance, when writing poems about their experiences of a Victorian schoolroom, a pupil wrote, 'A cat being strangled is a slate pencil on a slate board.'
62. Teaching is most effective when pupils are given good opportunities to learn through observation and direct experiences. The co-ordinator acknowledges that pupils' knowledge and understanding of chronology is better than their understanding and use of historical enquiry skills. Indeed the best teaching was seen in Year 5 where pupils built on their earlier visit to Golcar by examining the question of child labour from a variety of viewpoints. Pupils were very involved because there were opportunities to explore the difference between fact and opinion, for example, when considering a quotation from a mill owner that 'children liked their work and saw it as a kind of sport'. Very good questioning, for example, 'What is he trying to say?' and comments such as 'We must think deeply here,' challenge pupils of all abilities.
63. Pupils' understanding is enriched by educational visits to places where there is an opportunity for them to take part in role play. Pupils learnt a great deal, for example, about the Second World War in this way. The use of ICT is developing well but is under-used in terms of bringing history to life. Older pupils use the Internet for research. History makes a useful contribution to pupils' cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Three dance lessons were seen in physical education (PE); one lesson was seen in art and design and in music and none in design and technology. It is not therefore possible to form an overall judgement on provision. Discussions were held with pupils about all four subjects and pupils' work from last year was scrutinised in order to make some assessment of standards in art and design, music and design and technology.

Commentary

64. By the end of Years 2 and 6, standards in art and design are likely to be above average. The school celebrates pupils' art work very effectively and the hall, corridors and classroom walls, as well as portfolios of art work collected over the past two years, show a wide range of styles and approaches to art. One of the most effective displays is of a series of mosaics illustrating the local area, which pupils from each year group made with a visiting artist. These incorporate three-dimensional effects as well as detailed depiction of local features such as the steam railway. Teaching and learning were good in the one lesson seen and pupils achieve well as they learnt to experiment with different painting techniques, using a variety of means to thicken the paint, in preparation for painting portraits. Pupils mixed skin tones confidently and were not afraid to experiment. The evidence shows that ICT is used well in pupils' art work. The development of graphic art using ICT is a particular strength, as pupils use desktop publishing of increasing levels of difficulty so that by Year 5 they are able to insert their own graphics into texts.
65. Examples of pupils' work in design and technology indicate that standards are likely to be above expectations throughout the school. In Year 5, for example, pupils had made moving toys using cams, making good use of computer graphics. Their finishing skills were of particularly high quality and showed the care pupils take with their work. Unfortunately, although there is good supply of tools, the budget does not allow for sufficient spending on consumables. The new co-ordinator has raised the subject's profile in school and runs a popular club for pupils in Year 2. A good start has been made to link design and technology with other subjects such as art and science. Appropriate assessment procedures have been put in place. These are monitored by the co-ordinator who uses them to assess strengths and weaknesses in the subject. Excellent portfolios that record pupils' work are used very well as a resource for staff.
66. The one music lesson observed was a joint singing lesson for pupils in Years 5 and 6. The quality of teaching was excellent and pupils' singing was above average. Pupils pitched notes accurately, articulated words clearly and sang accurately in two parts, maintaining different tunes and rhythms against each other. The very good co-ordinator monitors teachers' planning and provides written comments on areas for development. Resources for learning are adequate, though links with ICT are sparse. Extra-curricular clubs such as guitars, recorders and choir, as well as workshops and musical productions each term, give talented pupils a chance to develop their skills further.
67. Winning the Sports Mark Award illustrates the high profile PE has in the school. Eighty two per cent of pupils reach the minimum swimming standard at the end of their one and a half terms of instruction in Year 5. The school makes good use of local resources, such as the village's community field and the local cricket club's ground, to supplement its own.. The excellent training programme for staff arranged in conjunction with other local schools, both primary and secondary, keeps staff skills up to date. Teaching and learning in the three lessons on dance were good, and standards were above average. Pupils enjoy a range of clubs associated with the subject, some led by outside agencies. The keen, knowledgeable co-ordinator leads the subject well and has established stringent criteria for assessment.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

Provision in PSHE and citizenship is **good**.

Main strengths and weaknesses

- Weekly lessons give pupils good opportunities to talk about matters which concern them and this helps them to become more mature.

Commentary

68. The school has established a good programme for personal, social and health education and every class, from reception upwards, has a lesson in this subject each week. Two lessons were seen - a good Year 6 lesson on emotions, which drew sensitively upon pupils' experiences and a very good lesson in Year 5 where pupils discussed strategies to help them to resist peer-group pressure and to have the confidence to make their own choices. In both classes, the level of discussion was above average and pupils showed sensitivity towards each other and quite a mature awareness of problematic issues. The drugs awareness programme is effectively delivered via health education lessons, the science curriculum and visits from the "Life Education Caravan". The school nurse and a local education authority provider support the class teacher who delivers the sex and relationships programme for pupils in Year 6. The programme provides comprehensive guidance which is regularly reviewed and amended to suit the needs of the 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	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
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).

