

# INSPECTION REPORT

## **SETTLE CHURCH OF ENGLAND PRIMARY SCHOOL**

Settle, North Yorkshire

LEA area: North Yorkshire

Unique reference number: 121587

Headteacher: Mr R Wright

Lead inspector: Mr M Newell

Dates of inspection: 8<sup>th</sup> – 11<sup>th</sup> March 2004

Inspection number: 257429

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Nursery, Infant and Junior  
School category: Voluntary Controlled  
Age range of pupils: 3 - 10  
Gender of pupils: Mixed  
Number on roll: 163

School address: Bond Lane  
Settle  
North Yorkshire

Postcode: BD24 9BW

Telephone number: 01729 822019

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Appropriate authority: The Governing Body

Name of chair of  
governors: Mr S Oxley

Date of previous  
inspection: March 1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated in Settle in North Yorkshire. The school gained a School Achievement Award in 2001 and a Healthy Schools Award in 2002. In September 2002, the school moved to new premises and gained a nursery and two new classrooms. The school now has part-time nursery provision and caters for pupils aged 3-10 with pupils leaving the school at the end of Year 5. There are 163 pupils on the school's roll with 25 children attending the nursery. There are a higher percentage of boys than girls. The school is smaller than other primary schools. Many pupils live close to the school and there is no significant level of pupil mobility. The great majority of pupils are of white ethnic origin and only a very small percentage of pupils are at an early stage of acquiring English. The percentage of pupils identified as having special educational needs is broadly in line with the national average although the percentage of pupils with a Statement of Special Educational Need is below the national average. The nature of special educational need covers specific learning difficulties and autism. The percentage of pupils eligible for free school meals stands at approximately five per cent and this is below the national average. Attainment when children start school covers the full ability range and is at an average level overall.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Mr M Newell	Lead inspector	Mathematics Information and communication technology Art and design Design and technology Personal, social, health education and citizenship
9224	Mr M Vineall	Lay inspector	
29504	Mrs S Herring	Team inspector	Foundation Stage Special educational needs Science Music Physical education
30398	Mr C Scola	Team inspector	English Religious education Geography History English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **satisfactory** school which is improving under the leadership of the recently appointed headteacher. Pupils achieve well in Years 1 and 2 but achievement by the time that pupils leave school is satisfactory. The headteacher has a very clear and accurate grasp of what is needed to drive the school forward. The school provides satisfactory value for money.

#### The school's main strengths and weaknesses are:

- Pupils in Years 1 and 2 achieve well.
- The headteacher leads the school well and in the very short time since he was appointed he has set a very accurate agenda for school improvement.
- National Curriculum statutory requirements are not consistently met in some subjects in Key Stage 2, resulting in below average standards in religious education and music when pupils leave school.
- Teaching is consistently good and at times very good in Years 1 and 2, with teaching assistants across the school making a powerful contribution to pupils' learning.
- Expectations relating to how the oldest pupils in school present their work and the marking of their work are not good enough.
- Behaviour and attitudes of most pupils throughout the school are good and for pupils in Years 1 and 2 very good. Pupils' attendance is very good.
- Although improving at a rapid rate the role of subject leader has been underdeveloped and as such is unsatisfactory.
- The school provides good learning opportunities outside of the formal curriculum.
- The school provides well for pupils with special educational needs.
- The school has established very strong and effective links and partnership with parents and the community and good links with other schools.
- The use of assessment data is improving well but is not yet effective enough.

Improvement has been satisfactory since the last inspection. Standards have improved in the core subjects and in some foundation subjects. Accommodation has improved significantly because the school is now housed in a new building. However, there are other areas which have not been tackled in a systematic or rigorous enough manner, including the marking and presentation of older pupils' work and the monitoring of teaching and learning. Inspection evidence clearly indicates that, led by the headteacher, with support from the governing body, there is now a much more dynamic and focused approach to school improvement with many staff committed to improving the quality of education for all pupils.

### STANDARDS

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			similar schools
	2001	2002	2003	2003
Reading	D	E	C	E
Writing	A	C	B	C
Mathematics	B	B	B	C

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

Achievement is **satisfactory** overall across the school. It is satisfactory overall in the Foundation Stage and sometimes good for the children in the reception class. Pupils achieve well in Years 1 and 2 as do the pupils in Year 3 that are educated with the Year 2 pupils. Achievement for pupils in Years 3-5 is satisfactory overall and at times good for the younger pupils in this key stage. Achievement of the pupils in the oldest class is satisfactory and could be stronger in some subjects.

The pupils leave school at the end of Year 5 and the above table shows pupils' attainment at the end of Year 2. The table shows that in 2003 standards in writing and mathematics are above the national average and in line with the national average in reading. When compared to similar schools standards are average in writing and mathematics and well below average in reading. Teacher assessments in science show attainment in 2003 to be at an average level. The greater emphasis given to developing pupils' reading skills and strategies has led to improvements. Attainment sometimes fluctuates between years and subjects. This is partly due to the differing numbers of pupils in year groups with special educational needs. It is also in part due to the fact that the unsatisfactory role of subject leaders over time means that strengths in practice have not always been disseminated and any weaknesses tackled. A similar picture in terms of the role of subject leader and the impact on standards attained is equally apparent in Years 3-5.

Inspection findings show that the good achievement of pupils in Years 1 and 2 is matched by standards in reading, writing, speaking and listening, mathematics, science and physical education being above average by the end of Year 2. Standards in all other inspected subjects are at an average level and achievement is satisfactory.

Inspection evidence shows that standards by the end of Year 5 are above average in reading, speaking and listening, mathematics and science. Achievement is satisfactory because standards reflect the above average natural ability of this group of pupils who started school with above average attainment. Standards in writing are satisfactory but could be better. In physical education pupils achieve well and attain above average standards. Standards in religious education by the end of Year 5 are unsatisfactory because the subject is not taught or pupils' work recorded in sufficient depth. Music is not taught in sufficient depth indicating that standards are below average when pupils leave school.

Attainment when children start at the school covers the full ability range and is at an average level overall for most year groups. Children's achievement is satisfactory overall in the Foundation Stage and at times better than this in the reception class. By the time that children start in Year 1 standards in communication, language and literacy, mathematical development, creative development and knowledge and understanding of the world are at an average level. Children make good progress in their personal, social and emotional development and physical development, achieve well and many exceed the early learning goals by the time that they start in Year 1.

The school makes good provision for pupils with special educational needs and this helps to ensure that these pupils achieve as well as their classmates. The provision that is made for the higher attaining pupils is satisfactory. There is no significant evidence of different achievement of boys and girls.

The school makes **good** provision for pupils' moral and social development and satisfactory provision for their spiritual and cultural development. The attitudes and behaviour of pupils in Years 1 and 2 are very good. They are good for children in the Foundation Stage. Whilst they are good overall for pupils in Years 3-5, for a minority of pupils in the oldest class attitudes

and behaviour are satisfactory. Pupils enjoy coming to school and this is reflected in the attendance rates which are well above the national average. Punctuality is good.

## **QUALITY OF EDUCATION**

The quality of education provided is **satisfactory** with some strengths. Teaching and learning are **satisfactory** overall. Teaching in the Foundation Stage is satisfactory with a significant percentage of good teaching observed in the reception class during the week of inspection. Teaching in Years 1 and 2 is consistently good and at times very good. Whilst some good and at times very good practice was observed in Years 3-5 during the inspection teaching is judged satisfactory overall. The expectations as to how pupils in the oldest class in school present and record their work are not good enough and are at times poor. The marking of work for these pupils is at times unsatisfactory. When teaching is at its best in the school the tasks set are challenging, vibrant, thoroughly enjoyable and are very closely matched to the individual needs of the pupils. Throughout the school the teaching assistants make a significant contribution to pupils' learning and achievement. Although improving rapidly, procedures for assessing and tracking pupils' attainment and for using the information to set challenging targets, have been unsatisfactory over time. The school provides a good range of visits, visitors and extra-curricular activities that add to pupils' learning experiences. The formal curriculum provided in the Foundation Stage and in Years 1 and 2 is satisfactory but unsatisfactory for some pupils in Years 3-5 because National Curriculum statutory requirements are not fully and consistently met in religious education and music. The school places a high priority on the care and welfare of pupils and a sense of community permeates the life of the school. This is further enhanced by the very good links that the school has established with parents and the local community and good links with other local schools and colleges.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory** overall with the headteacher providing good leadership and management and in the very short time since his appointment he has gained a very accurate insight into the school's strengths and areas for improvement. He has a very clear vision and agenda for moving the school forward. The headteacher has put in place very effective procedures for monitoring the quality of teaching and learning but these are too recent to have had a significant impact on standards. Over time it is clear that the role played by the senior management team and subject leaders in monitoring teaching has been unsatisfactory. Governance is satisfactory and the governors have recently increased the role they play in holding the school to account for the quality of education that it provides and in monitoring the school's performance.

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

Many **parents** are happy with the school and the quality of education that it provides. The school has worked hard to establish a strong and effective partnership with parents. Parents are very supportive of the school and play an important role in supporting and enhancing their child's learning.

**Pupils** enjoy coming to school and most take part in all that the school has to offer with good levels of interest and motivation. Pupils' voices and views are taken on board in a satisfactory manner in assemblies and in lessons and plans are in hand for the setting up of a school council to enable pupils to take a more proactive role in the decision making process. A small number of parents felt that bullying was an issue in school but discussions with many pupils indicate that if such incidents occur, pupils are confident that they would be dealt with quickly and sensitively.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in religious education and music by the time that pupils leave school by ensuring that all elements of these subjects are taught in sufficient depth in Years 3-5.
- Ensure that the senior management team and subject leaders rigorously, regularly and systematically monitor and evaluate the quality of teaching and learning.
- Make sure that teaching in the oldest class of pupils sets far higher expectations as to how pupils present their work and that the marking of pupils' work in this class gives accurate and relevant pointers for improvement.
- Make sure that assessment procedures are uniformly and consistently carried out, that the levelling of pupils work is accurate and that the information gained is used to best effect to set targets, track pupils' progress and to have the biggest possible impact on raising standards.

and to meet statutory requirements:

- Ensure that the full curriculum is taught in religious education and music in Years 3-5.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Achievement for children in the Foundation Stage is **satisfactory**. Pupils achieve **well** in Years 1 and 2 and achievement is **satisfactory** in Years 3-5. Standards overall are **average** when pupils leave school with some strengths and weaknesses.

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

- Pupils attain above average standards in English, mathematics and science by the end of Year 2.
- Children in the Foundation Stage achieve well in their personal, social and emotional development and in their physical development.
- Some subjects are not covered in enough depth in Years 3-5 and as a result the older pupils do not achieve as well as they could.
- Standards in physical education are good across the school and all pupils achieve well.

#### **Commentary**

##### **FOUNDATION STAGE**

1. Attainment when children start school covers the full ability range and is at an average level overall, although a minority of children have less well developed speaking skills. Children's achievement is satisfactory in the Foundation Stage although achievement can be good in the reception class. Overall children of all abilities make satisfactory progress in communication, language and literacy, mathematical development, knowledge and understanding of the world and in their creative development and most attain the nationally recommended Early Learning Goals by the time that they start in Year 1. Children make good progress and achieve well in their personal, social and emotional development and in their physical development resulting in many children exceeding the early learning goals in these areas of learning by the time that they start in Year 1.

##### **KEY STAGE 1**

2. On the basis of the National Curriculum tests and teacher assessments in 2003 for Year 2, pupils' attainment was above the national average in writing and mathematics and in line with the national average in reading and science. When compared to similar schools attainment was average in writing and mathematics and well below average in reading. The school's trend of improvement over time has been below the national trend. Inspection findings, however, paint a more positive picture. The consistently good and at times very good teaching results in all pupils achieving well and attaining above average standards in speaking and listening, reading, writing, mathematics and science. Standards in physical education are above average and pupils achieve well. Standards in all other subjects are at an expected level and the achievement of pupils in these subjects is satisfactory.

## Standards in national tests at the end of Year 2- average points score in 2003.

Standards in:	School results	National results
Reading	15.8 (14.4)	15.7 (15.8)
Writing	15.6 (14.4)	14.6 (14.4)
Mathematics	16.9 (17.1)	16.3 (16.5)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

### KEY STAGE 2

3. The pupils leave school at the end of Year 5. Inspection findings show that standards for pupils when they leave school are above average in reading, speaking and listening, mathematics and science. Standards in writing, however, are at an average level because not enough expectation is made of the older pupils in school to present their work in an acceptable manner. At times work is poorly presented, handwriting is difficult to read and careless spellings are made. The quality of presentation detracts from the content of the work which at times engages the reader well. The achievement overall at this key stage in these subjects is satisfactory, but could be better for the older pupils. The achievement of the Year 3 pupils in this key stage is often good. The above average standards overall in the core subjects by the end of Year 5 reflect the natural ability of the pupils who started school with higher attainment levels than is normally the case for children starting at the school. Standards in physical education by the time that pupils leave school are above average and all pupils achieve well. Standards in religious education by the end of Year 5 are not in line with the requirements of the Locally Agreed Syllabus and achievement is unsatisfactory. This is because the subject is not taught in sufficient depth or regularly enough and the amount of recorded work is minimal. Inspection evidence indicates that curriculum provision for music does not meet statutory requirements in Years 3-5 because too little time is devoted to the subject and consequently coverage of all elements of the subject are inadequate and pupils' achievement could be better. Attainment in all other inspected subjects is at an average level and the achievement of all pupils is satisfactory.
4. Pupils with special educational needs achieve as well as their classmates. Much of this is due to the very good support that they receive from the support assistants who enable them to take a full and inclusive role in the curriculum and in all that the school has to offer. The provision that is made for the higher attaining pupils is satisfactory.

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

Pupils' attitudes and behaviour are **good** overall. Provision for pupils' moral and social development is **good** and **satisfactory** provision is made for pupils' spiritual and cultural development. Attendance is **very good** and punctuality **good**.

### Main strengths and weaknesses

- Pupils in Years 1 and 2 have very good attitudes and behaviour but at times both attitudes and behaviour are less appropriate for some older children in school.
- Pupils enjoy school and this is reflected in the attendance levels.
- Good relationships add much to the community ethos of the school.
- The school places much emphasis on developing pupils' moral and social awareness.

## Commentary

5. Children in the Foundation Stage behave well and have good attitudes to learning. Pupils in Years 1 and 2 show a high level of motivation for all that the school offers and take part in lessons with high levels of fun and enthusiasm. They behave very well in class and around the school. Many pupils in Years 3-5 show equally positive attitudes to school and behave in a mature and responsible manner in class and when at play. However, there are a small number of the oldest pupils whose response to school and staff is not as positive and they do not always present themselves well as good role models for younger pupils. Most staff set high expectations in terms of behaviour and there have been no exclusions in recent years. A small number of parents felt that bullying was an issue but extensive discussions with pupils indicate that they do not feel this to be the case and should it occur pupils feel very confident that staff will deal with any problems promptly.
6. Pupils' personal development is good. A high expectation is established in the Foundation Stage that helps children develop the skills of independence, sharing resources and taking turns. Children respond well to this. Throughout the school pupils respond in a mature manner when they are asked to carry out a range of tasks and responsibilities such as putting out and returning resources and equipment and carrying out a range of monitorial tasks. Pupils work together well and collaboratively. Plans are in hand to set up a school council which will provide good opportunities for pupils to contribute even more to the life of the school as a community.
7. An increasingly strong emphasis has been put on pupils taking responsibility for their own actions and in developing a strong awareness of the difference between right and wrong which impacts well on the behaviour of most pupils. There is a strong focus on how the quality of relationships enhances pupils' social development and deepens their understanding of the responsibilities of living in a community. Pupils' spiritual and cultural development are developed in a satisfactory manner in assemblies and in some lessons although at times more could be done to promote pupils' awareness of life in a culturally diverse society.
8. Pupils enjoy coming to school and this is reflected in the attendance rates which are very high in comparison with other schools. Attendance rates have improved significantly over the last three years which owes much to the rigorous procedures that the school has put in place for promoting and monitoring good attendance. Punctuality is good with the vast majority of pupils consistently arriving on time for school.

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

Authorised absence	
School data:	3.0
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education with some strengths. Teaching and learning are **satisfactory** overall and consistently **good** in Years 1 and 2. Assessment is improving but is **unsatisfactory**. Although learning opportunities outside of the formal curriculum are **good** the curriculum in Years 3-5 does not meet statutory requirements and

is therefore **unsatisfactory**. The care and welfare of pupils is **good** and the school has established **very good** links with parents and the community and **good** links with other schools and colleges.

### Teaching and learning

The quality of teaching and learning is **satisfactory**. Teaching is consistently **good** in Years 1 and 2 and **satisfactory** in the Foundation Stage and in Years 3-5. Assessment is improving but is **unsatisfactory**.

### Main strengths and weaknesses

- Good teaching in Year 1 and Year 2 enables pupils to achieve well.
- Some subjects are not taught in enough depth in Years 3-5.
- Reading skills are taught well across the school.
- Expectations of how pupils present their work and the marking of pupils' work for the older pupils are not good enough.
- The use made of assessment data is unsatisfactory.
- Teaching assistants make a significant contribution to pupils' achievement.
- Teachers' subject knowledge in some subjects is used well to enhance pupils' learning.

### Commentary

9. Improvement since the last inspection has been satisfactory but the school recognises that there is still scope for further improvement. Issues relating to the presentation of pupils' work and to assessment are issues that were identified at the last inspection and have still to be fully addressed. Teaching and learning in the Foundation Stage are satisfactory with good features and practice. The good teaching in children's personal, social and emotional development and physical development in both the nursery and reception classes have led to good levels of attainment in both these areas of learning. In the week of inspection the quality of teaching, by the temporary teacher in the reception class, was consistently good and at times better. Teaching in the nursery was satisfactory and occasionally good. Teaching in the Foundation Stage is at its best when activities planned are vibrant, exciting and well matched to the individual needs of the children and enable the children to achieve well. Evidence indicates that at times in the Foundation Stage there is not always a sufficient enough focus on the direct and systematic teaching of early literacy skills.
10. In English, teaching Years 1 and 2 and for the Year 3 pupils taught with the Year 2 pupils is consistently good and satisfactory with good practice and some notable weaknesses for some pupils in Years 4-5. Reading skills are taught well across the school. Skills are taught in a direct and effective manner and this enables pupils to leave school as accomplished readers who have good research skills. Speaking and listening are promoted well. From an early age pupils are expected to listen to others and to justify their opinions. Good opportunities are provided through class discussions, role play and drama activities to really enhance pupils' speaking and listening skills. Teaching in writing is good except for the older pupils in school. In Years 1 and 2 pupils are taught well because they are equipped with writing frames and techniques to write for different audiences and purposes. A good emphasis is put on spelling, handwriting and presentation. This continues well for all the younger pupils at Key Stage 2 but tails off for the older pupils. Here pupils' presentation is unsatisfactory and at times poor, handwriting is difficult to read and spelling erratic. This is due to the expectation of the

teaching which is simply not high enough. Earlier work shows that pupils can do better. The marking of pupils' work is not rigorous or systematic enough. The actual content of the work is good at times and inappropriate at others.

11. Teaching in mathematics is good and at times very good in Years 1 and 2 and satisfactory with good aspects and some weaknesses in Years 4-5. Where teaching is very good in Years 1 and 2 it is because mathematical concepts are taught very well and pupils are provided with very good practical and investigative activities which put pupils' numeracy skills to the test. This enhances pupils' learning well. In Years 3-5 teaching is at its best when work is well matched to the individual needs of the pupils and sufficient time is given for newly learnt skills to be put to the test. Teaching is less effective when introductions are too long or there are too many learning objectives for pupils to cope with.
12. Teaching in science is good in Years 1 and 2 and satisfactory and at times good for pupils in Years 3-5. Teaching is most effective when pupils are expected to put their scientific knowledge to good use to inform their predictions or to explain why things happen as they do. There are occasions when more demand could be made of the higher attaining pupils. In both mathematics and science the presentation or marking of pupils' work in the oldest class is not good enough and the fact that work is not always dated makes the tracking of pupils' progress more difficult.
13. Teaching in physical education is good across the school. Teachers' good subject knowledge is used well to enthuse and motivate the pupils and plays an important role in how well pupils achieve. Teaching in information and communication technology is satisfactory with some good practice for the older pupils where the teacher's subject knowledge is used to good effect to explain new concepts well and this deepens pupils' understanding. In this class the good use of the interactive whiteboard adds interest and prolongs pupils' concentration in some lessons. A notable weakness in Years 3-5 is that some subjects are not taught regularly or in enough depth. In religious education very little work is recorded in pupils' books. In music, strands of the subject, such as composition, are not taught in sufficient depth. In contrast subjects such as history and geography are regularly taught with examples of good practice, particularly for the younger pupils in school.
14. Teaching of pupils with special educational needs is good. A strong aspect is the good use of very skilled teaching assistants to support pupils well in lessons and to lead specific programmes for small withdrawal groups. These sessions are proving to be very effective in raising pupils' literacy skills. The contribution made by the teaching assistants is a strong feature of teaching. Their questioning is challenging and their unobtrusive support of pupils during whole class introductions and subsequent follow up activities enable pupils to take an inclusive role in all aspects of the curriculum.

**Summary of teaching observed during the inspection in 31 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	6 (20%)	14 (45%)	11 (35%)	0 (0%)	0 (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.*

15. Assessment procedures are satisfactory in the Foundation Stage and in Years 1-5. The use made of assessment data in the Foundation Stage is satisfactory. However the use made of test and assessment data although improving at a good rate at the

present time, has been unsatisfactory over time. The headteacher has recently introduced more rigorous procedures for data analysis. Plans are in hand to use the information in a more rigorous and systematic manner for setting challenging targets and for tracking pupils' progress as they move through the school in order to improve standards. Whilst the school has good procedures in place for assessing pupils' writing, the assessments are not always accurate and are over generous for some older pupils.

### **The curriculum**

The curriculum is **unsatisfactory**. There are **good** opportunities for enriching learning outside the school day. Resources are **good** and the accommodation is **very good** overall.

### **Main strengths and weaknesses**

- Some subjects are not taught or recorded in sufficient depth in the two older classes.
- Planning in some instances does not always follow prescribed units of study or take enough account of mixed aged classes.
- Provision for pupils with special educational needs is good.
- There is good participation in sport and a good range of visits and visitors enrich pupils' learning.
- The school is well resourced and accommodation is very good apart from some minor shortcomings.

### **Commentary**

16. The curriculum in the Foundation Stage is satisfactory and takes account of all six areas of learning recommended nationally. There is a good emphasis on children's personal, social and emotional development, and this leads to children settling quickly into school life. The National Literacy and Numeracy Strategies are embedded in school practice and make a positive and important contribution to the standards that pupils attain and to how well they achieve. In Years 1 and 2 and for some Year 3 pupils the curriculum that is provided is sufficiently broad and balanced and provides all pupils with a satisfactory range of learning opportunities covering all aspects of all subjects.
17. The weaknesses are in the curriculum provision for some pupils in Years 3-5. Discussions with pupils, scrutiny of pupils' work and teachers' planning and class timetables show that some subjects are not covered or recorded in sufficient depth and consequently statutory requirements are not fully met. There is inadequate coverage of religious education for some pupils in Years 3-5 and so standards are below average by the end of Year 5. Not all aspects of the music curriculum are covered and over time pupils have not had enough opportunities to appraise or compose music with a limited amount of time allocated to singing. In the oldest class, there is no consistent, regular timetable for the afternoons and units of study that are identified in the long term planning in subjects such as design and technology are not always pursued. There is also a tendency for some subjects to be taught more often in a week and then a gap before they are taught again. This inhibits the progressive development and retention of pupils' knowledge and skills. However, there are examples, such as in history and geography, where there is good in-depth coverage, good well planned activities and learning is often good. There are classes in school with mixed aged pupils which require mixed aged planning. In Years 3-5 not enough account is taken when planning units of study in subjects such as science, meaning that on occasions pupils may cover the same unit the following year at the expense of other elements. The school is already addressing this issue.

18. The school makes good provision for pupils with special educational need. Documentation is well maintained and support is targeted to where the need is greatest. Teaching assistants play a very important role in supporting pupils and enabling them to take a full and inclusive role in all that the school has to offer. Good care is taken to ensure that work is well matched to suit pupils' needs in class and when working on specific programmes in small withdrawal groups.
19. Provision for personal, social and health education is satisfactory. Issues such as sex education, health and drugs awareness are dealt with through the science curriculum. The school places great emphasis on healthy eating and on care for the environment through recycling and this is shown by awards received in these areas. There are good links with professionals in the community to enhance learning, for example the local policeman spoke to pupils in assembly to warn them of the dangers of talking to strangers.
20. There are good opportunities for pupils to learn outside the school day which add much to pupils' social as well as academic development. There is good participation in sports such as netball, football, cricket and cross-country running and the school has had considerable success in competitive sports. A particular, successful feature is the school's own gymnastics awards programme which operates twice a week before school. There is a good range of visits to local places of interest and the school benefits from a good range of visitors to the school from the local community and beyond. The pupils are also given opportunities to take part in residential visits which enhance provision for outdoor education.
21. There is an appropriate number of suitably qualified teachers, who are well supported by a good number of very skilled teaching assistants. The school has moved to a new building since the last inspection and the accommodation is now very good and adds to pupils' learning experiences. The outdoor areas are spacious and well used, in contrast to the previous uneven and cramped site. Unfortunately, in the new Foundation Stage accommodation there is no direct access from the reception class to the designated outdoor area, and this restricts the use for reception class children in the morning. This issue has been identified in the school development plan and is in the process of being addressed. Resources are generally good in terms of quantity and quality and are well stored and used. This is an improvement since the last inspection.

### **Care, guidance and support**

This is a caring school and the provision for pupils' care, welfare health and safety is **good**. Provision made for pupils' support, guidance and advice is **satisfactory**. Pupils' involvement in the work of the school is **satisfactory**.

### **Main strengths and weaknesses**

- The school is a happy and safe place where pupils are valued and cared for well.
- Relationships are good and staff know and recognise the individual needs of pupils well.
- Good induction and transfer arrangements are in place.
- Not enough opportunities are provided for pupils' views to be taken on board or for them to take a more active role in setting their own targets.

## Commentary

22. The school works well to create a safe, secure and healthy environment for all pupils. Child protection issues are treated particularly seriously with involvement of all staff and regular training provided. A similar approach is carried out in respect of health and safety procedures. The deputy headteacher carries out risk assessments in a very effective manner for school activities and for visits out of school.
23. Pupils have good and trusting relationships with all members of staff. Pupils with special educational needs are well supported in school and by outside agencies when necessary, and this enables them to take a full role in all the school's curricular and extra-curricular activities. Advice, support and guidance for all pupils draw more on the good quality of staff relationships with pupils and detailed, informal knowledge of the individuals, rather than the firm base of assessment data and formal monitoring of personal development. The headteacher has already identified this as an area for development and improvement. Induction procedures are very good. Home visits take place and entry of children is staggered to ensure sufficient attention is available for each new child and its parents. The transfer of pupils to the middle school is also handled well and the good links that have been established ensure that the transition is smooth and effective enabling pupils to quickly settle down into the next stage of their education.
24. Involvement of pupils in the school's work is satisfactory. Pupils' views and opinions are certainly listened to and acted upon in lessons and in assemblies. They are not yet actively enough consulted on setting up their own class rules or involved in setting their own personal or academic targets. Although there are plans for setting up a school council one is not yet in place.

## Partnership with parents, other schools and the community

The school has developed **very good** links and partnership with parents and the local community. There are also **good** links with the local community.

## Main strengths and weaknesses

- The school, parents and the local community work very well together.
- The school provides high quality of information to parents.
- Parents are very supportive of the school.
- The good links with other schools enhance pupils' learning.

## Commentary

25. The very good partnership with parents is a strength of the school. Parents are kept very well informed by a new, 'punchy' school newsletter as well as by good quality newsletters from class teachers giving them regular insights into their children's work and homework. This is taken further with several 'Information Evenings' on topics like Literacy, Numeracy, Interactive Whiteboards, and learning through play. These are well attended and much appreciated. Parents of pupils with special educational needs are involved at every stage and attend regular review meetings.
26. Throughout the school the information that is provided for parents about their child's progress is often of a high standard. In addition to the very well attended parents' evenings many teachers provide detailed and high quality written reports on children's progress.

27. Parents express favourable views of the school and its teaching. They offer more tangible support through a thriving and very active parent-school association. Together with members of staff, parents run fund raising, social and community events and last year raised significant sums of money for school funds. The deputy headteacher has played a pivotal role over time in developing the school's role within the community. Parents are seen in school, helping in various roles and several of those employed in school in different capacities are parents. Good consultation of parents takes place, most recently on the 'Breakfast Club'. There are many informal opportunities for discussion between parents and staff before and after school.
28. Settle as a small, country town, enjoys a very good sense of community and the school has tapped into this very well. This has not just involved building links around school, church and parents, but also by becoming involved in community bodies addressing issues such as recreational leisure and how to improve the town. The school also have well established links with the Dales National Park, the Fire Service, Police, NSPCC and Barnardos. They have also built a useful and productive relationship with a national neighbouring supermarket, which assists and sponsors several school activities.
29. This proactive stance that the school has adopted in playing an important role in the life of the local community is also seen in the way the school engages with other local schools. Through being actively involved in the cluster of local schools benefits have been reaped in terms of staff development and training opportunities, research projects as well as many social and sporting events. The links with the feeder middle school have also provided good learning and training opportunities for pupils and staff. Good partnerships have been struck up with local teacher training colleges and further education colleges all of whom send a good number of students to the school. These links provide good initial training opportunities for students as well as enhancing the social and academic skills of the pupils.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The leadership and management of the headteacher are **good**. Governance of the school is **satisfactory**.

### Main strengths and weaknesses

- The headteacher has a strong vision for the school and has set a very accurate agenda for school development and improvement.
- The role of the subject co-ordinators although now improving has been unsatisfactory over time.

### Commentary

30. In the very short time since his appointment the headteacher has very quickly and astutely grasped the strengths and areas for improvement in the school. He shows a fierce determination to raise standards and the quality of education that the school provides. Through his leadership qualities he has quickly gained the respect of staff, governors, pupils and parents. Many staff state that they feel more empowered under the present headteacher's leadership, the sense of team spirit is strong and they share his desire to move the school forward at a good pace. The headteacher has set a very clear vision and agenda for school development. These are articulated in the comprehensive school improvement plan which if assiduously followed by all staff and

governors should see rapid improvements in the performance of the school and individuals within it.

31. Inspection evidence clearly indicates that over time the role that subject leaders have played in monitoring the quality of teaching and learning has been unsatisfactory. The appointment of the present headteacher has seen a significant change in this aspect of school life. Subject leaders are being increasingly provided with opportunities to observe lessons and to carry out thorough scrutinies of pupils' work and teachers' planning. These initiatives and procedures are recent and this means that they have not yet had sufficient time to have their biggest possible impact on standards and provision. It is important that such procedures must be systematically and regularly carried out by the senior management team and by subject leaders, not only to further raise standards and the quality of teaching but also to address weaknesses in curriculum coverage and the quality of how pupils present their work.
32. The headteacher has already instigated procedures for the more rigorous assessing and tracking of pupils' attainment and achievement. The headteacher has a very clear grasp of the importance of data analysis and the use of the information for setting challenging, accurate and realistic targets. These procedures are beginning to impact on the work of the school but there is still scope for much more improvement particularly where the levelling of pupils' work is inaccurate and the targets set are unrealistic and far too optimistic.
33. The governors are very supportive of the school and are playing an increasingly proactive role in the strategic management of the school and in holding the school to account for the quality of education that it provides. Over time the governors have been actively involved in the work of the school and many visit the school on a regular basis. They have ambitious plans for the further development of the school especially in regard to its role in the community. The present headteacher has made governors aware of the fact that not all subjects of the curriculum have, over time, been covered in sufficient depth in some year groups. In response to this, governors have already devised plans to work closely with all the subject co-ordinators to ensure that there is rigorous checking of standards of work and appropriate coverage throughout the school.
34. Leadership and management of the Foundation Stage are satisfactory and help to ensure that the needs of the children are met and that curriculum provision is well matched to children of this age. Planning by staff together means that the co-ordinator has a good grasp of what is being taught but considerable staffing changes and staff illness have limited the opportunities for the direct monitoring of teaching and learning.
35. Provision for pupils with special educational needs is managed well. The co-ordinator gives good support to colleagues to write and review the individual education plans and all records are well organised. A recent financial decision means that the co-ordinator no longer has non-contact time for her role, though she has continued to perform the tasks conscientiously and effectively.
36. The constraints of the budget inherited by the present headteacher have meant that he has had to manage finances in an effective manner. The governors have a good understanding of the budget and have supported the new headteacher in making some difficult financial decisions to ensure that the school would not be over-spending and that the school budget would be managed efficiently. The head and members of the finance committee consistently seek to ensure that the school gets the best possible value from any goods or services purchased. Funding is being increasingly used to

support the clearly identified educational priorities in the school improvement plan. Day-to-day administration carried out by the school secretary is of a good standard and helps to ensure that the school runs in a smooth and effective manner. Taking all factors into account the school provides satisfactory value for money.

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

Income and expenditure (£)	
Total income	348 404
Total expenditure	362 092
Expenditure per pupil	2 181

Balances (£)	
Balance from previous year	44 781
Balance carried forward to the next)	31 093

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

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

Provision for children in the Foundation Stage is **satisfactory**.

37. Pupils start in the nursery with a wide range of experiences and skills but, overall, their attainment is average. A weaker area for some children is their speaking skills. Very good induction procedures, with children visiting school several times in the term before they start, and staff visiting children in their home, help children to settle quickly. There is similar very good practice as children start in the reception class with children visiting their class in the previous term. There are currently twenty-six children attending mornings in the nursery who started when they were three, and twenty-seven children attending full time in the reception class.
38. The new accommodation for the Foundation Stage is good. The nursery has direct access onto an attractive outdoor area, which is used well to extend the learning experiences across all areas of learning, but unfortunately there is no direct access from the reception class. However, reception class children use the nursery area each afternoon.
39. Teaching is satisfactory overall. However, consistently good teaching was observed in the reception class, by the temporary teacher employed for the week of the inspection. This included interesting activities which motivated children well and good use of resources such as counting sticks to demonstrate and explain. Work was well planned to suit different groups, as in the literacy work based on the story of Elmer. Scrutiny of planning and children's records indicate that teaching is satisfactory overall with some good features. There is a good range of activities in both the nursery and the reception class but there is not always a sufficient enough focus on the direct and systematic teaching of basic literacy skills. Children's achievement is satisfactory in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development and so most children reach the nationally recommended Early Learning Goals in these areas by the time they enter Year 1. There is a good emphasis on the important area of personal, social and emotional development, which permeates all aspects of the day and so children achieve well in this area and reach above average standards. Children also achieve well and reach above average standards in physical development. A good feature of teaching is the good co-operation between the teachers and the skilled nursery nurses who work well to support individuals or groups.
40. There are satisfactory assessment procedures through direct observation and specific tasks and satisfactory use is made of the information gained. The common format provides well for continuity between nursery and the reception class. Leadership and management are satisfactory. The curriculum is satisfactory and improvement has been satisfactory since the last inspection.

## **Personal, social and emotional development**

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

### **Main strengths and weaknesses**

- There are many opportunities for children to take responsibility and develop independence.
- There is good co-operation between adults.
- The caring atmosphere provides a secure environment so children want to come to school.

### **Commentary**

41. Teaching is good overall, children achieve well and exceed the early learning goals by the time that they start in Year 1. This area of learning is given a suitably high priority and interesting activities encourage children to settle quickly into school life. They enjoy coming to school and the good teaching encourages children to accept the responsibility of registering themselves each morning by finding their name card in the nursery or writing their name on the board in the reception class. Children in the nursery are provided with many opportunities to choose their activity and they are developing a good attitude to work as they concentrate and generally complete a task. The close co-operation between all adults provides a good example for children to follow. In both the nursery and the reception class teaching provides regular opportunities for children to work and play together. Great care is evident in the nursery as the youngest children are comforted sensitively and encouraged to join in gradually when they feel ready. There are good examples of children considering the feelings of others, as when the reception class teacher asked the children to think of how the patchwork elephant might feel because he appeared to be different.

## **Communication, language and literacy**

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

- There are good opportunities to develop speaking and listening skills.
- Writing skills are not always taught systematically or directly enough.

### **Commentary**

42. Teaching and children's achievement are satisfactory overall and attainment is at an expected level for most children by the end of the reception year. Teaching and learning are stronger in the development of children's speaking and listening skills. Children enjoy listening to stories on a regular basis in the nursery and listen carefully so that they can join in a repeated phrase, such as "Don't talk to the bus driver". In the reception class, children are asked to describe what they have done in the lesson, whether it be how to mix orange or to retell a story, which they do with considerable confidence.

43. Children develop a suitable understanding of initial sounds as they play I-Spy in the nursery and complete words in the story in the reception class. Children share books regularly with an adult at home and at school and their love of books is evident. All children in the reception class explain the pictures and recount the story. Most children pick out particular letter sounds on the page but some find it difficult to read specific

words with any confidence. Higher attaining children read well and can discuss the books they have read in class in some detail.

44. Children's writing skills are developed less systematically. Children learn to make marks in nursery and can follow the dots to write their own name, with most able to write their own names freely. Children's review books show that they make steady progress. Most children write some recognisable words whilst higher attaining children write simple sentences and use full stops correctly. Whilst achievement is satisfactory, children need more opportunities to write or make marks for many different purposes to accelerate their learning.

### **Mathematical development**

Provision in mathematical development is **satisfactory**.

### **Main strengths and weaknesses**

- Resources are used well.
- Children have good counting skills.
- Insufficient work is planned to enable higher attaining children to achieve the levels they are capable of.

### **Commentary**

45. Teaching is satisfactory and at times good enabling children to achieve in a satisfactory manner and to attain the early learning goals by the time that they start in Year 1. Regular opportunities to count a variety of objects and to repeat rhymes enable children to achieve good counting skills. In the reception class most children can count to twenty whilst about half can count to 50 with confidence. They follow the sections on the counting stick when counting in tens and many can recognise that the third section represents 30. Higher attaining children are beginning to combine two sets of objects in simple addition but there is insufficient recorded work to extend their understanding further. In a good lesson in the reception class the children responded well to the challenge of identifying the shape from the teacher's description. Children begin to explore patterns from an early age through painting and printing, and children in the reception class show a good understanding of symmetry as they complete the shapes through folding their paintings or completing the picture with shape blocks.

### **Knowledge and understanding of the world**

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

### **Main strengths and weaknesses**

- Good use is made of the local environment for enhancing children's learning.
  - Children are confident users of computers.
46. Teaching and learning are satisfactory. Children achieve in a satisfactory manner and most attain the early learning goals by the end of the reception year. Teaching ensures that the outside area is used well to extend children's understanding, for example, through building structures in the construction site, the mini-beast area, the textured area and through opportunities to observe the countryside around them. Teaching in the nursery provides opportunities for children to learn about a good variety of fruits as they touch, taste and smell tangerines, starfruit and grapes. Children also benefit from

local visits, to contrast with village life, for example visiting a café in an adjacent town. A stronger aspect of children's attainment is their skill in using the computer. They have regular access to the computers and use the mouse well when designing a menu and print off their own work. Children in the reception class used a paint program to produce a varied range of pictures which are often of a good standard. Discussions about feelings and happenings in their lives and discussions about the lives of others foster a good early awareness of the importance of care and respect for others.

### **Physical development**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The outside area is used well.
- Children have good opportunities to develop their skills in regular physical education lessons in the hall.
- Children use a wide range of implements to develop good manipulative skills.

### **Commentary**

47. Teaching is good overall in this area and so children achieve well and exceed the expected standard by the time they enter Year 1. A good range of activities is planned to maximise the use of the outdoor area for the nursery and for the reception class in the afternoon. Children use a range of wheeled toys with increasing confidence and enjoy balancing along the beam in the adventure area and develop their skills well. In a good lesson in the hall nursery children moved well in time to the music and showed a good awareness of space. In a similarly good lesson, children in the reception class build on their skills well as the teacher asks them to think of different ways of carrying a beanbag. Good use is made of children to demonstrate good movements and this raises their self-esteem and encourages others to improve their work. Manipulative skills are developed well through the provision of a good range of resources, such as jigsaws and construction toys, and children show considerable proficiency in cutting card and paper for their models. Children benefit from the strong emphasis on physical education throughout the school and even the youngest children participate in sports day.

### **Creative development**

Provision for creative development is **satisfactory**.

### **Main strengths and weaknesses**

- There is a good range of opportunities for imaginative play.

### **Commentary**

48. Teaching and learning are satisfactory. Achievement is satisfactory and children attain the early learning goals by the time they enter Year 1. Art activities give children suitable opportunities to experiment when drawing and painting their own pictures, mixing paint or using malleable materials. Children exercise their imagination well when playing in the imaginary play areas, such as the Chinese take away, the café or the three bears' house. Learning is enhanced when the nursery nurse joins the children in the "building site" to discuss the next project. In a good music lesson in the reception class the

teacher worked well with a group of children to make shakers using different pulses in a variety of bottles to compare the sounds. Teaching ensures that a good balance is struck between direct teaching and the opportunity for children to learn through experimentation and play.

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

### **ENGLISH**

Provision in English is **satisfactory**.

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

- Standards have improved in reading.
- The quality of presentation and the marking of pupils' work in the oldest class are not good enough.
- Teaching and learning in Years 1 and 2 and the lower juniors are good and helped by the significant contribution of the teaching assistants.
- The role of subject leader is improving rapidly but has been unsatisfactory over time.

#### **Commentary.**

49. On the basis of National Curriculum tests for Year 2 pupils in 2003 writing standards were above the national average and in line with the national average in reading. When compared to similar schools attainment in writing was at an average level and well below average in reading. Inspection findings show that standards by the end of Year 2 are above average in speaking and listening, reading and writing. In Years 1 and 2 pupils achieve well. The achievement of pupils in Years 3-5 is satisfactory overall but good for the younger Year 3 and 4 pupils. Standards for Year 5 pupils are above average in speaking and listening and reading and reflect the higher ability of this group of pupils when they started school. In writing, standards are average and could be better because poor presentation, careless spelling and handwriting often spoil work that contains good ideas and shows a good awareness of how to engage the reader. This issue from the previous inspection has still not been addressed, although improvement overall has been satisfactory because of the improvement in standards, particularly in reading.
50. Standards in reading are good across the school. The introduction of new, good quality reading resources has made reading more attractive, particularly for the boys. Reading skills are taught well across the school and by the end of Year 2 many pupils are expressive and fluent readers who can locate information quickly and read with a good level of understanding. Pupils continue to make good progress in Years 3-5 and by the time that pupils leave school they have a good knowledge of the work of a wide range of modern authors and many are avid and very capable readers. They also have well developed library and referencing skills which they put to good use when carrying out research tasks.
51. Writing standards are above average across the school apart from the older pupils where standards are at an average level. By the end of Year 2 pupils already write with a good sense of audience and purpose and use grammar and punctuation well. Spelling standards are good. Although writing standards are good for the younger pupils at Key Stage 2 they drop at the end of the key stage. This is because the way in which

work is presented is unsatisfactory and at times poor, careless spelling mistakes are made and handwriting is illegible at times.

52. Standards of speaking and listening are good throughout the school. From an early age pupils are expected to listen attentively and to explain their views and opinions using a good and expressive vocabulary. Throughout the school many opportunities are provided in class and publicly, such as in assemblies and in school performances, to develop speaking skills. Good work is done in drama and all pupils have good opportunities to develop their confidence in public speaking. Occasionally some of the older pupils in school do not pay enough attention or courtesy when the teacher or classmates are talking.
53. The quality of teaching and learning is good for pupils in Years 1 and 2 and for the younger pupils in Years 3 and 4. It is satisfactory for the older pupils in school. Younger pupils benefit from a very structured approach to the teaching of reading where the early skills are well taught. Parents are very supportive of their child's reading and this impacts well on reading standards. Research and reference skills are taught well to the older pupils.
54. All teachers plan writing work well to take account of the wide range of ages and abilities. The teachers provide good structured opportunities for pupils to discuss their work with a partner before writing starts. This sharing of ideas enables the pupils to develop structure and characterisation effectively. However a weakness is the quality of presentation, handwriting and spelling for the older pupils in school, which often detracts from the content of the work. This is due to a low level of expectation as earlier work in pupils' books shows that they are capable of doing much better. The actual content of the work is good at times and hooks the attention of the reader well whilst at other times the content is inappropriate and goes unchecked by the teacher. Whilst there are some good examples of the marking of pupils' work it is unsatisfactory at times for the older pupils in school. Across the school the contribution of the teaching assistants is very good and adds a great deal to the quality of pupils' learning.
55. The role of subject leader is improving rapidly. However, until recently little opportunity or expectation had been made of the subject leader to directly monitor teaching and learning through either lesson observation or through the scrutiny of pupils' work. This issue is now being addressed. Good progress has been made but this has not yet had sufficient time to have a significant impact on disseminating good practice or in tackling weaknesses such as the presentation of work. Leadership and management of the subject are therefore unsatisfactory. The headteacher has introduced systems for a more rigorous approach to assessment, data analysis and the tracking of pupils' progress and these are beginning to have an increasing impact on provision in the subject. There is however more work to be done in ensuring that the levelling of some pupils' work is accurate and a true reflection of the standards that they are achieving. Resources are of good quality and do much to promote in pupils a desire to read.

### **Literacy across the curriculum**

56. The development of pupils' literacy skills across the curriculum is good. Good planning using the school's new planning system means that the pupils extend their skills in speaking, listening, reading and writing in other subjects apart from English. Discussion is a feature of most lessons and this helps pupils to become confident and articulate. Other subjects such as history and geography are used effectively to develop and consolidate pupils' literacy skills.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Pupils in Years 1, 2, 3 and some Year 4 pupils achieve well because of the good quality of teaching.
- The quality of teaching, learning and provision have not been monitored well enough over time.
- Teaching assistants significantly enhance the quality of pupils' learning.
- Presentation and marking of the oldest pupils' work is not good enough.
- Good use is made of computers to support pupils' learning.

### Commentary

57. On the basis of the 2003 National Curriculum tests for Year 2 pupils' attainment was above the national average and at an average level when compared to similar schools. Inspection findings show that attainment at the end of Year 2 is above average. Pupils of all abilities achieve well. Standards by the end of Year 5 are above average. Achievement overall is satisfactory and the above average standards reflect the natural ability of this group of pupils who started school with above average levels of attainment. Achievement for Year 3 and some Year 4 pupils is often good. It could be better for the older pupils in school because at times work is not demanding enough in terms of how pupils present their work or how much work they complete in lessons. Improvement since the last inspection has been satisfactory.
58. Pupils have good numeracy skills by the end of Year 2. Pupils carry out mental calculations quickly and accurately. They have a good knowledge of the properties of two and three-dimensional shapes. Pupils are competent at carrying out estimations and measure with a good degree of accuracy. Many pupils tell the time confidently and have already developed good data handling skills and interpret simple graphs well. Many pupils use a good mathematical vocabulary when discussing their work. Although pupils' problem solving skills are developing well because of the tasks and activities that are provided some pupils still find difficulty putting their numeracy skills to good effect when presented with word problems. By the end of Year 5 pupils have a good knowledge of place value and handle large numbers confidently. Pupils have a good awareness of the characteristics of complex shapes. The pupils use percentages and fractions well in their work. They are competent at measuring and naming angles although pupils' hand drawing of angles lack accuracy. The weaker element remains the solving of problems that are presented in different formats.
59. The quality of teaching and learning in Years 1 and 2 is consistently good and at times very good. Opening mental sessions are lively, have great pace and are thoroughly enjoyed by the pupils. The enthusiasm generated carries over into the main teaching activity of the lesson. Work is well matched to the differing abilities of the pupils and plenty of opportunities are provided for pupils to learn through practical, hands on and real life problem solving activities as seen in a lesson for Year 2/3 pupils.
60. Teaching is satisfactory overall for pupils in Years 3-5 and good for the younger pupils at this key stage. When teaching is good it is challenging and a good emphasis is placed on pupils using a technical vocabulary. Again good attention is paid in the better teaching to carefully matching work to the different abilities of the pupils and this helps to advance pupils' learning at a good rate. Where teaching is not as good, lesson

introductions are too long or too many new concepts are introduced too quickly and pupils do not always fully understand the work. Good use is made of the interactive whiteboard and of computers to support and enhance pupils' learning, particularly at this key stage. A good program on measuring angles was used for the oldest pupils in school which led to good advances in pupils' learning. The role played by teaching assistants in supporting pupils' learning is often very good and adds much to how well pupils achieve. Teaching for the older pupils in school does not demand enough from pupils in terms of how they set out and present their work. At times presentation of work is poor and undated which makes it difficult to track pupils' progress. Although the marking of pupils' work is often good in most classes, it is unsatisfactory for the older pupils.

61. Until recently, the subject leader has not been provided with opportunities to monitor standards and teaching or to analyse test data in a rigorous manner and so the role is unsatisfactory. However, this issue is now being addressed, with the subject leader having put in great effort to begin the process of the direct monitoring of teaching and the regular scrutiny of pupils' work. In addition the more rigorous analysis of test and assessment data is taking place but the fact that these procedures have only been implemented recently means that they have not yet impacted fully on improving teaching, learning and standards. The subject is well resourced with resources of good quality and quantity to enhance pupils' learning.

### **Mathematics across the curriculum**

62. The promotion of pupils' mathematical skills in other areas of the curriculum is satisfactory. Pupils use their skills when working co-ordinates in geography, calculating time lines in history, and measuring and recording in science and design and technology. However there are times when teachers do not insist on more accurate and careful measuring and recording.

## **SCIENCE**

Provision for science is **satisfactory**.

### **Main strengths and weaknesses**

- Teaching is good in Years 1, 2 and 3 which adds much to how well they achieve.
- Management of the subject is unsatisfactory.
- Opportunities for experimental science are developing well in many classes.
- Planning does not take sufficient account of the needs of pupils of the same age in different classes.
- The presentation of pupils' work in the oldest class is poor.

### **Commentary**

63. On the basis of teacher assessments in 2003 for Year 2 pupils, attainment was in line with the national average. Inspection findings show that attainment at the end of Year 2 is above average with all pupils achieving well because of the good quality of teaching. Standards at the end of Year 5 are above average and reflect the fact that these pupils started school with higher levels of attainment. Although achievement is good for Year 3 and some Year 4 pupils, achievement for the older pupils is satisfactory because expectations as to how pupils carry out investigations and record their results are not high enough. Improvement since the last inspection has been satisfactory.

64. By the end of Year 2 pupils have a good scientific knowledge of life processes, living things, requirements of growth and electricity. Pupils use a good scientific vocabulary when talking about their work and have already acquired a good basic understanding of the factors necessary for fair testing. By Year 5 pupils have a strong understanding of different scientific concepts and show good scientific knowledge of living things, forces, the planets and electricity and magnetism. Pupils continue to develop a good scientific vocabulary and use this to good effect when hypothesising or making predictions. The weaker element is that pupils are not as confident at initiating their own investigations. The record of their findings is difficult to read and at times poorly presented.
65. The overall plans in science do not always take enough account of the fact that most classes include pupils from mixed ages. Consequently pupils of the same age in different classes do not always have similar experiences. For example pupils of the Year 4 age group in one class study the human body and materials, whilst pupils of the same age in a different class study the solar system, sound and insulation. As the same topics are taught each year in each class, some pupils could end up studying the same topics two years running, whilst omitting others altogether. This obviously has an adverse impact on standards attained when pupils leave school.
66. Teaching and learning are consistently good in Years 1 and 2 and for those Year 3 pupils taught in the Year 2/3 class. Teaching is good because it strikes a very good balance between the development of pupils' investigative skills alongside their scientific knowledge so that pupils develop well as scientific investigators. Good attention is paid to pupils' previous learning and teaching is not over directed or adult led. Instead teachers and support staff resist the temptation to tell pupils what to do and let pupils learn through experimenting and rectifying their own mistakes. This extends pupils' scientific understanding. Teaching and learning are satisfactory with some good practice in Years 3-5. Teaching is strongest when tasks are challenging and investigations are well planned with scope for pupils to investigate for themselves. There are however occasions when work set is not demanding enough for the higher attainers or the teacher talks for too long. As a result the pupils' initial desire to experiment and investigate wanes and they become restless as they realise there will be no time for experimentation. Expectations as to how pupils record their work are not high enough for the older pupils as at times it is difficult to read and poorly presented. However, teaching for the older pupils makes good use of the interactive whiteboard. The wider use of information and communication technology is developing well as additional resources are obtained. For example, older pupils used a sensor successfully to monitor and record changes in temperature. Throughout the school teaching assistants make an important contribution to pupils' learning and provide every opportunity for pupils with special educational needs to take a fully inclusive role in the curriculum.
67. Although the role of subject leader is showing significant signs of improvement, evidence clearly indicates that it is unsatisfactory because over time the co-ordinator has not had sufficient opportunities to undertake formal monitoring of standards, teaching, learning and provision. More formal procedures have now been established for more rigorous monitoring through lesson observations and scrutiny of teachers' planning and pupils' work. There are satisfactory assessment procedures in place at the end of each topic covered but at present not enough use is made of this information and other test and assessment data for setting challenging targets and for tracking pupils' progress.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- Standards across the school are at an average level and improving.
- Good use is made of interactive whiteboards.
- Leadership and management of the subject have not been effective enough.

### Commentary

68. Standards in information and communication technology are at an average level by the end of Year 2 and Year 5. They are improving at a good rate because of the direct teaching of specific key skills and the increased access to computers that pupils now benefit from. The achievement of all pupils is satisfactory. Improvement since the last inspection has been satisfactory.
69. By the end of Year 2 pupils recognise the different icons on screen and know how to access and save their work. They show good levels of independence when working on the computer and have satisfactory keyboard skills. Pupils use a satisfactory level of technical language when talking about their work. By the end of Year 5 pupils use computers well for carrying out research and they access different programs with ease. They have a secure understanding of how sensing devices can be used to monitor changes in conditions. Pupils recognise that computers play an important function in the wider world and pupils always use an appropriate technical language. Pupils are confident at word processing and at merging pictures, graphics and text. Pupils are less secure when asked about spreadsheets, multimedia presentations and the potential of electronic mail.
70. The quality of teaching and learning is satisfactory with some good features. Teachers' subject knowledge has improved over time and many teachers are now confident in teaching the subject and at dealing with any technical problems should they occur. Teaching is effective at ensuring that important skills are taught in a direct manner which enhances pupils' learning and understanding. Teachers also use their knowledge well to explain new tasks. In a good lesson for the older pupils in school the teachers' clear and accurate explanations of sensors and data logging enhanced pupils' learning quickly and concisely. Occasionally the programs that are provided for pupils are a little too easy or do not match the learning objectives of the lesson closely enough. Teachers use interactive whiteboards well and this visual approach captures the attention of all pupils, in particular those that may find other teaching methods more difficult to follow.
71. More rigorous procedures have been introduced to monitor the quality of teaching and learning but the role of subject leader is unsatisfactory because over time there has been little opportunity to undertake direct monitoring of teaching, planning or standards. Assessment procedures have recently been introduced and are providing teachers with more information to help track pupils' progress.

## Information and communication technology across the curriculum

72. The use of computers in different subjects of the curriculum is satisfactory. Whilst there are some good examples in mathematics, science, history and geography there are occasions when opportunities are not capitalised on enough to present work in a variety of formats such as text, tables, graphs or charts.

## HUMANITIES

73. Work was sampled in **history** and **geography** although there was insufficient teaching observed to make a secure judgement on the overall quality of provision. There is nothing to indicate that standards are not at an average level by the end of Year 2 and Year 5 and that at times pupils achieve well. These subjects are covered in sufficient depth and there is a good amount of recorded work across the school.
74. In **history** teachers often use historical artefacts to help to bring the subject to life and enhance pupils' learning and enjoyment of the subject. There are good examples of cross-curricular work on the Egyptians. For example pupils learn why the Egyptians were such great mathematicians when they design and make their own pyramids. By the time that pupils leave school at the end of Year 5 they have a satisfactory knowledge and understanding of periods of history that they have studied. They know that there are both primary and secondary sources of evidence. The school makes good use of visits to museums which support and enrich pupils' learning.
75. In **geography** by the end of Year 2 pupils have built up a satisfactory base of geographical knowledge and a secure awareness of the wider world. They identify local landmarks, identify favourable and less favourable characteristics of the local environment and know that people in different parts of the world may experience very different climates and lifestyles. By the time that pupils leave school at the end of Year 5 they have a satisfactory knowledge of cities around the world. Mapping skills are at an expected level and their knowledge of climates is secure. The pupils carry out some good field study work on the River Ribble. Pupils become involved in local initiatives such as when Year 3 and Year 4 pupils carry out tree planting work as part of their learning on conservation and the tourist value of the local area.
76. Leadership and management of both history and geography are improving well at the present time because of the structures that are now in place to enable subject leaders to play a more rigorous role in monitoring the quality of teaching, learning and provision. However these initiatives are new and over time the role has been underdeveloped and unsatisfactory.

## Religious education.

Provision for religious education is **unsatisfactory**.

## Main strengths and weaknesses

- Standards are below average by the end of Year 5.
- Management of the subject is unsatisfactory.
- Teaching in Years 3-5 does not follow the Locally Agreed Syllabus.

## **Commentary**

77. Standards are in line with the Locally Agreed Syllabus by the end of Year 2 and pupils' achievement is satisfactory. However standards are not in line with the requirements of the Locally Agreed syllabus by the time that pupils leave the school. This is because for pupils in Years 3-5, not including those pupils in the Year 2/3 class, the subject is not taught in sufficient depth and there is very little recorded work in pupils' books over a 2-year period. Achievement for these pupils is unsatisfactory. Improvement since the last inspection has been unsatisfactory.
78. By the end of Year 2 pupils have a satisfactory knowledge of Christianity. They are aware that different religions have special occasions and that special books and special places are important to people of different faiths. The pupils learn and have a satisfactory understanding of how Jews worship and understand how Harvest festivals are common to both Christianity and Judaism and the different ways these are celebrated. The knowledge and awareness that pupils have at the end of Year 2 is not systematically built on for most pupils in Years 3-5. Not enough time appears to be allocated to the subject. Scrutiny of books shows that the syllabus is not covered in any significant depth with long gaps between pieces of recorded work, although teachers state that time is spent on discussing issues and different faiths. However discussions with the older pupils in school indicate that their knowledge of holy books, religious festivals from different faiths or the ways in which the main religions worship is limited and below the expected level.
79. Teaching and learning in Years 1 and 2 and for some pupils in Year 3 is satisfactory. The Locally agreed Syllabus is followed in detail and pupils are provided with opportunities to gain a secure knowledge of Christianity and some other world faiths. A high expectation is made as to how pupils will present their work and pupils respond well to these expectations. Teaching for pupils in Years 3-5 is unsatisfactory. Insufficient time is allocated to the subject and the different strands of the syllabus are not taught in any real depth. Expectations are not high enough in terms of how much work pupils are expected to record. In some instances the work that is recorded is badly presented and unmarked or comments of praise are not warranted in terms of the quality of the work.
80. The recently appointed subject leader has made a good start in addressing the weaknesses in the subject but the role of co-ordinator is unsatisfactory because over time teaching and learning have not been monitored and the unsatisfactory provision, standards and learning have not been picked up on and tackled. Procedures are now in place for this to happen.

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

81. Due to timetable and time constraints, little of the work of the school in these areas was seen. Consequently, no overall judgements on the quality of provision could be made on subjects except in physical education. However, aspects of other subjects were observed and the following represent the inspection findings.

## Physical education

Provision for physical education is **good**.

### Main strengths and weaknesses

- Pupils across the school achieve well
- Direct teaching of gymnastics skills is good.
- There is a good range of extra-curricular activities.

### Commentary

82. Standards are above average by the end of Year 2 and Year 5 and all pupils achieve well. Improvement since the last inspection has been good and reflects the high priority that the school places on this subject.
83. By the end of Year 2 pupils have good gymnastic skills. They show a good awareness of space and the needs of others. Pupils have good balance and poise and put together sequences of movement in a reactive and imaginative manner. They follow instructions well and already have a good awareness of the importance of keeping fit and healthy through physical exercise. Pupils continue to make good progress as they move through Years 3-5. Pupils' gymnastic skills remain at a good level. Across the school gymnastic skills are significantly enhanced by the school's own gymnastics awards scheme. By the time that pupils leave the school they reach a good standard in games, achieving success in a good range of competitive sports. Pupils also enhance their outdoor adventure skills well during several residential visits.
84. Teaching and learning in physical education are good throughout the school and contribute much to pupils' good standards. The direct teaching of key gymnastics skills is a strength and pupils' learning is enhanced by the expertise of some staff in providing skilled gymnastics training and by the contribution of specialist sports coaches. Teachers demonstrate and explain activities well so that pupils know what to do and make good suggestions for improvement. All lessons start with an appropriate warm up activity but in one lesson the teacher then kept the pupils sitting during further explanation and so the value of the warm up was lost. In a gymnastics lesson for the oldest pupils, the good knowledge of the teacher was used effectively to enable pupils to improve their sequences well, but insufficient attention was paid to setting out and putting away the apparatus in a disciplined and orderly manner. The good range of extra-curricular activities that the school runs add much to the development of pupils' physical skills as well as enhancing their social and personal development.
85. The subject leaders lead by example and contribute much to the good curriculum provision in school. However, the role is unsatisfactory because over time there have been insufficient opportunities to monitor teaching and learning in order to spread the good practice and to tackle any weaknesses should they occur. The accommodation and resources for the subject are good and add much to the quality of pupils' learning experiences.
86. In **art and design** on the basis of the scrutiny of pupils' work and displays around the school standards are average by the end of Year 2 and Year 5. The younger pupils in school are provided with opportunities to work with a wide range of materials and media including paint, pastels, crayons and fabrics. Pupils experiment with mixing colours and observational drawings are of a satisfactory standard. Pupils are directly taught specific artistic skills and are encouraged to be imaginative and creative in their work. Evidence

also indicates that pupils have made three-dimensional models of pyramids and Egyptian masks. Pupils in Years 3-5 continue to work with a range of different media and produce work of a satisfactory standard. Pupils have a satisfactory knowledge of the work of famous artists such as Monet, Van Gogh and Paul Klee. Pupils paint in the style of these artists and the work is of a satisfactory standard. Pupils also complete work in three-dimensional format which again is satisfactory. The weaker element is that art and design does not appear to take place regularly enough in some classes.

87. In **design and technology** on the basis of work scrutiny and limited lessons observed standards are at an average level by the end of Year 2 and Year 5. Pupils in Year 1 and Year 2 have made moving models that are of satisfactory standard. Pupils are provided with opportunities to work with differing construction kits and are given specific design briefs. Pupils are aware of the processes of designing, making and evaluating their work. Planning would indicate that the direct teaching of specific skills such as cutting and joining techniques takes place. In Years 3-5 pupils design and make photograph frames and puppets and have examined the texture, aroma and taste of different breads from around the world. Teaching observed was satisfactory overall with some good aspects in a Year 3/4 class. Here pupils were encouraged to be imaginative in their frame designs whilst at the same time being well taught the key skills to help them produce a satisfactory end product. The tasks that are carried out for the older pupils do not always follow the tasks that are outlined in the planning documents. For example, building bird boxes when the unit of study is musical instruments. Teaching for these pupils also does not always expect enough in terms of the quality of the design and its resemblance to the finished product.
88. In **music** insufficient lessons were observed to make an overall judgement on provision although evidence suggests that there are significant weaknesses in provision in Years 3-5. In lessons observed in Year 1 and Year 2 the teaching was good and pupils achieved well. Lessons were interesting and provided pupils with good opportunities to compose and perform. Indications are that standards in Year 1 and Year 2 are at least average and that all elements of the curriculum are taught. In contrast, there are no substantial music lessons on the timetables for the two older classes, though fifteen minutes of singing takes place at the end of some days. This is inadequate. Discussions with pupils and scrutiny of planning indicate that not all elements of the subject are taught systematically, progressively or in enough depth indicating therefore that National Curriculum statutory requirements are not being met. Some pupils benefit from peripatetic instrumental lessons, and many pupils participate in the annual musical production.
89. The leadership and management of art and design, design and technology and music are improving because the headteacher has introduced a more rigorous approach to the monitoring of teaching, learning and curriculum provision and coverage. However these initiatives are very recent and as a result they have not yet had sufficient time to have the biggest impact on standards and achievement. Evidence indicates that curriculum leaders for these subjects have not in the past been empowered to carry out their role effectively and so leadership and management of the subjects are unsatisfactory.

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

On the basis of what was observed, provision in this area of the curriculum is **satisfactory**.

90. The school ensures that issues relating to sex education, health and drugs awareness are dealt with through the science curriculum. Where it is beneficial, the help of outside agencies such as fire officers and the local policeman talk to the pupils about the dangers of talking to strangers. Other visiting speakers are invited to school to offer their expertise and guidance. The school places a good emphasis on healthy eating and in caring for the environment. The school has been successful in gaining awards in these areas. Pupils are expected to take responsibility for carrying out tasks and jobs around the school and they are happy to do so, showing good levels of maturity. Discussions with pupils indicate that this is a school where their views are listened to and acted upon where necessary. Much of this is done through assemblies and in lessons. A school council is to be established in the near future. Discussions also show that a strong community spirit exists in the school and pupils are developing a secure understanding of the concept and importance of citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	5
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	4
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	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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

