

INSPECTION REPORT

SCHOLES JUNIOR AND INFANT SCHOOL

HOLMFIRTH

LEA area: KIRKLEES

Unique reference number: 107661

Acting headteacher: Mrs S Seymour

Lead inspector: Mr D Byrne

Dates of inspection: 1st – 4th March 2004

Inspection number: 257414

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:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	205
School address:	Wadman Road Scholes Holmfirth West Yorkshire
Postcode:	HD9 1SZ
Telephone number:	01484 222478
Fax number:	N/A
Appropriate authority:	Governing body
Name of chair of governors:	Mr T Pickup
Date of previous inspection:	21 st September 1998

CHARACTERISTICS OF THE SCHOOL

The school educates 205 boys and girls aged from four to 11 years. The overall attainment on entry to school in the reception class is average. The percentage of pupils known to be eligible for free school meals is close to the national average. The vast majority of pupils are of White British background. Very few pupils are from minority backgrounds and no pupil speaks English as an additional language. A below average percentage of pupils is identified as having special educational needs overall but it varies from year to year. In some year groups the percentage is very high. The percentage of pupils with Statements of Special Educational Need is below the national average. The school has a very small number of pupils who are in care. Between Years 3 to 6, an above average percentage of pupils join or leave the school at times other than the normal time of admission or departure. The school gained achievement awards in 2000, 2001 and 2002. At the time of the inspection, the deputy head teacher led the school whilst the school awaited the appointment of a new head teacher.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28076	Mr D Byrne	Lead inspector	Science, information and communication technology, physical education, citizenship and English as an additional language.
19335	Mrs S Dixon	Lay inspector	
10228	Ms S Russam	Team inspector	English, art and design, design and technology, music, special educational needs.
31807	Mr D Carpenter	Team inspector	Foundation Stage, mathematics, geography, history, religious education, personal, social, health and citizenship education.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that provides a good quality of education. The curriculum is good, and teaching is very good in Years 2 and 6, which enables pupils to achieve well in English and mathematics. Pupils behave well and develop good attitudes to learning. The school is well governed and managed. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well by the end of Years 2 and 6 in English, mathematics, geography and religious education.
- The quality of teaching and learning is good in the Foundation Stage and Year 5 and is very good in Years 2 and 6.
- Standards in information and communication technology are below national expectations, and computers are not used enough to support work in other subjects.
- In science higher attaining pupils are not challenged enough.
- Pupils' spiritual, moral, social and cultural development is good and leads to good attitudes and behaviour and the formation of good relationships.
- A good range of educational trips and visitors to school enriches a good curriculum.
- The quality of support, guidance and welfare is good.
- The overall provision for pupils with special educational needs is good but some aspects of its management are unsatisfactory.
- Pupils benefit from very good links with parents and good links with the community and other schools.
- The school is well led and managed and effectively governed but some subject co-ordinators do not have enough time to monitor their subjects.

The school has made good improvement overall since the last inspection. Achievement is higher overall and provision in the Foundation Stage is much better. Standards have improved in design and technology and pupils make better use of numeracy across the curriculum. The quality of assessment has improved significantly. The provision in information and communication technology is better, but the improvements have been too recent to raise standards to meet national expectations. The accommodation has been improved significantly.

STANDARDS ACHIEVED

Achievement is **good** overall at each stage of the pupils' education. Standards are above expectations at the end of both Years 2 and 6 in English, mathematics, geography, religious education and in physical education at the end of Year 2. Standards in information and communication technology are below national expectations across the school and even though recent improvements have boosted the rate of learning, achievement could be better.

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	C	C	C
mathematics	B	A*	B	B
science	B	B	B	A

Key: A* - very high; 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

Children start school with average attainment. Good teaching and provision in the reception class result in children achieving very well in their personal, social and emotional development and physical development and well in the other areas of learning. Standards in 2003 in the Year 2 national tests were well below the national average in reading and below the national average in writing and mathematics. These results were disappointing and reflected a year group with a significant number of pupils with special educational needs. Standards prior to 2003 had been well above average in reading and above average in writing and mathematics. Inspection evidence shows in the current Year 2 class achievement is good and standards are above average in reading, writing and mathematics whilst in science, pupils achieve satisfactorily.

Standards at the end of Year 6 in the 2003 national tests were above the national average in mathematics and science and in line with the national average in English. In comparison with the standards reached when the current Year 6 pupils were in Year 2, pupils achieved very well in science, well in mathematics and satisfactorily in English. Over the last five years standards in English, mathematics and science have improved at a faster rate than the national trend. Inspection evidence shows that by the end of Year 6 pupils achieve well in English and mathematics and satisfactorily in science. Boys and girls generally do as well as each other. Pupils with special educational needs generally do as well as other pupils.

In subjects other than English, mathematics and science, pupils achieve well in geography and religious education across the school and in physical education in Years 1 and 2. Across the school, pupils could do better in information and communication technology.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral, social and cultural development is **good**. This contributes to good attitudes, and behaviour and the development of good relationships. Attendance and punctuality are good.

QUALITY OF EDUCATION

The quality of education is **good**. The quality of teaching and learning is **satisfactory** overall with good teaching in the Foundation Stage and Year 5 and very good teaching in Years 2 and 6. Across the school there are strengths in the teaching of mathematics, design and technology, geography, physical education and religious education but inconsistencies in the quality of teaching in science, information and communication technology and music. Good teamwork between teachers and teaching assistants ensures that pupils with special

educational needs receive good levels of support. There is a good curriculum that makes learning stimulating for pupils. Good use is made of educational visits to enhance lessons. The accommodation and range of learning resources are good overall. Pupils receive good levels of care with good attention to their health and safety. The school effectively canvasses pupils' opinions about the running of the school and involves pupils in evaluating their own performance. Very good partnerships exist with parents and good links with the local community and other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good** with good governance. The deputy head teacher, together with key staff, provide good leadership for the school whilst awaiting the appointment of a new head teacher. A good ethos is created throughout the school with good levels of inclusion for all pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have good levels of satisfaction with the school. They feel the school provides a good quality of education that ensures that their children achieve well. Pupils enjoy school and they are happy with the quality of teaching and with what they are taught. They feel they are listened to and given the chance to be involved in contributing ideas about ways of improving the school.

IMPROVEMENTS NEEDED

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

- Continue with existing strategies to raise standards in information and communication technology.
- Develop strategies to ensure consistency in the quality of teaching and learning across the school.
- Improve the quality of pupils' presentation of work across the curriculum.
- Improve the levels of challenge for higher attaining pupils in science.
- Strengthen the procedures for key staff to monitor standards and the quality of teaching and learning.
- Improve the administration of some aspects of special educational needs.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **good overall**. Standards are **above** expectations at the end of both Years 2 and 6 in English, mathematics, geography, religious education and in physical education at the end of Year 2. Standards in information and communication technology are **below** national expectations and achievement could be better.

Main strengths and weaknesses

- Children in the reception class achieve well.
- Pupils do well in Years 2 and 6 and reach above average standards in English and mathematics.
- Pupils could do much better in information and communication technology.
- In science higher-attaining pupils are not challenged enough.
- Pupils achieve well and reach good standards in geography and religious education across the school and in physical education in Year 2.

Commentary:

The Foundation Stage

1. Children start school with average attainment. The very good quality of provision in the Foundation Stage results in children achieving very well in their personal, social and emotional development and in their physical development and achieving well in each of the other areas of learning. By the end of the reception class standards are well above the expectations for their age in their personal, social and emotional and physical development and above the expectations in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development.

Key Stage 1

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

Standards in:	School results	National results
reading	14.0 (17.6)	15.7 (15.8)
writing	13.8 (15.1)	14.6 (14.4)
mathematics	15.8 (17.8)	16.3 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. In 2003, standards at the end of Year 2 in the national tests dipped significantly when compared to the generally upward trend seen over the previous four years. Results were well below the national average in reading, and below the average in writing, mathematics and science. When the results are compared to similar schools based on the percentage of pupils eligible for free school meals, standards were in the lowest 5 per cent in reading and well below average in writing, mathematics and science. Prior to 2003, standards had been rising steadily in reading and mathematics with a gradual improvement in writing.

- Inspection evidence shows that the results in 2003 were an exception. The year group included many pupils with challenging attitudes and behaviour that adversely affected the standards achieved. Pupils in the current Year 2 class benefit from very good teaching which leads to pupils working hard and achieving well. Standards for the current Year 2 pupils are above average in reading, writing and mathematics and in line with national expectations in science. There is no evidence of a difference between the standards or achievement of boys and girls. In other subjects, pupils do well in geography, physical education and religious education. This is a result of good teaching and leadership in each subject. In information and communication technology pupils could do better although standards are rising as the impact of improved resources starts to be felt. Standards at the end of Year 2 have improved since the last inspection in reading, writing and mathematics.

Key Stage 2

- All statistical data has to be treated with caution because of the above average number of pupils who move into and out of the school between Years 3 to 6. Over the last five years, standards at the end of Year 6 have improved at a faster rate than the national trend with the exception of 2003 when they dipped in mathematics. In 2003, the national test results matched the national average in English and were above the national average in mathematics and science. Assessment data shows that based upon the pupils' prior attainment in Year 2, pupils in Year 6 in 2003 made good progress in mathematics and very good progress in science whilst in English the progress was satisfactory. The school sets challenging targets for pupils in Year 6 in English, mathematics and science. The movement of pupils in and out of the school reduces the reliability of some year's predictions but the targets are usually met.

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

Standards in:	School results	National results
English	27.2 (27.0)	26.8 (27.0)
mathematics	27.9 (30.3)	26.8 (26.7)
science	29.9 (29.3)	28.6 (28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year

- Inspection evidence indicates that in English and mathematics pupils achieve well by the end of both Years 2 and 6 and satisfactorily in other year groups. Standards at the end of both Years 2 and 6 are currently above the national average. Pupils at the end of both Years 2 and 6 do better in reading than writing although standards in both are above average. The school has done much in recent years to bring standards in writing up to those of reading but pupils could still do better. The quality of handwriting and the presentation of work could be much better. In mathematics, pupils develop a good knowledge and understanding of basic numeracy and develop good skills of using their knowledge to complete mathematical investigations. In science, standards are in line with the national average and pupils achieve satisfactorily. Pupils develop a secure understanding of scientific ideas and the skills of performing scientific investigations. Higher-attaining pupils, however, could achieve higher standards if their existing ideas were challenged and developed further. Standards exceed expectations in geography and religious education as a result of a good curriculum and effective teaching. Recent improvements in resources for information and communication technology are starting to raise standards in information and communication technology although they remain below expectations. Pupils'

achievement in this subject has been held back by the weaknesses in the quality of resources

6. Pupils with special educational needs make a similar rate of progress to their classmates and achieve well in relation to their prior attainment. However, at times, when they are withdrawn from class to work in small groups, they are not always given work that is sufficiently challenging and they do not achieve as well as they could. Pupils who have a statement of special educational need make very good progress in relation to their prior learning because teachers ensure their particular needs are well catered for in all lessons.

Pupils' attitudes, values and other personal qualities

Pupils' spiritual, moral, social and cultural development is **good**, promoting amongst pupils **good** attitudes, behaviour and levels of personal development. Attendance and punctuality are **good**.

Main strengths and weaknesses:

- Good relationships in the school make sure that pupils feel safe and secure in school.
- Pupils are keen to learn and work very well on their own or with others.
- Bullying or harassment is very rare and the vast majority of pupils behave well.
- Pupils enjoy school and this contributes to good levels of attendance.
- Sensitivity to the views of others, and to different cultures and traditions, results in pupils developing a good level of tolerance and respect for others.

Commentary

7. Pupils enjoy coming to school to participate in the stimulating activities provided for them. In lessons, and during play and lunchtimes, the majority of pupils behave well. In Year 3, the dynamics of the group results in some pupils being talkative and rather restless during lessons and this reduces the quality of learning for some pupils. Throughout the school, staff effectively manage pupils so that there is very rarely any aggressive behaviour. The vast majority of pupils conduct themselves in a calm manner and show good levels of self-confidence and initiative in their work. In lessons pupils are usually confident and self-assured in trying out new ideas and politely suggesting alternative views. Pupils with special educational needs have positive attitudes to their learning and are keen to do well. Throughout the school, from the reception class to Year 6, pupils respond well to expectations that they should make choices and in so doing pupils develop a sense of enterprise. The effective system for a school council develops mature and responsible attitudes amongst pupils.
8. Throughout the school, pupils have a good understanding of the difference between right and wrong and treat others fairly and with respect and tolerance. Through a wide range of activities involving raising funds for children less fortunate than themselves, pupils demonstrate good levels of sensitivity to the needs of others. They have a strong sense of the importance of the values and principles required to live a good life. They are proud of their village and their own culture but remain open to the views of others. Pupils respect the importance of festivals and traditions associated with cultures and religions that are different from their own and are curious to learn about them. There are very good links between pupils in Year 2 and Muslim pupils of similar age who are attending a school in Dewsbury. These links make a very valuable contribution to the pupils' understanding of cultures other than their own. There have been no exclusions from the school in the last twelve months

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.6	School data:	0.3
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. The overall level of attendance is above the national average and pupils are punctual. The school monitors absence effectively.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. The quality of teaching and learning is **satisfactory** with **good** teaching in the Foundation Stage and Year 5 and **very good** teaching in Year 2 and Year 6. A **good** range of extra-curricular activities enriches the **good** curriculum. There are **good** levels of care and support. **Very good** partnerships exist with parents and there are **good links** with the community, other schools and educational establishments.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall with good teaching and learning in the Foundation Stage and Year 5 and very good teaching and learning in Years 2 and 6. The assessment of pupils' work is **good** overall and very good in the Foundation Stage.

Main strengths and weaknesses

- Particular strengths in teaching in the Foundation Stage and in Years 2, 5 and 6 lead to pupils learning well and achieving well overall.
- Disruptions in staffing in recent years have resulted in inconsistencies in the way that some policies are applied in lessons.
- Whilst most teachers have a secure knowledge and understanding of the National Curriculum and the locally agreed syllabus for religious education, there is a need for further support in some subjects.
- Teaching assistants make a valuable contribution to the learning of all pupils but especially those with special educational needs.
- Assessment is effectively used to identify pupils' needs, to track their progress and to inform planning.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (6%)	7 (23%)	12 (39%)	10 (32%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. The quality of teaching and learning varies considerably across the school. This is the impact of many changes in staffing in the last two years resulting from legitimate absences of key staff and the departure of the previous head teacher at the end of last term. The absences have meant that for a short time, some classes have been taught by a number of temporary teachers. Despite the disruptions, inspection evidence shows that there is no unsatisfactory teaching and over two-thirds of lessons observed were good or better. There are, however, inconsistencies in the way some school policies are implemented in lessons. For example, expectations vary with regard to the way that pupils present their work and the implementation of policies, such as marking and use of homework, differs from class to class. Throughout the school, teachers manage pupils well and ensure that lessons are usually interesting enough to harness pupils' attention and interest. Behaviour is well managed despite the challenge of some pupils in Year 3.
11. Teaching and learning are good in the reception class and Year 5 and very good in Years 2 and 6. Elements of good teaching also exist in other classes but are dependent on the subject strengths of individuals and the teacher's experience. The very good teaching in Years 2 and 6 is typified by very effective planning that differentiates effectively for the breadth of pupils' abilities. Not only are the lower-attaining pupils, including those with special educational needs, provided with suitable work but also higher-attaining pupils are given work that challenges and extends their already good levels of knowledge and understanding. The additional support provided for pupils with special educational needs is good. It is particularly effective when it enables pupils to be taught alongside their classmates, and to be fully included in the same activities but less effective when they are withdrawn from class. The quality of support for pupils with a Statement of Special Educational Need is of a particularly high quality.
12. Good teaching in the Foundation Stage is demonstrated by the provision of a wide range of well planned, stimulating activities. These inspire children to enjoy school and to develop very good attitudes to learning. Good partnerships in the reception class between the class teacher and the teaching assistant make it possible for the needs of different groups of pupils to be met well. Assessment is very well used to identify the children's needs so that activities are better designed to meet their stage of learning.
13. In Years 1 to 6, the quality of teaching is good overall in mathematics, design and technology, geography and physical education. A good emphasis is given to promoting pupils' mathematical investigational skills. Higher-attaining pupils are identified well at an early age and given work that challenges and extends their knowledge. In English, the quality of teaching varies from class to class. It is very good in Years 2 and 6 because very high expectations are made of pupils resulting in pupils being motivated to work hard in lessons. In other year groups, expectations for the presentation of pupils' work across the curriculum are often too low. In science,

teachers have a secure knowledge and understanding of the content of the subject. They are working hard to develop scientific enquiry to support learning. This is done particularly well in Year 5. The ideas of higher attaining pupils in science are not, however, being challenged enough. The knowledge and understanding of teachers in information and communication technology varies considerably from person to person.

14. Whilst all staff are committed to using computers to support learning, the combination of weaknesses in the quality of resources and the quality of staff training means that information and communication technology is not yet used enough to support teaching. In some subjects, for example, information and communication technology, music and physical education, the quality of teaching by the co-ordinators is of a good standard, but their knowledge and expertise are not always used to develop the skills of other staff in these subjects. The teaching of religious education and humanities benefits from the good use of educational visits to bring learning alive and motivate pupils to learn.
15. Learning is satisfactory overall with good learning in the Foundation Stage and Years 2, 5 and 6. In other year groups changes and disruptions in staffing in the last two years have reduced the rate of learning. The majority of pupils, however, are keen to learn and work hard during lessons. There is a good capacity for pupils to work on their own as well as with partners and collaboratively in small groups.
16. Teachers make good use of assessment to monitor standards and evaluate the quality of provision. Assessment data from the core subjects of English, mathematics and science is effectively used to identify areas for improvement and to track the progress of different groups within the school, girls and boys and higher-attaining and lower-attaining pupils for example. In all other subjects, with the exception of information and communication technology, there are effective procedures for assessment.

The curriculum

The curriculum is good with a good range of extra-curricular activities. The quality of the accommodation and resources is **good**.

Main strengths and weaknesses

- The curriculum is well planned and enables pupils to achieve well in English, mathematics, geography and religious education.
- Visits, visitors and expertise in the school are used well to enrich the curriculum
- The curriculum for the Foundation Stage is good overall.
- Pupils are provided with good opportunities to participate in a range of sporting and artistic events.
- Good provision is made for the pupils with special educational needs.
- There are very good outdoor play areas but storage space for resources in physical education is unsatisfactory.

Commentary

- 17 The school provides a good curriculum that meets the needs of all pupils and provides a good level of equality of access and opportunity. Children in the Foundation Stage are provided with a very good range of activities with particular strengths in the provision for children's personal, social and emotional development and the

development of outdoor physical skills. In Years 1 to 6 each subject of the National Curriculum is taught for a suitable amount of time with a good emphasis on the basic skills of literacy and numeracy. Planning for English, mathematics, geography and religious education is particularly detailed and leads to pupils achieving well in each subject. In information and communication technology the school is currently developing and implementing its scheme of work and policy. Weaknesses in access to suitable resources and staff training have resulted in pupils not having enough time to develop skills of using the computer. The provision for pupils with special educational needs is good and enables these pupils to be involved in all aspects of school life. Each pupil has a relatively detailed individual education plan that is used to guide learning and used by staff to gauge the pupils' progress.

- 18 There is a good range of extra-curricular activities and very good and effective support for learning outside the school day. Good provision is made to promote pupils' participation in the arts and sport with a good range of visits from artists, poets, sculptors and sports coaches and very good use of residential visits. Good procedures are established that ensure that pupils are well prepared for their next stage of education.
- 19 The quantity and quality of accommodation and resources are good overall and meet the needs of pupils. The accommodation for the Foundation Stage is of a good standard with very good quality resources for developing children's outdoor physical development. For all pupils, the playground facilities are of a high quality and encourage pupils to participate in a wide variety of activities. The school buildings are generally well maintained but the condition of some toilets need improving to improve the provision for pupils changing for physical education. The lack of a suitable storage space reduces the ability of pupils to access resources for physical education.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. The school provides **good** support, guidance and advice and has **good** procedures for seeking the views of pupils.

Main strengths and weaknesses

- A strong family ethos contributes to good provision for pupils' social and moral development
- The views of pupils are valued and staff respond well to their suggestions and ideas.
- The school has good induction procedures for parents and pupils prior to starting school.

Commentary

- 20 The pupils feel that their school is a happy and calm place. Good relationships exist within the school community. There is a caring, safe and supportive environment and this has a very positive effect upon pupils' learning. The health and safety arrangements are good overall. Pupils are well motivated and success is recognised and rewarded. The involvement of pupils in their own learning is good. They learn to appreciate and evaluate their work and understand the purpose of their lessons. Pupils are aware of their own targets for improvement in English, mathematics and science and are made aware of what they need to do next to achieve them. As a result, pupils are well motivated and independent in these subjects.

- 21 The school has good arrangements for seeking pupils' views. All staff listen carefully to the views and concerns of pupils. The school council offers very good opportunities for pupils to offer their ideas and use their initiative, for example, by identifying areas of need within the school. Pupils feel that there is always someone there to listen to them and help them when needed. Pupils new to the school benefit from good induction procedures. These include meetings and information packs for parents. There are good opportunities for children to visit the school and make a gradual and settled start to their education. The overall quality of provision is as good as it was at the time of the last inspection.

Partnership with parents, other schools and the community

The school has a **very effective** partnership with parents and **good** links with the community and other schools.

Main strengths and weaknesses

- Parents are well informed and fully involved in school life.
- The partnership with other schools and colleges supports pupils' learning and the professional development of staff well.
- The links with the community enrich pupils' lives.

Commentary

22. At the time of first admission to the reception class good induction procedures inform parents about what to expect and also enable children to ease into school life. Meetings are also held to encourage parents and carers in helping children with aspects of their development such as reading and writing. Across the school, parents are kept well informed about the life of the school and have good opportunities to be involved in all that it does. Parents are welcomed into school and their views are sought and acted on well. Well-written information about all aspects of the school's work and the curriculum are readily available. Parents gain good insight into their children's learning through open days and special events although they are not currently involved in the assemblies that celebrate success. The arrangements for reporting pupils' progress are good. Parents have a weekly opportunity to discuss their child's progress and written reports meet requirements. The parents of pupils with special educational needs are successfully involved in working with the school to help their children to achieve the targets in their individual education plans. Homework is well used to support pupils' class-work, but information about its requirements is not always communicated clearly to parents.
23. Visits to the local community and visiting specialists broaden pupils' experiences. Villagers and local figures regularly feature in the day-to-day running of the school and the village is used well as a resource for learning. The business community supports the school well for example by supporting the school sports teams and the school playground facilities. The partnership with other schools is good and has a positive effect upon the quality of the experiences and opportunities offered to pupils and their teachers. The pupils benefit from very good links with schools in contrasting areas and the arrangements for transferring pupils to secondary school are good. Links with other schools provide good support for the professional development of the staff.

Leadership and management

The leadership and management of the school are **good**. In the interim time between the departure of the previous head teacher and the appointment of the next, the deputy head teacher - and other key staff - provide **effective** leadership and ensure that the school is managed well. The governance of the school is **good**.

Main strengths and weaknesses

- Effective management systems have enabled the school to operate effectively until a new head teacher is appointed.
- Good teamwork between staff ensures that the wide range of need of pupils is effectively met.
- Effective leadership and management of the Foundation Stage provide children with a very good start to their education.
- There are weaknesses in some aspects of administrative procedures related to special educational needs.
- Co-ordinators of subjects other than English and mathematics do not have enough time to monitor standards, teaching and learning.
- Finances are well managed.
- An effective governing body has a good strategic view of the school's development.

Commentary

- 24 The school is well organised and efficiently managed. The contribution of the administrative staff is invaluable and ensures that day-to-day management of the school is effective. Because of staffing changes and disruptions, the senior management team is in a state of transition. It has, however, been effective in maintaining the direction of the school in the interim term between the departure of the previous head teacher and the appointment of the new one. A clear sense of direction has been maintained. The deputy head teacher has shown good management skills and risen very well to the challenge of leading the school through its time of transition.
- 25 All staff make effective use of self evaluation procedures to identify personal and professional objectives for development. Performance management is used well to guide and inform staff development required within the school. Effective self-evaluation procedures are instrumental in identifying where national initiatives are most effective and where resources need to be deployed to have the maximum impact. Although subjects are well managed, too little time is provided for key staff to monitor standards, teaching and learning. This is primarily because in recent years there have been disruptions in the continuity of staff. The day-to-day provision for pupils with special educational needs is good. The records of pupils with special educational needs have not, however, been monitored well enough and individual pupil files do not contain all the information required. The day-to-day provision is good overall, although pupils identified as having special educational needs are often placed on the school's record indefinitely.
- 26 The good management of the provision for the Foundation Stage ensures that all elements of the Foundation Stage curriculum are taught within an exciting and stimulating environment.
- 27 The governing body has a good picture of the strengths and weaknesses of the school and has well-established systems for ensuring that the quality of the school's provision is as good as resources allow. The governing body meets all statutory

requirements. It keeps a close eye on standards and uses finances effectively to target areas that need improvement, for example, information and communication technology. Governors are not only supportive of what the school does, but also challenge the decisions being made so that value for money is achieved. A strong strategic vision is evident in the way that governors have managed the unavoidable changes in staffing in order to maintain the good quality of education provided by the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	421 823	Balance from previous year	13 063
Total expenditure	412 669	Balance carried forward to the next	22 217
Expenditure per pupil	2 023		

28. Financial management is good. All funds available are used well to secure additional resources and initiate improvements. Support staff are generally deployed well to provide good levels of support across the school and as a result pupils achieve well. The school has been successful in attracting funding and support from the wider community to promote continuing improvements such as the recent development of the information and communication technology suite and the provision for outdoor education and play. The current carry forward figure is earmarked for agreed priorities identified in the school development plan. The day-to-day management of finances by the school is very effective due to good systems for delegating funds to key staff and to the very effective management of finances by the senior administrator.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

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

Main strengths and weaknesses

- Children in the Reception class achieve very well in their personal, social and emotional development and physical development and well in each other area of their learning.
- The quality of teaching is consistently good in each area of learning.
- The outdoor play facility is excellent and has a significant impact on children's social, physical and creative development.
- Assessment is used very well to enhance planning and to monitor children's learning.
- Resources are good and used effectively to support learning.
- Leadership and management are good and contribute to a strong sense of teamwork.

Commentary.

29. At the time of the inspection the reception class consisted of a class of twenty-six children. The vast majority enter school with attainment that is broadly average. Good quality teaching and learning ensure that all children achieve well overall. During the term in which the inspection took place the Foundation Stage teacher, who is also the deputy head teacher for the school, was acting as head teacher. The temporary teacher, together with good quality support from a teaching assistant has maintained the high standards set by the leader of the Foundation Stage.
30. Leadership and management are good. Assessment is very effectively used to identify children's needs. This informs what is planned and how the curriculum is taught. Resources for learning are good. Children have access to a high quality and secure outdoor play facility. Resources inside the school are good with sections dedicated to role-play and sand and water play. Provision is better than it was at the time of the previous inspection and improvement over time has been good.
31. In **personal, social and emotional development** the quality of teaching is good and promotes good learning. It assists the children in achieving very well in this area of their development. By the end of the reception class, attainment is well above the expectations for their age. Teaching and support staff effectively encourage the children's independence in their behaviour and in their learning. Children respond well to expectations for them to make positive choices in selecting activities. They show good skills in playing and sharing in small groups. When changing for physical education children are expected to dress and undress, fold clothes neatly. In so doing they show good levels of independence and a clear understanding of the need for personal hygiene. When together in a whole class setting children respect each other and enjoy the social experiences such as story time. When playing outside they show a good awareness of the need for safety and are rarely in dispute about access to toys and apparatus.
32. In **communication, language and literacy** children achieve well. Good quality teaching results in children learning well and exceeding the standards expected for their age by the end of the reception class. Children are given good encouragement to

listen and speak and they become confident in their conversations with adults. Shared stories and number rhymes give them a sense of communicating in the whole group and the teaching provides constant reinforcement of spoken and written language. The vast majority of pupils can recognise their own name and make a good attempt at writing it. Language development is effectively enhanced by the very good role-play that takes place throughout the day. All staff are alert to changes and developments in the language used by the children and keep very effective ongoing records of their achievements. Good links with the children's homes mean that they also receive targeted practical help with their reading and writing. Sand and water play and the imaginative equipment in the outdoor play area are used to good effect as areas for the further development of language.

33. In **mathematical development** children achieve well. Good quality teaching results in most children learning well and exceeding the expectations for their age by the end of the reception class. The development of mathematical and language skills is often pursued jointly and children develop a good vocabulary to support their understanding of number. They are alert to the displays that show their work and enjoy the incidental opportunities for counting that come from registration, lining up and playing outside. Counting skills are firmly in place by this point in the year and the vast majority of children count forward to twenty and often beyond and enjoy showing off their ability to count backwards to zero. Number rhymes are part of the shared experience of literature and number and children look forward to this aspect of their day. Frequent opportunities are provided for children to practise their understanding of volume and capacity in their play with sand and water and they were keen to discuss quantity when, for example, they looked at the ingredients that make up a pizza.
34. In **knowledge and understanding of the world** children achieve well by the end of the reception class and reach standards that are above those expected for their age. Children show confidence in using the computer and the majority have good control over the mouse and can input simple commands. Their wide-ranging interests are well matched by the good quality teaching that encourages them in an exploration of objects from everyday life such as growing plants and supermarket pizzas. The attractive setting of the school gives many opportunities for gaining knowledge of the local environment and maximum use is made of the school grounds. Displays and artefacts introduce the children to aspects of other cultures as well as their own festivals and ceremonies. The provision for religious education meets the requirements of the locally agreed syllabus. Children develop a good early knowledge of the Bible and some of its most popular stories. Through their role-play the children are encouraged in acting out their understanding of relationships within their own families and their understanding of the roles of significant figures such as doctors and veterinary surgeons.
35. Children achieve very well in their **physical development**. By the end of the reception class the large majority reach standards that are well above those expected for their age. The imaginative use of the high quality out door play area promotes good learning. Teachers make good use of the good resources and this has a significant impact on the children's physical development. A good range of apparatus, fixed and mobile, encourages children in exploring their physical prowess to the full. Good quality teaching is also evident in the wide range of activities that encourage the growth of finer physical skills. Cutting, joining and constructing skills are well developed and children take pride and care in finishing their work to a high standard.
36. Children achieve well in **creative development**. By the end of the reception class the vast majority have learnt well and exceed the expectations for their age. Good quality teaching and the wide range of creative experiences that are planned provide

many opportunities for the children to practise their creative skills. Children have the chance to play a good range of musical instruments. They develop a love of the creativity of singing. In role-play children have many opportunities for creating real and imagined situations in, for example, hospitals, surgeries and shops. Very good displays of children's work in and around the classroom reinforce and value the children's work. Very good links are made with other areas of the curriculum. For example, children use their skills as illustrators in recording many of their achievements in other areas of the curriculum.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are above average at the end of both Years 2 and 6 but staff changes and high pupil mobility have adversely affected achievement in other classes.
- The quality of teaching in Years 2 and 6 is particularly good because of stimulating lessons and high expectations made of pupils.
- Pupils with special educational needs make good progress and achieve well.
- Very good leadership and good management have improved the quality of provision in recent years.
- Although standards in writing are good overall, the quality of presentation of pupils' work is not as good as it could be.
- Information and communication technology is not used as effectively as it could be.

Commentary

37. In the national tests in 2003 standards at the end of Year 6 were in line with the national average. Based on the prior attainment in Year 2, assessment data shows that pupils in Year 6 made satisfactory progress. Inspection evidence is that standards at the end of Year 6 are currently above average. In 2002 and 2003, pupils did not achieve as well as they could. This was a direct result of staff changes and instability in the last two years. High levels of pupil mobility have also had a negative impact on test results between Years 2 and 6. At the end of Year 2, standards in the 2003 national tests dipped significantly reversing a trend when results were above average. Standards in reading were well below both the national average and the average for similar schools. In writing standards were also well below the national average and below the average for similar schools. The dip is due to the nature of the Year 2 class in 2003. Inspection evidence shows that it has a high number of pupils with special educational needs and this reduced the standards attained. Standards at the end of Year 2 are currently above average. Inspection evidence shows that pupils are achieving well overall in English across the school and particularly in Years 2 and 6. There is no significant difference in the performance of boys and girls.
38. By the end of Year 2, most pupils write well but there is room for improvement. The standard of presentation of writing varies from class to class and is often untidy. Most pupils, however, have a good vocabulary and write for a variety of audiences and purposes. Their spelling is generally accurate and use of punctuation meets expected standards. Pupils read well. They have a good understanding of a range of different books, including fiction and non-fiction work. In Years 3 to 6, pupils improve their skills

of reading and writing. Pupils develop a good capacity of writing a variety of texts including imaginative, factual and narrative. Reading is a relative strength with pupils developing good skills of using books for research purposes as well as reading contemporary authors for pleasure. Pupils achieve well in their speaking and listening and reach good standards good overall.

39. The quality of teaching and learning is satisfactory overall with very good teaching in Years 2 and 6. In these classes pupils are expected to work very hard. The pupils are motivated by the provision of challenging and interesting activities. Teachers discuss with pupils the strengths and weaknesses of their work. Pupils are successfully made aware of what they need to do to improve so that they do as well as they can. Elsewhere the quality of teaching and learning is satisfactory and pupils achieve satisfactorily. Teachers plan and adapt work effectively so that it is well matched to the individual needs of these pupils. Marking is satisfactory overall and good in Years 2 and 6. In these classes marking enables pupils to see a clear link between the purpose of each lesson, their personal writing targets and how the work is helping them to make progress over time. Pupils in Years 2 and 6 benefit greatly from the 'reading partner' initiative. In most classes the presentation of pupils' work could be better. Pupils in Years 3 to 6 often do not use pens even though their fluency when writing in linked script is secure. Consequently, their books can be untidy and appear uncared for. Pupils with special educational needs thrive because of the high quality of additional help they receive from teaching assistants. Pupils benefit from a number of good initiatives to enhance the English curriculum for example, by visiting local theatres and inviting poets and drama groups to school.
40. The impact on standards and achievement of the co-ordinator over time has been very good but staff absences in the last two years have reduced the co-ordinator's influence. This has shown in a dip in standards at the end of Year 6 in the last two years. The co-ordinator enables staff to share a clear vision and sense of purpose and to support new and temporary staff to develop high expectations and aspirations. Good use is made of assessment information to track pupils' progress and to make predictions about what they should achieve in the future. Since the last inspection the quality of provision for English has improved. A number of changes and innovations have been implemented. Good improvements have been made in the way that reading, and some aspects of writing, are taught.

Language and literacy across the curriculum

41. The use of literacy across the curriculum is satisfactory but the quality of planning for this could be better. Teachers utilise a good range of activities to develop speaking and listening skills, such as debates and discussions about personal and topical matters of current interest. In history and religious education pupils write accounts of what they have learned and in design and technology and science they read to gain information or follow instructions. The use of information and communication technology to support literacy is unsatisfactory. The co-ordinator recognises that pupils could do even better in applying their literacy skills across the curriculum and is making good progress in implementing plans to achieve this.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Very good teaching in Years 2, 4 and 6 is raising standards and achievement.
- Good use of assessment effectively identifies higher attaining pupils so that their needs can be met.
- Teaching assistants work effectively with teachers to ensure good inclusion of pupils with special educational needs.
- Pupils have positive attitudes to mathematics and are eager to learn.
- Effective leadership and management ensure that the quality of provision is effectively monitored
- Better use could be made of information and communication technology in supporting teaching and learning.

Commentary

42. The national test results in 2003 show that standards had fallen below the national average in Key Stage 1. Standards fell slightly in Years 3 to 6 but remained above the national average by the end of Year 6. The overall trend since the time of the previous inspection has been upwards and evidence indicates that it will remain so. Evidence from the current inspection also indicates that standards at the end of Years 2 and 6 are currently above average. Disruptions in the continuity of teaching in Year 6 since September 2003 have affected the progress and achievement of this class in the past. Good teaching and the successful implementation of the National Numeracy Strategy ensure that the vast majority of pupils are now achieving well.
43. The quality of teaching and learning is good. During the inspection very good and excellent practise was observed in Year 2, Year 4 and Year 6 where there are significant strengths in teaching and learning. All teachers contribute to a comprehensive collection of assessment data and this is used to support planning across the curriculum and also to identify and meet the needs of individual pupils. The school identifies pupils who are higher-attaining pupils and those who are considered to be gifted and talented. Teachers make sure that these pupils are suitably challenged well. Effective use is made of the National Mathematics Challenge to encourage and motivate pupils. Good support is provided for those pupils with special educational needs and they achieve as well as their classmates. Evidence from pupils' books shows that they are encouraged in the practical use of mathematics and in investigations of mathematical properties, but insufficient use is made of information and communication technology to support teaching and learning. The recent development of a new computer suite has begun to make an impact because pupils now have regular lessons aimed at developing pupils' mathematics skills through information and communication technology.
44. In the lessons observed good planning and effective class management contributed to the good quality of teaching and learning. Some very good practice was observed in mental mathematics and pupils were highly motivated in their responses. Teachers make good use of ongoing assessment and have a thorough understanding of the achievements of their pupils. Teachers have high expectations for good behaviour and pupils respond well. Teaching assistants make a significant contribution to the overall quality of learning and work effectively as a team with the class teachers. The cumulative effect of the good teaching overall and the particular strengths evident in

Year 2 and Year 6 ensure that the quality of learning is also good overall. Pupils develop good attitudes to mathematics and show mostly good levels of concentration and effort during lessons.

45. Leadership and management in mathematics are good. The co-ordinator has a very good understanding of the subject and has created an effective team of teachers and support assistants. She gives outstanding leadership through the quality of her teaching. Good use is made of assessment to inform planning. Time has been made available for the monitoring of teaching and learning in the classroom and an impressive portfolio of pupils' work has been collected that assists in monitoring the standards across the school. Resources are good. There has been good improvement since the last inspection.

Mathematics across the curriculum

46. Pupils make satisfactory use of their mathematical skills in other subjects. Data handling is a feature of geography and science and classroom displays indicate the use of mathematical skills and concepts in other subject areas.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 6 have been good in recent years although they dipped in 2003.
- The skills of scientific enquiry are taught well overall but the quality and accuracy of pupils' measuring and recording could be better in Key Stage 2.
- Higher-attaining pupils are not given work that challenges them to think deeply enough.
- The co-ordinator does not have enough time to perform her duties.

Commentary

47. Standards in the national tests at the end of Year 6 have been consistently above the national average and the average for similar schools in each of the last three years. Inspection evidence is that standards in the current Year 6 are in line with the national average. Standards have been affected by the impact of staff changes in Year 6 since September 2003. The teacher assessments for pupils at the end of Year 2 in 2003 showed that standards were below both the national average and the average for similar schools. This was primarily because of the lower natural ability of the class. Inspection evidence is that for the current Year 2 class, standards are in line with national expectations. There is no significant difference between the standards of boys or girls. Pupils are achieving satisfactorily across the school, with good achievement overall in terms of performing scientific investigations.
48. The quality of teaching and learning is satisfactory with some good teaching in Year 5. Pupils' learning and progress are satisfactory across the school with good learning related to the development of good skills of scientific enquiry. Pupils develop a good knowledge and understanding of living things and the processes of life and a satisfactory understanding of materials and their properties and of physical processes. Recent initiatives to implement a common format for pupils to plan and

record investigations have added continuity to the way in which lessons are planned and taught. The introduction of targets for achieving the skills in scientific enquiries is a positive initiative that effectively raises pupils' awareness of how well they are doing and how they could do better. During lessons, pupils' ideas are valued and teachers make good use of discussions to draw out pupils' ideas and thoughts. Teachers have a secure knowledge and understanding of the National Curriculum. Higher-attaining pupils, however, are not challenged to think abstractly about events they observe.

49. Lessons are generally well planned. There is a good balance between directed teaching and activities that demand that pupils make choices and use their initiative. Teachers are aware of the importance of introducing scientific terminology, but the use of key words in lessons is not as obvious as it could be. From Year 2 upwards, pupils develop a secure knowledge and understanding of the significance of fair testing and the importance of gathering evidence to prove or disprove their predictions. Expectations for pupils in Years 3 to 6 to apply mathematical skills to measure and record data are, however, weak. Most pupils in these year groups make conclusions using observations rather than measurements. The use of computers occurs occasionally but at too low a level. Marking is satisfactory and pupils are taught to record and communicate their scientific activities. The quality of presentation however is not as good as it could or should be. Homework is used satisfactorily overall with some good use where pupils are asked to carry out research projects at home.
50. Leadership and management are satisfactory. The co-ordinator ensures that the school policy is implemented and that the curriculum is effectively planned and taught across the school. An effective assessment system has been implemented to assist in tracking pupils' progress. Only rarely does the co-ordinator have time to perform her management role and her duties are carried out in her own time. There is too little time to monitor teaching or learning or to provide staff training. With the exception of resources for information and communication technology, resources are adequate. Good use is made of local resources such as woodland and the school grounds to enhance scientific work related to the environment. Standards have risen overall since the last inspection and the quality of provision has improved.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Resources have been improved recently but some unreliable computers hold back the progress of pupils.
- There are gaps in the knowledge and understanding of pupils at the end of Year 6.
- Teachers are doing a good job in using new facilities but many still lack sufficient training.
- Pupils enjoy using computers and are confident to do so.
- The co-ordinator is working effectively to improve provision and to raise standards.

Commentary

51. Standards in information and communication technology are below the national expectations at the end of both key stages and pupils' achievement is currently

unsatisfactory. The main reason for this is that until recently the quality of provision was unsatisfactory. There was a lack of suitable computers, accompanying software and effective staff training. Since January 2004, staff and pupils have benefited from access to a purpose-built information and communication technology suite. The accommodation is of a good quality, but the quality and reliability of resources are still in need of improvement. Despite this, standards are starting to rise. The co-ordinator has worked very hard to reduce the problems and the support of a part-time technician has been invaluable.

52. During the inspection, the quality of teaching and learning was satisfactory. Pupils learned at a satisfactory rate and showed high levels of enthusiasm when using computers. Lessons were planned to support learning in a range of subjects, including history and science. Despite the fragility of some computers, pupils made good progress in finding out about the life of Henry VIII and his wives and also made good use of an electronic microscope to observe the fabrics used as part of a scientific testing of different materials. The lack of a focal point in the information and communication technology suite, for example, access to an interactive whiteboard, makes the teaching of large groups very difficult. Despite this, staff do as well as they can and pupils enjoy participating in collaborative activities with class-mates. The basic skills of using word processing, creating designs and paintings on screen, of inputting and representing data as graphs and charts are understood by pupils, but the depth of understanding is not sufficiently advanced. By the end of Year 6, pupils have started to create multimedia presentations involving the creation of text and importing images, but the standard is not as expected for their age. Limitations of key resources for developing pupils' skills of using the computers for control and gathering data using sensors means that pupils are inexperienced in each of these areas.
53. The co-ordinator has worked very hard to improve the quality of provision for information and communication technology. Good leadership is provided for the subject and effective management systems are being developed. An accurate audit has been made of the strengths and weaknesses of the subject and a sharply focussed action plan for development drawn up. This includes the need for significant improvements in the quality and reliability of resources, a better range of software and more staff training. At the moment, systems for assessment are not implemented across the school and as such are unsatisfactory.

Information and communication technology across the curriculum

54. The use of information and communication technology to support learning across the school is unsatisfactory. Teachers recognise the importance of using computers, but a weakness in resources and the unreliability of equipment has reduced its use. Pupils are, however, encouraged to use computers to locate information to support humanities topics, to write and edit short pieces of work in literacy and to input and interpret data in mathematics.

HUMANITIES

The quality of provision for **religious education** and **geography** are reported in depth but the limitations of time made it impossible to report on **history** in depth or to judge the quality of provision. On the evidence gained from portfolios and displays of pupils' work, standards in **history** are good. Some good links are made with other subjects. Pupils make satisfactory use of the computer to access the Internet and use CD ROMs to locate information. Books

are used effectively to support research into history topics. Links with the community extend opportunities for pupils to use local resources to support studies into local history.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Teachers have a secure knowledge and understanding of religious education and the requirements of the locally agreed syllabus.
- Pupils have a good awareness of different faiths and a good understanding of Christianity.
- Older pupils are confident to address issues of faith and rules for living.
- Better use could be made of information and communication technology to support teaching and learning.
- The good impact of leadership and management is limited by the lack of regular time for the co-ordinator to monitor standards, teaching and learning.

Commentary

- 55 Standards in religious education are above those expected by the locally agreed syllabus at the end of both Years 2 and 6 and pupils achieve well. The quality of teaching and learning is good and ensures that pupils grow in their knowledge of other faiths and the multi-cultural society in which they live. A very good link has been established with a companion school in Dewsbury and has enabled pupils from both schools to share their Muslim and Christian heritage. As part of the link pupils visit a Mosque and in return pupils from Dewsbury are able to visit the local church in Scholes.
- 56 By the time they reach the end of Year 6 pupils have studied many of the festivals, celebrations and ceremonies from different religious faiths and have a good understanding of the differences and similarities between them. They have a good grasp of the significance of Holy Books such as the Bible, the Torah and the Qu'ran and they know that these books are greatly venerated by their respective faiths. Year 6 pupils have a good knowledge of the universality of creation stories and a good knowledge that religion and spirituality are strongly linked. There is a shared sense of the value of human life and pupils know that religions have rules that govern the conduct of believers. They can express opinions on the morality of conflict and division and they know that religion can unite as well as divide peoples.
- 57 Leadership and management are good. The co-ordinator is well informed and has been instrumental in creating a school website with a virtual tour of a local church. Pupils' work is assessed regularly and the information used to keep a map of progress throughout the school. Very little time is currently available for the monitoring of teaching and learning in the classroom and this reduces ways for identifying where the subject has strengths and areas for improvement. Resources are good although better use could be made of information and communication technology to extend learning.

Geography

Provision for geography is **good**.

Main strengths and weaknesses

- Good use is made of the local environment to illustrate the skills of the geographer.
- Pupils have a good working knowledge of comparisons with other countries.
- Use of maps is a strong feature of geography in Key Stage 1 and Key Stage 2.
- The co-ordinator has very little time during the school day to monitor standards, teaching and learning.

Commentary

58. Standards in geography are above national expectations by the end of both Years 2 and 6 and pupils achieve well. The quality of teaching and learning is good overall. Lessons are carefully planned to match the school's curriculum. Good efforts are made to help pupils make sense of geography. An analysis of pupils' work, especially those in Year 2, indicates that the quality of teaching and learning in Years 1 and 2 is good. By the end of Year 2, pupils develop a good understanding of maps. They make comparisons between the environment of their own area and the imaginary island of Struay. In Years 3 to 6, the quality of teaching and learning is also good. Pupils in Year 5 and Year 6 use maps well. They quickly and correctly locate places and landscapes on a local and world scale map. In Year 6 pupils have a good understanding of the Ordnance Survey map as a tool for geography and are fortunate to live in an area as geographically significant as the Holme Valley. Pupils show a good ability to ask questions and use their independent learning skills to find answers. Data handling is a strong feature of the subject and establishes a good cross-curricular link with mathematics. By the end of Year 6 pupils have a good understanding of how and why places change and the impact of human settlement and activity on the environment. An environment watch group is popular as an extra curricular activity and contributes to the high profile given to geography in the school.
59. Leadership and management are effective. Standards are regularly monitored and assessment procedures are useful in tracking the progress of individual pupils. At the moment, much of the management of the subject is done by the co-ordinator in her own time as there is very little time made available during school time. The curriculum is well planned to ensure that pupils develop not only geographical knowledge but also field study skills. Very good use is made of educational visits to extend pupils' knowledge and understanding of other locations. Resources are good, with the exception of the use of information and communication technology, which is not used well enough. There has been a good improvement in provision since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The quality of provision for **design and technology**, **music** and **physical education** are reported but limitations of time made it impossible to report in depth on the provision for **art and design**. On the evidence gained from portfolios and displays of pupils' work, standards in art and design are average with some good examples of two-dimensional work. Pupils make steady progress in developing their skills. There are good links with work in other subjects. The curriculum is enhanced from time to time by contributions of recognised artists

who join the school for a short time. Good opportunities are provided to utilise art as a means of enhancing pupils' personal development.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- The school has successfully improved its provision since the last inspection.
- Teachers make good efforts in providing pupils with the chance to plan and evaluate tasks.
- Pupils show high levels of application and interest in their work.
- Good support from teaching assistants ensures that pupils with special educational needs are fully included in lessons.
- There is a relative weakness in the provision of activities enabling pupils to explore mechanisms and structures.

Commentary.

- 60 Standards throughout the school are in line with the national expectations and pupils achieve satisfactorily. Pupils have good attitudes to the subject. They are keen and eager to discuss what they are doing and relish the opportunity of talking about pieces of earlier work displayed around the school. They are sensible and mature when using potentially hazardous equipment and show a high degree of respect for their own work as well as that of their classmates. There have been considerable improvements in the quality of provision since the last inspection and these have raised achievement. The curriculum is better planned and resources have been updated. .
- 61 The subject is currently being well taught. Teachers have a secure knowledge and understanding of the different elements of the subject and ensure they provide opportunities for pupils to plan, make and evaluate their work. Good use is made of drafting books so that pupils can explore their ideas and investigate the merits of materials that they could utilize. Pupils make good gains in their knowledge, understanding and development of skills related to using found materials and fabrics for example, in making glove puppets. Pupils are less knowledgeable about ideas related to structures and mechanisms. The provision made for pupils with special educational needs is good and enables them to fully participate in lessons. Teaching assistants are particularly effective in enabling pupils who have statements to learn alongside their classmates. As a result, they too make good progress.
- 62 The subject is well led and managed. Improvements to the curriculum ensure that pupils across the school regularly learn design and technology. An accurate analysis has been made to identify areas for further development which include the need to make better use of information and communication technology and of electrical and mechanical components and food. These limitations of experience are holding back pupils from achieving higher standards.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Standards achieved by individual pupils in instrumental lessons are good.
- The co-ordinator is enthusiastic and keen to promote high standards.
- The organisation of teaching for pupils in Years 1 and 2 is unsatisfactory.
- Most staff are unsure about the best way of teaching music and rely on specialist advice and support.

Commentary

- 63 A limited range of musical activities was observed. From observations of hymn practice, assemblies and one lesson, standards are in line with national expectations and pupils achieve satisfactorily. Pupils use their voices expressively when singing songs or speaking chants and rhymes. They know how sounds can be produced in different ways and use invented signs and symbols to represent pulse, beat and rhythm. The small numbers of pupils who receive individual music tuition from visiting specialist teachers achieve good standards and make good progress. The quality of teaching they receive is of a high standard. They are made to work hard and show a high level of commitment to their own learning. These pupils have very good attitudes to learning.
- 64 The quality of teaching and learning is satisfactory. At times however, the large number of pupils being taught reduces the ability of teachers to match work to pupils' prior ability. This was seen in a lesson where pupils from both Years 1 and 2 were taught together. The teacher was aware of the difficulties in teaching such a large group and would have preferred to teach the three classes separately. There is a good range of extra-curricular activities and pupils from the school have good opportunities to participate in local and regional musical events for example, the Kirklees music festival.
- 65 Leadership is good and management is satisfactory. The co-ordinator is confident and exuberant in her teaching. There is a good vision of how to promote pupils' love of music and how to encourage them to work enthusiastically in their lessons. The co-ordinator has a good understanding of all aspects of the curriculum and is keen to develop innovative and varied learning experiences for the pupils. Her skills, however, are not being exploited to best effect in order to support less confident colleagues.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well overall in Years 1 and 2 and well in games and swimming in Years 3 to 6.
- Good links with the community enhance the curriculum and enable the involvement of pupils in a good range of sporting activities
- Lessons are well planned and well paced to meet pupils' needs.

- Pupils are particularly keen and enthusiastic in dance and games and show good levels of collaboration.
- Although the subject is effectively managed, not enough time is available for the co-ordinator to carry out some aspects of the job.

Commentary

- 66 Pupils achieve well by the end of both key stages. Standards by the end of Year 2 are currently above national expectations and in line with them by the end of Year 6. The vast majority of pupils reach the nationally expected standard in swimming by the time they complete their primary education.
- 67 The quality of teaching and learning is good overall. Individual lessons are planned to take account of pupils' prior learning. This enables pupils to develop their skills progressively over time. Some good links are made between physical education and other subjects. For example, in an excellent lesson in Year 2, pupils were very successfully encouraged to perform a variety of dance movements to match the mood and feeling of a piece of music. Teachers make expectations very clear for pupils and as a result they work hard to produce good levels of performance across a range of physical activities. Pupils are usually involved in evaluating their own performance and that of others to enable them to further improve their skills. During the inspection, pupils in Year 3 benefited from very good instruction by a skilled rugby league coach. In lessons, pupils are encouraged to be mindful of safety issues when moving and setting up equipment. During lessons pupils work collaboratively and co-operate well on sharing tasks such as moving and placing equipment and supporting each other during balancing sequences. Resources are used well and supplemented by links with local sports clubs. The co-ordinator has been instrumental in successfully attracting community links with local sporting clubs. Some good links are made between physical education and other subjects.
- 68 The school provides a good range of sporting opportunities beyond the school day. These activities are well supported by pupils who make good gains in their personal and social development. Pupils benefit from having hard surface playgrounds and extensive grassed areas on which to develop their skills. The extensive investment in the outdoor play resources for pupils at playtimes, contributes to the physical development of all pupils. Good use is made of residential educational visits to enable pupils in Years 5 to 6 to develop skills associated with outdoor and adventurous activities.
- 69 The subject is well led and managed by a newly appointed and enthusiastic co-ordinator. Although the co-ordinator provides good support and guidance to colleagues, very little time is provided for the monitoring of teaching and learning. There is a well-planned curriculum. Physical education is satisfactorily resourced but storage for resources is poor and restricts the access to equipment for staff and pupils. The system for assessing pupils' attainment and progress is satisfactory. There has been good improvement in provision since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **satisfactory**.

Main strengths and weaknesses

- Planning is being improved but is not yet systematic across the school.
- Good opportunities are planned as part of the curriculum for pupils to share their feelings and views

Commentary

- 70 The school ensures that it fulfils the minimum requirements for educating pupils about healthy living, sex and relationships and drugs awareness. There is a satisfactory policy but although personal, social, health and citizenship education is recognised as being part of all subjects, especially religious education, physical education and science, planning across the school lacks cohesion and does not ensure a consistency between classes. Pupils' awareness of eating healthily and taking regular exercise is satisfactorily developed as part of science, and the importance of keeping fit is included as part of physical education. Religious education presents opportunities for pupils to think about relationships and how to treat others and regular class activities enable pupils to discuss their feelings and emotions. These activities, called circle-time, contribute well to the development of trust between pupils and between pupils and staff. There are number of activities to develop amongst pupils a satisfactory understanding of being a good citizen. These range from involving pupils in raising funds for charities such as "Comic Relief" and the National Children's Home to learning about democracy through involvement in the school council.
- 71 The co-ordinator for personal, social, health and citizenship education is recently appointed and is taking effectively paced steps to develop and improve the quality of the school's provision. The lack of cohesion in planning is being addressed and a small budget has been made available to develop and improve the currently small range of resources.

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	4
How well pupils learn	4
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	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	3
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).

