

INSPECTION REPORT

SKELMANTHORPE FIRST AND NURSERY SCHOOL

Skelmanthorpe, Huddersfield

LEA area: Kirklees

Unique reference number: 107652

Headteacher: Mr R G Barber

Lead inspector: Mrs Pat Cox

Dates of inspection: 12 – 15 January 2004

Inspection number: 257483

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	4-10
Gender of pupils:	Mixed
Number on roll:	154 plus 34 part-time in the nursery
School address:	Elm Street Skelmanthorpe Huddersfield West Yorkshire
Postcode:	HD8 9DZ
Telephone number:	01484 222936
Fax number:	01484 222939
Appropriate authority:	The governing body
Name of chair of governors:	Mr C Stower
Date of previous inspection:	22 nd June 1998

CHARACTERISTICS OF THE SCHOOL

The school is an average size, situated in a village near Huddersfield. There are 154 full-time pupils on roll and 34 part-time in the nursery. The age range in the school is unusual, as Key Stage 2 takes pupils only up to Year 5. The nursery serves the whole village, so not all of the children move from the nursery to the reception class at this school. Almost all pupils are of white British ethnic heritage and all have English as their first language. Twenty-two pupils have been identified as having special educational needs, three of whom have Statements of Special Educational Need. This proportion is lower than the national average. Four per cent of pupils are entitled to free school meals; this proportion is also below the national average. The attainment of the children on entry to the reception class is similar to others of their age, although their personal and social skills are better developed than is usually seen.

The school received Schools Achievement Awards in 2001, 2002 and 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19178	Mrs Pat Cox	Lead inspector	Science Religious education Design and technology Music Personal, social and health education
	Mr Roger Watts	Lay inspector	
	Mrs Vivien Wilson	Team inspector	The Foundation Stage curriculum English Art and design
	Mr Nigel Minns	Team inspector	Mathematics Information and communication technology History Geography Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Skelmanthorpe First and Nursery is a **good** school with many strengths. The pupils achieve very well and reach high standards in English and mathematics. They achieve well and attain standards that are above average in many other subjects. They have very good attitudes to school and behave very well. The quality of teaching is good overall and very good in the reception class. The school is led and managed well and, given its well below average income, provides **very good** value for money.

The school's main strengths and weaknesses are:

- Pupils do well in the reception class, and in English and mathematics, science, art and design and physical education at Key Stages 1 and 2, and in history and religious education at Key Stage 1. However, they do not achieve well enough in design and technology at Key Stage 2.
- The teaching is very good in reception and good, and sometimes very good, for the Year 2 pupils and those in the Year 4 and 5 class.
- The headteacher provides good leadership and management for the school.
- The school provides well for the pupils' personal development and care and consequently they behave very well and have very positive attitudes to their work.
- The pupils of the same age do not always have the same experiences in swimming or design and technology.
- The school has very close links with the parents of its pupils and deals very well with their concerns.

Improvement

There has been **good** improvement since the previous inspection. The issues identified at that time have been addressed: standards are now above average in science; pupils achieve satisfactorily in information and communication technology and the school development plan is a sound basis for improvement. The school's many strengths have been maintained while standards, particularly in English and mathematics, have risen significantly.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	A*	A*	A	A
writing	A*	A	A	A
mathematics	A	A	A	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those with similar percentages of pupils eligible for free school meals

Standards are **above average** overall. The pupils' achievement is **good** and they do well in many subjects, particularly English and mathematics, where their achievement is very good. The results of the National Curriculum tests at the end of Key Stage 1 have been well above the national average in most years since 1999 and in 2001 and 2002 they were in the top 5 per cent nationally in some subjects. The results also compare very well with those of schools with a similar intake. The standards of the pupils presently in Year 2 and Year 5 are well above average in reading, writing and mathematics and above average in science, and they achieve well. They also do well in art and design, singing and physical education throughout the school and in history and religious education

at Key Stage 1. The more able pupils achieve well and those with special educational needs achieve very well. However, the pupils at Key Stage 2 do not do well enough in design and technology. Those children who attend the nursery achieve satisfactorily and in some lessons they do well, while those in the reception class do very well because the teaching they receive is very good. By the time they enter Year 1, the children's attainment is higher than is usual for their age in almost all the areas of learning.

Pupils' attitudes and behaviour are **very good**. The school **provides well** for the pupils' personal and social development, particularly for their moral and social development. Provision for cultural development is satisfactory. Consequently, they behave very well and have very good attitudes to the school and their work, especially the oldest pupils. Relationships between pupils and with adults are very good. Attendance is similar to the national average.

QUALITY OF EDUCATION

The school provides its pupils with a **good** quality of education. The quality of teaching is **good** overall. It is particularly good in the reception class and is good, and sometimes very good, at the end of Key Stages 1 and Year 5. It is always at least satisfactory in other classes, although it lacks the vibrancy and pace of the best teaching. The teachers plan their work in detail and have a secure knowledge of their subjects. The best teaching is enthusiastic and challenges the pupils to do their best. English and mathematics are taught well. As a consequence, the pupils build on their knowledge and skills well through the school, concentrate consistently in lessons and are eager to complete the tasks they are set. The school has a sound range of assessment strategies, which are used satisfactorily to plan further work for the pupils. However, marking is not used well enough to support assessment.

The school provides a **satisfactory** curriculum, which is enlivened by interesting visits and visitors. There are strengths in the curriculum in the Foundation Stage and in subjects, such as English and mathematics. Planning the curriculum is difficult because the composition of classes changes every year. The staff have worked hard to develop suitable plans that accommodate these changes and have been successful in almost all subjects, but not in design and technology or swimming.

The school takes **very good care** of its pupils. Links with parents are good and there are very good arrangements to ensure that their concerns are addressed. The accommodation, while satisfactory, is cramped for the older pupils, although the staff cope well with its deficiencies. The school is enhanced by imaginative and ingenious displays. There are good resources for most subjects.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher leads and manages the school **well** and has led the drive for higher standards over recent years. He has a good understanding of the strengths of the school and where improvements are needed. The priorities identified for development are appropriate and the deputy headteacher provides strong support. The subject coordinators undertake their role soundly. Governance is **good**. The governors support the school well and have a good understanding of its priorities.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have a very positive view of the school. It is a very popular one and the pupils are articulate in expressing their pride in it.

IMPROVEMENTS NEEDED

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

- raise standards in design and technology;
- ensure that the pupils have equal access to the swimming curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The pupils **achieve well** as they move through the school. They achieve very well in English and reach high standards in English and mathematics. Standards are above those in other schools in many other subjects.

Main strengths and weaknesses

- The children do very well in the reception class and, by the end of that year, attain standards that are higher than others of their age.
- Pupils achieve very well in English and mathematics.
- They achieve well in science, art and design, singing and physical education and reach higher levels than are seen in most schools.
- The achievement of the pupils with special educational needs is very good.
- The pupils at Key Stage 1 do well in history and religious education.
- Standards are too low in design and technology at Key Stage 2.

Commentary

1. The results of the National Curriculum tests at the end of Year 2 have been well above the national average for most recent years and in 2001 and 2002 were in the top 5 per cent nationally in reading. There has been a similar picture in comparison with schools with a similar level of entitlement to free school meals. In 2003, the results were well above the national average in reading, writing and mathematics and well above the average of similar schools in reading and writing. In mathematics, standards were above the national average of similar schools. The teachers' assessments in science in 2003 were below the national average and below that of similar schools. Overall, the trend of improvement in the test results since 1999 has been above the national trend.
2. The children achieve well overall in the Foundation Stage. Children enter the nursery with attainment similar to that of others of their age. Achievement in the nursery is satisfactory. The children enter the nursery with good personal and social skills and are at a similar stage of development to most children of this age in other areas of learning. The teacher, well-supported by a conscientious nursery assistant, organises a suitable range of activities that helps children to make satisfactory progress towards the early learning goals. Overall, when they start in the reception class, their level of attainment is similar to that expected nationally in all areas except personal and social development, where their attainment remains higher. Very good teaching by the reception class teacher and helpful support from assistants ensures that children make good progress and achieve well. Most reach standards that are higher than others of their age by the time they enter Year 1.
3. During Year 1, the pupils build satisfactorily on the good foundations laid in reception and their progress accelerates in Year 2. There is a similar picture at Key Stage 2, where the younger pupils make satisfactory progress and the older ones make good progress. The standards of the pupils presently in Years 2 and 5 are well above the national average in speaking and listening, reading, writing and mathematics because these subjects are taught well. They achieve very well in these subjects. Their attainment is above the national average in science, where their knowledge is very good, but their attainment in scientific enquiry is similar to the national average; overall they achieve well in science.
4. Standards are also higher than in other schools in art and design and singing throughout the school and in history and religious education at Key Stage 1. The pupils do well in dance at Key Stage 1 and in gymnastics and swimming at Key Stage 2. In almost all other subjects, attainment is comparable with that in other schools and the pupils' achievement is satisfactory.

In design and technology, although the pupils' achievement at Key Stage 1 is satisfactory, it is not at Key Stage 2, where standards are lower than in other schools. Standards overall have risen well since the previous inspection, particularly in English and mathematics. The deficiencies noted then in science at Key Stage 1 and in information and communication technology have been tackled soundly. However, standards have declined in design and technology and religious education at the end of Year 5.

5. Boys do particularly well at Skelmanthorpe and, unlike the national picture, the boys have achieved as well as and sometimes better than the girls at the end of Key Stage 1 for many years. There is currently no difference between the attainment of boys and girls in most classes, although there is a higher proportion of boys with special educational needs in the present Year 2. The more able and gifted and talented pupils achieve as well as other pupils and reach the high standards of which they are capable.
6. Pupils with special educational needs achieve very well and attain standards that are in line with other pupils in the school because they receive well-directed support. Some pupils with special educational needs achieve higher levels than expected for their age. In the 2003 National Curriculum tests for seven-year-olds, all pupils with special educational needs attained the level expected for their age, while some pupils with special educational needs attained higher levels in English and mathematics.

Key Stage 1

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

Standards in:	School results	National results
reading	18.1 (18.9)	15.7 (15.8)
writing	17.2 (16.6)	14.6 (14.4)
mathematics	17.7 (18.5)	16.3 (16.5)

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

There are no national test results for the pupils in Year 5.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. The school promotes their cultural, social, spiritual and moral understanding **well** and as a result personal development is **good**. Attendance is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy school and have very positive attitudes to their work.
- The school has very high expectations of pupils' conduct and, as a result, their behaviour is very good.
- Relationships are very good throughout the whole school community.
- Pupils' spiritual, moral, social and cultural development is good and their personal development is promoted well.

Commentary

7. Pupils throughout the school have very good attitudes to school and to their lessons. They enjoy school and arrive in good time. Many of them arrive in time to complete 'early work' before the start of the school day. They talk very enthusiastically about current and previous topics and are eager to take part in extra-curricular activities. Pupils are eager to answer questions and to contribute to class discussions. For example, in a science lesson with Year 3 and 4 most pupils' hands were instantly raised to answer the teacher's questions about temperature. They

settle down to the tasks given by teachers quickly and work with concentration and enthusiasm, trying to complete the tasks set. Pupils show pride in the work they produce.

8. Pupils' spiritual development is cultivated well through thoughtful acts of worship and good development of their understanding of Christianity. They have many opportunities to consider values and the importance of justice, although the older pupils do not have enough understanding of other major faiths. Nevertheless, their awareness of their own culture and the beliefs and values of others is developed well, for example, through their work in art, geography, music and the celebration of major festivals such as Diwali. Consequently, they have a strong sense of fairness and a deep respect for the views and customs of others.
9. Behaviour, in and out of class, is very good, as reported by the pupils and their parents. The pupils behave maturely and move around the school sensibly. As a result of the school's very good provision for pupils' moral and social development, their behaviour improves as they get older. Rules are very simple, are understood by pupils and are applied consistently. Behaviour in lessons is very good; the pupils are quiet, thoughtful and attentive. They concentrate very well, asking questions sensibly and listening attentively to replies. The pupils develop very good relationships with adults and with each other. They speak confidently to adults. The working atmosphere in classrooms benefits from the positive relationships pupils enjoy with their teachers. As a result, pupils listen carefully to the teacher and work hard to complete tasks for them.
10. Pupils have a caring attitude towards their classmates and other pupils in the school and are very appreciative of the school's ethos. The atmosphere is free from oppressive behaviour, such as racism, sexism and bullying. Pupils from mixed ethnic backgrounds are integrated very well into the school. The pupils work well together and their personal development is good. The oldest pupils make a valuable contribution to school life. They carry out a variety of duties. For example, some children staff the school office at lunchtime, while others are helping the youngest children to settle into the dining room routine. The school operates a 'friendship bench'. Younger pupils who feel upset or have nobody to play with sit on the bench and are helped by selected Year 5 pupils. Pupils' very good attitudes have been sustained since the time of the previous inspection, while standards of behaviour have improved.
11. Attendance is satisfactory. Registers are taken correctly each day and reasons for absence recorded. However, the school is not sufficiently assiduous in obtaining explanations from parents, or making clear to parents the conditions under which holidays in term time can be authorised.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.3
National data:	5.4

Unauthorised absence	
School data:	0.3
National data:	0.4

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

Exclusions – there have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a **good** quality of education. The quality of teaching and learning is **good**. Assessment and the curriculum are **satisfactory**.

Teaching and learning

The quality of teaching and learning is **good** overall. Teaching is **very good** in the reception class.

Main strengths and weaknesses

- Teaching is very good in the reception class, and good for the pupils in Year 2 and the Year 4 and 5 class.
- The teachers encourage and motivate their pupils very well.
- The pupils consistently work hard and do their best, particularly in Years 4 and 5.
- The teaching of the pupils with special educational needs is very good.
- Literacy and numeracy are taught well throughout the curriculum.
- There are good procedures for assessment in English and mathematics but teachers do not use their marking well enough to support their assessments.

Commentary

12. The quality of teaching in the Foundation Stage is good and has improved since the time of the previous inspection. Teaching is very good in reception because exciting lesson activities involve children in discovering things for themselves. The teacher's enthusiasm and effective questioning results in children's eagerness to learn and develops their language skills very well. In the nursery, the teaching is satisfactory overall and sometimes very good. The children are also supported well in exploring very suitable materials and play situations. However, the teacher misses valuable opportunities to stimulate children's imagination and to set expectations and standards from the start on the occasions when the whole-class teaching is focused at the end of a session.
13. Teaching is always at least satisfactory and has many good features at Key Stages 1 and 2, as was the case at the time of the previous inspection. It is good, and sometimes very good, for the pupils in Year 2 and the Year 4 and 5 class. The teaching of mathematics and English is good and scientific knowledge is taught well. Teaching is also good in art and design, singing and physical education and consequently the pupils achieve well in these subjects. The teachers take care in ensuring that the planning of work matches the pupils' attainment in all subjects. They plan their work in great detail and often use interesting techniques to interest and involve the pupils. The teaching of literacy and numeracy throughout the curriculum is good. Teachers give the pupils many opportunities to record their own work in different ways and to develop the skills they have learned.
14. A key characteristic of the teaching at Skelmanthorpe First and Nursery School is the enthusiasm and energy that many teachers put into their lessons and this leads to good quality learning. They constantly encourage and support the pupils, who are very positive about their work and teachers. The pupils' behaviour is managed very well in all classes and the relationships in classrooms are close, so that the lessons proceed smoothly and often at a brisk pace. As a result, the pupils concentrate on their work and are keen to do well. The purposes of the lesson are shared consistently with pupils and time is given at the end of sessions to discuss whether these have been achieved. Consequently, the pupils are able to see what they are to learn and how well they have done. The resources are well organised and prepared, so that the pupils' interest is maintained. The teachers often demonstrate good knowledge about the subjects taught and use an imaginative range of methods to ensure that pupils work hard and increase their understanding of the topic. The pupils gain a sense of urgency about their work and expectations are high. The teachers sometimes use drama to capture the pupils' total attention and enthuse them, as in a successful history lesson with Year 4 and 5.

15. In a few lessons, while the teaching is satisfactory overall, there is a significant amount of over-direction by the teacher that does not give pupils opportunities to develop or apply their skills of investigation or independent learning. In other lessons, the teaching is dull and the pace drops: the pupils do well to maintain their concentration. Homework makes a sound contribution to pupils' learning because it is planned to support the work in the classroom.
16. The teaching of the pupils with special educational needs is very good. Pupils' individual education plans are clear and detailed and relate well to work in class, supporting teaching and learning. The school balances effective in-class support for pupils with a programme of withdrawal. Where pupils are supported in class, teachers and support staff liaise well and plan work carefully. For example, in a Year 2 mathematics lesson, the support assistant was able to reinforce the main teaching points by giving different examples, enabling the pupils with special educational needs to reach the same standards as the remainder of the class. Where pupils are withdrawn from lessons, sessions are planned carefully to meet pupils' specific needs. A good range of resources, including computer software, is used to support learning.
17. The school has a good range of assessment procedures in English and mathematics on which to base teaching and these are used soundly. The pupils have suitable targets in these subjects and know them well. Test data is analysed carefully to identify those with special educational needs or who need further support with their work, and to group the pupils for work in English and mathematics. The pupils are asked to evaluate their own work in English and mathematics and identify areas where they need to improve.
18. However, while the teachers carry out assessments in other subjects, there is no consistent method of recording the information, making the methods less informative. In addition, while the marking is carried out regularly, it is not often sufficiently evaluative and therefore does not make enough contribution to assessment. It rarely contains comments that will help pupils to see how well they have achieved the aims of the lesson or how they may improve their work.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	4 (13%)	12 (37%)	16 (50%)	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 were seen.

The curriculum

The school provides its pupils with a **satisfactory** curriculum. It is very good in the reception class. The accommodation is **satisfactory** and there are **good** resources. The school provides a **good** range of extra-curricular activities.

Main strengths and weaknesses

- The provision for the pupils with special educational needs is very good.
- The curriculum for the reception pupils is very good.
- Provision for English, mathematics and personal, social and health education is good.
- The school provides well overall for equality of access for its pupils.
- The curriculum is unsatisfactory in design and technology.

Commentary

19. The curriculum for the Foundation Stage is good. For the nursery it is satisfactory and for the reception children it is very good, providing them with a rich variety of activities that are planned very well to develop almost all the areas of learning. The nursery is situated in a separate, very spacious building but that space is not ideal for nursery children. There are secure areas for

outside play, but the nursery area is not adequate to develop the children's skills and neither outside area is used to its full potential.

20. The curriculum at Key Stage 1 and Key Stage 2 is suitably broad, with strengths in a number of areas but in some other subjects the balance has not been completely achieved. The school faces considerable difficulties in organising the topics that the pupils will study because the composition of most classes changes every year. Each pupil spends two years in one of the classes, either at Key Stage 1 or Key Stage 2. The staff work hard to ensure that the curriculum focuses on developing the pupils' skills in each subject consistently. All pupils are included in almost all that the school has to offer and in many areas this is very good. The structure of the curriculum in most subjects enables them to learn systematically, building on to what they have previously learned and this has been particularly successful in English and mathematics. The pupils are also enabled to acquire the necessary knowledge in almost all subjects, so that little is repeated or neglected. However, it has proved much more problematic to cover the necessary knowledge in a systematic way in design and technology. Pupils in the same year group have not always had the same experience and there are some minor deficiencies in the curriculum for history and geography. In addition, some pupils at Key Stage 2 have swimming lessons for two years, while others only for one.
21. The provision for pupils' personal, social and health education is good. Teachers are guided well by the scheme of work and interweave the teaching about keeping healthy through curriculum areas such as science and physical education. The school nurse supports the school in its sex education programme, and she and the community constable help to teach the drugs education programme. There are set times every week when pupils can discuss personal and wider issues. The school provides well for the pupils with special educational needs. They are given work that matches their attainment well and have the support they need in order to do their best. Consequently, they make very good progress.
22. The school provides a good range of extra-curricular activities. There are clubs for football, netball, rounders, choir, computers, art and dance. All activities are open to both boys and girls. The curriculum is further enriched by visits out of school and visitors to school. The school makes satisfactory provision for activities of a more artistic nature, such as drama or dance. Musicians and artists are invited to school, as well as members of the local community, to share their expertise with pupils. Huddersfield Town Football Club and the local rugby league and union clubs provide coaching for the older pupils. Additional music coaching is provided for those pupils who wish to take part. These opportunities all add to the vibrancy of the curriculum.
23. Space is at a premium in the main school. The hall is very cramped for the teaching of physical education to the older pupils. The reception and Year 1 classes are of a reasonable size and good use is made of the communal space outside classroom for practical lessons. The Key Stage 2 classrooms are small for the number of pupils in them, although the teachers make good use of the space that they have. The school has used the available accommodation imaginatively by combining the library and computer suite, but this area is not used flexibly to its full potential. The school has good, quality resources. The flair and ingenuity of the whole staff is shown in the imaginative and exciting displays, particularly in the use that is made of a corridor to create a vibrant and exciting environment, which stimulates the pupils' interest in the illustrated theme.

Care, guidance and support

The school has **very good** standards of care, welfare and health and safety. It gives **good** support and guidance for pupils based on the monitoring of their achievements and involves pupils **well** in its work and development.

Main strengths and weaknesses

- Health and safety procedures are very thorough.
- Individual pupils are well cared for and can always turn to someone they trust for advice and support.
- Induction arrangements for new pupils are good.

Commentary

24. Staff and governors complete health and safety risk assessments regularly using a very comprehensive system that ensures detailed coverage, and recording of concerns and actions taken. Competent persons examine and maintain all equipment. Staff and governors work very well together to keep the premises safe. Child-protection procedures are satisfactory and lunchtime staff take good care of pupils who have accidents.
25. In their responses to their questionnaire, all pupils agreed that there was always an adult they could turn to if they had concerns. Conversations with pupils confirmed that they could rely on staff to resolve minor conflicts and personal worries. Teachers manage behaviour very well, using largely informal systems, and there is little or no bullying. Staff know the pupils very well and support them individually, particularly in English and mathematics, so that pupils understand well what they need to do to improve. The school consults pupils over improvements to the playground and the outside areas and the family ethos of the school allows staff to gauge pupils' views informally but well.
26. The school gives parents and children a good introduction to the school when they start, so that children can quickly and happily settle into the routines of school life. Staff visit the children and parents at home, to explain to both about nursery life and to gain some knowledge about each child's needs. They start a few at a time so that staff can concentrate on making them feel secure and happy from the outset.

Partnership with parents, other schools and the community

The school has **good** links with parents and links with the community contribute **satisfactorily** to school life. There are **sound** links with other schools.

Main strengths and weaknesses

- The school provides good information to parents about school life, including the curriculum.
- The staff work very well with parents to ensure that their concerns are dealt with.
- The annual pupil reports provide insufficient advice to parents on how to help their child improve.
- Parents provide very good support at home for their children's work and work well with staff to raise standards.

Commentary

27. Regular newsletters keep parents up to date with practical information. They are given good information, both when their child begins school, and throughout their time there, about what is taught, and how it is taught. The annual pupil reports meet statutory requirements and describe their personal development well. However, for the pupils at Key Stages 1 and 2, they concentrate too much on what has been taught in subjects and are too brief in describing an individual's progress, particularly in subjects other than English and mathematics. They do not set targets for improvement so that the parents can give even better support. The reports of reception class children give good details of their progress in all the areas of learning.

28. Parents are very positive about the school and all that it provides. They feel that the staff are very approachable and that any concerns they have will be dealt with very well. Most hear their child read at home and use the reading record for communication with the class teacher. This contributes well towards high standards in English. The parents also give good support with homework. Several help regularly in classrooms, giving much valued support to groups of pupils. Virtually all parents attend the formal consultation evenings when their child's work is discussed with the teacher. The 'Friends of the School' association, run by parents with staff support, raises considerable funds to augment resources and organises social events for families. This helps cement the school as a community.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. The headteacher provides **good** leadership and supports his staff well. **Good** management and governance contribute to effective learning opportunities for pupils.

Main strengths and weaknesses

- The headteacher's strong commitment to raising standards has led to a good level of achievement in English and mathematics.
- Priorities for development are identified and prioritised well.
- Governors have a good awareness of the school's needs and are involved well in shaping its direction.
- The school provides very good value for money.
- The provision for pupils with special educational needs is managed very well.

Commentary

29. The school is led and managed well. The headteacher's positive and energetic leadership has been effective in providing a clear educational direction for the school. A rigorous focus on raising the standard of teaching and learning in the core subjects has led to high standards in English and mathematics. He has provided clear guidance to governors and staff, good communication and successful emphasis on teamwork. A strong sense of purpose is communicated well to staff, together with good support and recognition of their work. The successful division of responsibilities between the headteacher and his deputy means that the school benefits from the most effective use of their particular strengths. Their good-humoured manner and strong commitment to the school's aims provides a very good role model for staff and pupils alike. This contributes well to pupils' very good attitudes to their learning.
30. The school is managed well. Performance data is used effectively to identify areas for improvement and help staff to further their professional development. The detailed development plan shows clearly the allocation of funds, means of implementation and monitoring according to success criteria. The headteacher makes good use of performance-management systems to help teachers and support staff to improve skills. Personal and whole-school targets are directly linked with the development plan. Current priorities for improving outdoor play provision in the Foundation Stage and for developing teaching of the foundation subjects are appropriate. However, insufficient attention has been focused on the need to raise standards in design and technology. The deputy headteacher gives good support to staff but her full teaching commitment and significant responsibilities mean that she carries a considerable burden. English and mathematics co-ordinators fulfil their roles well. Other subject leaders are building up their monitoring responsibilities satisfactorily to increase their awareness of pupils' progress.
31. Governors take a close interest in the school and are well informed about its particular strengths and areas where development is needed. Through close liaison with the headteacher and school staff, they contribute actively to the school's aims and policies and help to monitor their implementation. They have a good awareness of the school's long-term aims and have

been active in the planning and modification of the proposals for improving nursery facilities. They understand their roles well and ensure that the school fulfils its statutory duties.

32. The school is very clear about where its strengths lie and the nature of its challenges. The split site poses particular problems for the organisation and unity of the Foundation Stage. The revision of refurbishment plans now leads the way to improving play facilities. Taking into account the standards the pupils reach, their attitudes and behaviour, the quality of education, the leadership and management and the low funding that the school receives compared with other first schools, it provides very good value for money.
33. The provision for the pupils with special educational needs is led and managed very well. The joint leadership of the headteacher and the specialist teaching assistant with responsibility for special educational needs ensures that the headteacher is closely involved in the management of provision. The headteacher is fully aware of the financial arrangements and, as he takes responsibility for liaising with parents and organising and conducting review meetings, he has good understanding of the provision for individual children. He also tracks pupils' progress carefully. The specialist teaching assistant has a clear understanding of suitable provision for each pupil and liaises closely with class teachers. She also manages the programme of withdrawal effectively to ensure that all pupils receive the best available support. This innovative practice in managing the provision for pupils with special educational needs makes very good use of the expertise available and has a very positive impact on the standards the pupils achieve.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	434,451	Balance from previous year	14,934
Total expenditure	443,958	Balance carried forward to the next	5,427
Expenditure per pupil	2,276.71		

34. Procedures for strategic financial planning are good and help the school to manage its resources effectively and meet most of the suitably identified priorities. Budgets clearly show the cost of implementing school plans. The school is effective in ensuring that it gets best value in its buying. It compares its performance with other schools and monitors and evaluates the progress of initiatives to check that the outcomes are as intended. Overall and day-to-day financial management are good. Governors are involved well in monitoring financial developments: they meet regularly to check the progress of the budget in line with the school development plan.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There is **good** provision for children in the Foundation Stage. The children do particularly well in the reception class.

Main strengths and weaknesses

- The teaching in the reception class is very good, with well-designed, stimulating learning activities.
- The split site hinders unity of provision for the Foundation Stage.
- The curriculum is good, providing the children with a wide range of experiences.
- Well-planned and supported learning activities help to encourage children's concentration and independence.
- Outdoor play is not used well enough to develop new learning.

Commentary

35. Teaching and learning overall are good and the provision has improved well since the previous inspection. The school has made a considerable effort to address the difficulties of having a nursery across the road from the main school. Good leadership by the co-ordinator and good relationships between staff helpfully contribute to the teachers' joint planning of children's learning. The curriculum is good and provides well for almost all the areas of learning. The split site does not make it easy to share good teaching practice but participation in the Effective Early Learning project has helped both teachers to develop boys' learning through imaginative play together. This has enhanced the staff's careful assessment of children's learning needs by encouraging more detailed observation of their behaviour. These assessments are used very well to provide appropriate levels of activity for the children with special educational needs, so that their achievement is very good. The quality of teaching and learning is satisfactory in the nursery, where the children are provided with a suitable range of activities. Teaching in the nursery does not always stimulate the children's imagination, but in the reception class, the teaching is very good. The staff ensure that the children are constantly interested, involved and often inspired by very well-planned activities that develop their skills and understanding rapidly. However, for both classes, teachers do not plan sufficient opportunities for children's outdoor play and it does not feature enough within the daily timetable.

Personal, social and emotional development

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

Main strengths and weaknesses

- The staff use well structured activities to promote very good attitudes to learning.
- Nursery snack time does not encourage children to develop good social skills.

Commentary

36. The children achieve well and most have personal and social skills that are higher than other children of their age when they leave the reception class. Newly-admitted children are welcomed into both classes and helped to fit into their new situation by staff and other children who are familiar with the initial daily routines. The teaching is good in both classes and the organisation of very well arranged materials helps children to understand that things belong in certain places. This helps them to learn well and to take responsibility themselves for tidying up, finding paint overalls or changing for physical education activities. It contributes to their independence and pride in their personal achievement. The curriculum is good. The planned activities are arranged very carefully so that enough learning possibilities are built in to maintain the children's concentration well. This helps to promote good behaviour and a purposeful

atmosphere in both classes. However, although children help themselves to their drink and the fruit that is handed around in the nursery, this is not made into a pleasant sociable occasion in which they could sit around a table and further develop their social skills.

Communication, language and literacy

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

Main strengths and weaknesses

- Children express their ideas well because they have good opportunities to answer interesting questions.
- Well-designed 'boy-friendly' play activities have a good impact on the development of boys' speaking skills.

Commentary

37. Teaching and learning are good overall; they are satisfactory in the nursery and very good in reception. Children achieve well and reach standards that are above those expected nationally. In the nursery, the staff support the children capably by encouraging them to talk about what they are doing while using the interesting, well-resourced activities. This ensures that the children make satisfactory progress. In the reception class, the children achieve well because the teacher's lively questions, linked with high quality, stimulating activities, encourage them to develop a wide vocabulary and express their ideas. This approach pervades every activity. As a result, many children reach standards that are higher than is usual for their age by the time they start Year 1. Interesting tools and materials are used to increase play possibilities for boys in the construction corner in the nursery. These are particularly effective in encouraging them to talk and they give lively, clear explanations about their work. This interest and concentration is built on effectively in the reception class. The systematic teaching of early reading and writing skills is linked skilfully with exciting practical experiences. The children are enthusiastic and well motivated, many building up their own words and reading and writing simple sentences.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers use mathematics well in all areas of learning.
- The teachers plan an interesting range of activities that helps the children to achieve well.

Commentary

38. Teaching is satisfactory in the nursery; the use of suitable games and activities gives the children good opportunities to count, sort and compare materials. Staff integrate these well into each aspect of their learning, helping children to measure flour for mixing play dough and to pay for purchases in the 'DIY' shop in the construction play area. Piled-up painted boxes, labelled 'big', 'giant' and 'enormous', combine children's comparisons of size usefully with recognition of word shapes. Children's achievement is built on very well through very good teaching in the reception class, where mathematical links are highlighted consistently in their daily learning. There are imaginative reasons for counting, such as the number of children who fit into a big box, compared with how many objects will go into a tiny box. This contributed to an interesting display of what they found out, complete with their written lists. This successful approach provides a good basis for children's understanding and recording of sums up to 10 and helps most children to meet the mathematical early learning goals, so that their standards are higher than is usual for their age by the time they enter Year 1.

Knowledge and understanding of the world

Provision is **good**. However, it was not possible to make a judgement on standards in religious education.

Main strengths and weaknesses

- Adult support is used well to support the children's own learning discoveries.
- The teachers use materials imaginatively to enrich the children's learning.

Commentary

39. The children in both classes are given a good variety of experiences for practical investigation through good teaching. They learn and achieve well and most children reach the level expected for their age by the time they are five. The individual help and close supervision helps nursery children to improve their control of the mouse to move images on the computer screen. The imaginative play and sand play areas are well equipped with tools to maintain children's concentration as they learn about the job of a builder, for instance. These good practical experiences are further developed through specifically focused investigations in reception, where the children are taught very well. Consequently, they make good progress and achieve well. Their knowledge and understanding are better developed than most children of their age by the time they leave the reception class.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The use of outdoor play activities does not provide enough opportunities for the children in the nursery to develop confidence and co-ordination in larger movements.
- A well-presented, interesting choice of tools and materials helps the children to develop their control of tools well.

Commentary

40. In both classes, the children's well-co-ordinated movement in the hall and outside shows that they develop a good awareness of using a large space confidently with others. Teaching and learning are satisfactory overall. In the nursery, the children enjoy running, balancing and using the wheeled toys outside at playtime in fine weather. They are well supervised but activities are not sufficiently varied or planned to offer a stimulating choice of play options throughout the session. However, although this class has an outside play area, it is not adjacent to the classroom, so that the children do not have unrestricted access. Staff in the reception class give good support to the children in this area so that they have a suitable range of activities. The school is aware of these site problems and has firm plans for improving the outside areas and play possibilities. Overall, achievement is satisfactory and standards are similar to others of this age. By the time they start Year 1, the good quality learning opportunities have helped children to practise and improve their control of a wide variety of tools and materials, so that almost all attain the expected standard.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers' good subject knowledge means that they support the children to express their own ideas well.
- The use of the role-play areas encourages children's interest and concentration effectively.

Commentary

41. Teaching and learning are good overall. By the time they leave the reception class, most children have made good progress, achieving well and reaching standards that are higher than is usual for their age. They are guided satisfactorily in the nursery to experiment with colour, interesting textures and to manipulate mouldable materials. They show great satisfaction in the real 'hands on' approach, which is continued very well in the reception class. Here, patterns, pictures and model making are often directed successfully to consolidate other areas of learning. Role-play areas are well designed to offer increased scope for children to use their imagination and act out their own stories. Children in reception listen to well-chosen contrasting music and display their own interpretation in movement when responding to changes in volume, tempo and mood.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good** throughout the school.

Main strengths and weaknesses

- Pupils make good progress and reach high standards.
- Teaching is good at both key stages.
- Careful assessment of pupils' progress leads to the identification of challenging learning targets, although marking is not used well enough to support assessment.
- The achievement of pupils with special educational needs is very good.
- Pupils do not have enough regular longer periods to develop their writing skills.

Commentary

42. Teaching is good and, as a result, pupils' achievement is good at both key stages and is very good overall. Pupils reach standards that are well above the national average in reading, writing, speaking and listening by the end of Year 2 and Year 5. This reflects the results of the end of Year 2 National Curriculum tests over recent years, which show standards well above the national average and the average of similar schools. The pupils achieve well throughout the school and those with special educational needs achieve very well. The success of pupils' learning is the result of the school's strong focus on developing the English curriculum and raising standards. In particular, the very high standards in reading reflect the main emphasis on this aspect of pupils' learning. Boys' test results have been consistently higher than those of girls in recent years. The positive attitudes of boys have been nurtured by including enough non-fiction texts to encourage their interest in reading and this approach has had a very positive impact on their attainment. Provision shows very good improvement since the previous inspection. This has led to higher standards of achievement in each aspect of English.

43. Pupils develop their speaking and listening skills well through the frequent opportunities teachers allow them to explain their understanding during the initial and final parts of a lesson. Paired and group discussions are usually well managed so that each pupil is encouraged to participate. Early reading skills are taught very well at Key Stage 1. Pupils' systematic learning of letter sounds and well-practised letter formation provides a very good foundation for more advanced reading skills. At Key Stage 2, the teachers build on this very effectively, leading to competent and enthusiastic readers throughout school. Because the pupils' reading skills are developed well, this has a positive impact on their spelling in their written work. However, the silent reading sessions in the afternoons are not always used to develop the pupils' skills effectively.

44. Teachers introduce pupils to an interesting variety of writing techniques. Pupils use these to enliven their writing, which demonstrates a growing use of adventurous vocabulary and varied punctuation. For example, their newspaper reports about *Narnia* show dramatic descriptions and a strong sense of atmosphere. However, there are too few opportunities for pupils to write

at length so that they can develop these strategies more fully. During the first part of lessons, the pupils listen attentively, answer questions and make suggestions. This helps them to understand their subsequent tasks. However, there is not always sufficient time, particularly for higher attaining pupils, to produce enough work in which they can extend their ideas.

45. Teaching and learning are good, particularly for the pupils in the Year 2 and the Year 4 and 5 classes. Teachers plan in detail what and how pupils of different abilities will learn. Their assessment of pupils' ability is based on a good awareness of pupils' levels of understanding. This information is used well to show pupils how they can improve. Pupils know their targets, confidently explain what they need to do and give clearly understood examples of their efforts. The curriculum is good and enables the teachers to build on the pupils' skills and knowledge consistently. Thoroughly planned activities and effective support from teachers and classroom assistants help pupils with special educational needs to achieve very well. This is because their work is related very carefully to their individual learning programmes.
46. Marking often includes constructive, encouraging comments but does not always show pupils how well they are progressing towards their targets. Teachers do not always monitor class assistants' comments, which sometimes give incorrect spelling or punctuation examples. The subject is led and managed well by the joint co-ordinators. Regular shared monitoring of teachers' planning and examination of pupils' work are used well to give constructive feedback to teachers on how to improve standards. Good awareness of pupils' progress has led the school to identify the need to raise standards in writing but there is not a clearly enough structured plan to help teachers to implement this aim.

Language and literacy across the curriculum

47. Language and literacy are developed well across the curriculum. Pupils' written work in history, particularly at Key Stage 2, shows good examples of descriptive vocabulary to illustrate pupils' understanding of living conditions in the past. Pupils in Years 3 and 4 used their reading skills well in research for a lesson on the Internet about the United Nations Organisation. Teachers encourage pupils to extend their vocabulary effectively in discussion during art and music lessons. They evaluate their achievements in art and write down their opinion of their own work.

MATHEMATICS

Overall, provision for pupils in mathematics is **good**.

Main strengths and weaknesses

- Pupils' achievement is good and standards by the end of Year 2 and Year 5 are well above the national average.
- Assessment and target setting are good.
- Mathematics is led and managed well.
- Pupils' attitudes to mathematics are very good.

Commentary

48. By the end of Year 2, standards are well above the national average. In 2003 in the National Curriculum tests for seven-year-olds, the results were well above those nationally and above those found in similar schools. The percentage of pupils achieving the expected level was also well above the national average. By the end of Year 5, pupils' standards are well above those typical of their age. The pupils' achievement in mathematics is good at both key stages. Pupils enter Year 1 attaining standards that are above average and by the end of Year 2 they attain standards that are well above the national average. Pupils maintain these standards through Key Stage 2, continuing to achieve well. Those with special educational needs achieve very well at both key stages because they have good support and the work is matched very carefully to their ability.
49. Overall, teaching and learning in mathematics at both Key Stage 1 and Key Stage 2 are good and the pupils learn well. Teachers focus on their aims for the lesson, which they share clearly

with the pupils, so that they know exactly what they are expected to learn. They have high expectations of pupils, providing challenging work which stretches the more able while offering effective support where needed. Teachers provide pupils with a range of mathematical strategies to solve problems and focus very well on mathematical language. Where teaching is satisfactory overall but less effective, the teacher does not have such a clear focus on what the pupils are intended to learn.

50. Pupils' attitudes to mathematics are very good. Pupils in Year 2 and Year 5 talk very positively about the subject. Pupils work hard and concentrate well; for example, the attitudes of pupils in a Year 4 and 5 lesson about fractions had a very good impact on their learning. Pupils take pride in their work and the presentation of their written work is good. Assessment and target-setting are very thorough. Staff work together to discuss pupils' progress and individual targets are set for all pupils. Teachers at Key Stage 1 discuss pupils' targets with them, while the older pupils assess their own progress against their targets under the supervision of teachers. However, the full effectiveness of these very good systems is reduced by the standard of marking, which is regular but does not always tell pupils how they could improve.
51. The leadership and management of mathematics are good. The subject is very well organised by the very competent and enthusiastic co-ordinator who has led a successful drive to raise standards. She keeps staff informed of changes in the subject and provides a very good model. The co-ordinator's monitoring of teaching is very thorough, although the information is not always used to improve teaching. The curriculum is good. The resources for learning in mathematics are good and are used well. Improvement since the previous inspection is very good. Standards have risen considerably faster than national averages in both key stages and teaching is now good. Attitudes are very good and better than they were previously.

Numeracy across the curriculum

52. Numeracy is developed well through the rest of the curriculum. The school exploits natural links between subjects, for example, teachers link work on co-ordinates in geography with mathematics, and these links are highlighted in teachers' planning. However, there is no systematic way of identifying opportunities for reinforcing learning in mathematics through other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The pupils' attainment in scientific knowledge is well above that of others of their age and they achieve very well.
- Teaching of scientific knowledge is good.
- There has been less emphasis on developing the skills of scientific enquiry and therefore attainment in this area is only average.

Commentary

53. The teachers' assessments in science in 2003 showed that the pupils' attainment in Key Stage 1 was below the national average and well below the average of similar schools. The teachers' assessments of the attainment of the pupils in Year 5 at the beginning of this academic year seemed to show that the pupils' attainment was lower than that in English and mathematics. However, the inspection evidence indicates that these assessments have been over-cautious. The scientific knowledge of pupils at present in Year 2 and Year 5 is well above that common for their age and they achieve very well. Improvement since the previous inspection has been satisfactory. The level of knowledge and understanding has improved, particularly at Key Stage 1, where standards were too low. However, standards in scientific enquiry are similar to those in other schools throughout the school, and have deteriorated at Key Stage 2, where they were above average at the time of the previous inspection. Overall, standards are above average at

both key stages and the pupils' achievement is good. The pupils with special educational needs also achieve well because the work is well matched to their abilities.

54. Teaching and learning are good overall throughout the school and consequently the pupils achieve well. While the teaching was satisfactory in all the lessons observed at both key stages, it is evident from the full evidence that it is satisfactory in Year 1 and good in Year 2. The pupils are given many opportunities to undertake practical work, which they do with enthusiasm. Their knowledge and ability to use a range of resources are built on carefully and consistently, and the activities they undertake are interesting. The pupils are encouraged to record in a variety of ways and to make predictions about the results of the investigations. They work with great enthusiasm, maintaining their attention throughout the lessons and concentrating very well on their work.
55. At Key Stage 2, the teaching is satisfactory for the pupils in Year 3 and 4 and good for those in the Year 4 and 5 class. The teaching is often interesting, with imaginative activities that engage and enthuse the pupils. However, as at Key Stage 1, the teachers have in the past focused too much on ensuring that the pupils acquire knowledge, which they have done very well, but at the expense of developing the scientific skills to a similar level. As a result, even the Year 5 pupils have only an average experience of planning and carrying out their own investigations or of drawing conclusions from the results of their investigations. Their scientific knowledge is well above that of others of their age: the pupils have a good knowledge of condensation and evaporation and of the difference between solids, gases and liquids. Their understanding of the source of sound and of electricity is very secure. However, although they have a good understanding of how to make a test fair, their awareness of other aspects, such as how to answer simple scientific questions, is not developed to the same standard.
56. The co-ordinator has taken over the subject quite recently and carries out her role satisfactorily. She has made a secure start by monitoring standards and introducing an appropriate assessment system. She has identified the shortcomings in the way that science has been taught and has ensured that there is an increasing focus on scientific enquiry and consequently the curriculum is now satisfactory. Suitable assessment procedures have been developed and are being tested with Year 1. However, assessment throughout the school is not supported by adequate marking which gives pupils enough guidance on how well they are doing and how they can improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

As only one lesson, with a small group, was observed during the inspection, it is not possible to judge provision. However, other evidence demonstrates that standards are similar to those in other schools by the end of Year 2 and Year 5.

Main strengths and weaknesses

- The computer suite is underused.
- The use of ICT to support learning across the curriculum is good at Key Stage 2 but is not consistent at Key Stage 1.

57. Standards are similar to those found in most schools by the end of Year 2 and Year 5. In Year 2, the pupils' ability to use word-processing programs to find the file they require and to save their own work meets the expectations for their age. Pupils in Year 5 use the Internet and search engines confidently. They explain clearly how to use various function keys and drop-down menus. They use a specific computer program well to produce a three-dimensional classroom plan. In order to attain these standards, pupils have made good progress from a low starting point when they were in Year 2 and overall their achievement is satisfactory. Only one ICT lesson was observed during the inspection and teaching in this lesson was satisfactory. Although all ICT lessons are planned by the subject co-ordinator, they are taught by a classroom support assistant with specific responsibility for the subject. Teaching is based on good subject knowledge and explanations are clear. However, pupils are overloaded with

information while being offered too few opportunities to practise or consolidate their skills. The computer suite is timetabled for the Key Stage 2 classes every morning, but is not always used by them. As there is no system for informing other teachers that it will not be used, the suite is sometimes empty.

58. Leadership and management are satisfactory. The co-ordinator is well organised, with a clear development plan. Assessment procedures are very thorough and the information gained is used satisfactorily to support planning for the subject. The co-ordinator has a clear overview of teaching in Key Stage 2 through monitoring of the classroom support teacher and the teaching of information and communication technology through other subjects. She has ensured that the curriculum is sound and has led training, which has improved teachers' subject knowledge. There has been good improvement in the provision for information and communication technology since the last inspection. The subject is now well planned and meets statutory requirements, and a rigorous and effective system of assessment has been introduced.

Information and communication technology across the curriculum

59. Information and communication technology is used satisfactorily across the curriculum. The co-ordinator has identified effective opportunities to use the technology in other subjects and has linked these to national guidance. However, although this is monitored carefully at Key Stage 2, it is not taught as systematically at Key Stage 1.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Pupils have good attitudes to geography.
- Marking does not help pupils to improve their work.

Commentary

60. Overall, standards in geography are similar to those found in most schools by the end of Years 2 and 5 and at a similar level to those at the time of the previous inspection. The pupils' achievement is satisfactory, including those with special educational needs. Teaching and learning in geography are satisfactory. Teachers explain and demonstrate activities well and use plenary sessions to reinforce learning. Teaching was less effective when the teachers' explanations and questions were not placed in a context which helped the pupils to understand them or when they did not build on pupils' prior knowledge.
61. Pupils' attitudes to geography are good. They talk with particular enthusiasm about visits and about drawing plans of their classroom using computer software. Pupils show pride in their written work, which is well presented. Although this work is always marked with positive comments, marking rarely tells pupils how they can improve. Although the school does not have sufficient atlases to enable teachers to use class sets of the same edition, other resources are mainly good and are used well. Leadership and management are satisfactory. The curriculum is satisfactory overall, although there are some minor weaknesses. While all skills are built on satisfactorily from year to year, some pupils cover less of a topic than others in the same year group but a different class. There are no formal assessment procedures in geography, although the co-ordinator does discuss their work with pupils and feeds back any gaps in knowledge or understanding to the teacher.

History

Overall, provision for history is **satisfactory**.

Main strengths and weaknesses

- The pupils achieve well at Key Stage 1.
- Pupils' attitudes to history are very good.

Commentary

62. Standards of attainment, by the end of Year 2, are above those expected nationally. By the end of Year 5, standards attained by pupils are similar to those found in other schools. Overall, their achievement at both key stages is satisfactory and teaching and learning are satisfactory. Standards have improved at Key Stage 1 since the previous inspection and have been maintained at Key Stage 2. Teachers use questioning satisfactorily to draw out the pupils' learning. They explain concepts effectively and provide an interesting range of activities to reinforce learning. Classroom assistants provide good support for less able pupils and pupils with special educational needs, encouraging them to participate fully in the lesson. Teaching is less effective when activities are not well organised to allow pupils to work independently. The pupils concentrate well and develop their skills and understanding soundly.
63. Pupils' attitudes to history are very good. They speak enthusiastically about the subject and particularly about the enrichment visits they have taken part in. They are interested in lessons, for example paying careful attention to a Victorian role-play in the Year 4 and 5 class. Pupils performed the drama with enthusiastic maturity. Pupils take pride in their written work, which is well presented. Overall, leadership and management of history are satisfactory. The curriculum is satisfactory overall, although there are some minor shortcomings. The skills of enquiry and interpretation are built on thoroughly each year, but coverage of the topics is not entirely consistent. Although no formal assessment procedures are in place, the co-ordinator observes teaching and monitors standards through discussions with pupils. These discussions take place against set criteria and the outcomes are fed back to teachers. The school has made satisfactory progress since the time of the last inspection.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well at Key Stage 1.
- Pupils at both key stages have a good knowledge of Christianity.
- There is too little emphasis on knowledge and understanding of other world faiths at Key Stage 2.

Commentary

64. Pupils' attainment is higher than expected for their age at the end of Year 2 and similar to the expected standards in the agreed syllabus at the end of Year 5. Teaching and learning are satisfactory. The pupils' achievement is good at Key Stage 1 and satisfactory at Key Stage 2. At the time of the previous inspection, standards were higher than in other schools at both key stages and consequently there has not been sufficient improvement at Key Stage 2. The pupils in Year 2 show a good understanding of the life and work of Jesus and the contents of the Bible. They have a good knowledge of the symbols of Christianity and the lives of some saints. The pupils are developing a secure understanding of Islam and the impact it has on the lives of believers.
65. The Year 5 pupils' knowledge of the events celebrated by the major Christian festivals is good. They reason well, for example, about the motives of the priests in their desire to have Jesus executed. The pupils have a secure knowledge of many of the stories from the Old Testament.

However, their knowledge of other major faiths is less developed; they have a basic awareness of some of the features of Islam and the importance of prayer to Muslims. However, they do not have sufficient understanding of such aspects as fasting and celebration or the way in which belief affects believers' lives, as in the food rules.

66. Teaching and learning are satisfactory at both key stages. The teachers develop the pupils' understanding of faith securely through the use of appropriate resources and interesting approaches. The pupils are fascinated by the activities, keeping their attention even when the pace drops. They concentrate very well on their tasks and co-operate well with each other. The co-ordinator leads and manages the subject satisfactorily. She has secure subject knowledge and a satisfactory knowledge of standards. The curriculum is satisfactory, ensuring that the pupils can build on their skills and knowledge consistently. There is no system for assessment in the subject, although a start has been made on developing one.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

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

Main strengths and weaknesses

- The pupils make good progress overall and achieve well.
- There are not enough opportunities to develop three-dimensional work.
- The subject has a high profile through attractive displays of pupils' work.

Commentary

67. Pupils' achievement is good and they reach standards that are higher than those in other schools by the end of Year 2 and Year 5. Delicate pastel work by pupils in Years 4 and 5, based on their own landscape photographs, shows sensitive use of muted colour and shading. These drawings show how pupils have used the computer effectively to change the colours on their photographs. Pupils' artwork is used well to illustrate other areas of the curriculum. The pupils in Years 3 and 4 use computer images very well to decorate their writing. Pupils' achievements in art are enhanced by the use of very attractive display throughout the school. This raises pupils' confidence and gives the subject good status in the curriculum. Pupils have made sound progress and maintained the good standards achieved at the time of the previous inspection.
68. Teaching and learning are good. The lessons observed were well prepared and satisfactorily planned. Clear explanations ensure that pupils understand the focus of the task. Pupils of all abilities have good opportunities to develop an interesting range of techniques and skills. Pupils enjoy their work and respond with good effort and interest. The curriculum is sound overall, although there are too few opportunities to extend the narrow range of three-dimensional work. Leadership and management of the subject are satisfactory. The co-ordinator has a good awareness of work in school by examining teachers' plans. Suitable ways of promoting the subject's profile include a special 'Drawing Day' and promoting the school's own art exhibition.

Design and technology

As no lessons were seen in design and technology, it was not possible to judge the provision. However, other evidence demonstrates that standards are **similar** to those in other schools at the end of Key Stage 1 but **lower** than expected by the end of Year 5.

Main strengths and weaknesses

- Standards are lower than those expected at the end of Year 5 and the pupils' achievement is unsatisfactory.

Commentary

69. Standards are similar to those in other schools at the end of Year 2 and pupils' achievement is satisfactory. However, this is not the case for the pupils at the end of Year 5 where achievement is unsatisfactory. Standards have been maintained at Key Stage 1 since the time of the previous inspection, but not at Key Stage 2. The Year 2 pupils have made a range of artefacts and models, demonstrating that they have covered an appropriate curriculum. The pupils in Year 5 have had a more restricted programme and consequently standards are below average. While they have had the opportunity to design and make artefacts such as containers for gas masks and trucks using wood, the curriculum has been unbalanced. Pupils are expected to plan their artefacts and evaluate them but they have too little choice in the articles. They do not have sufficient knowledge of mechanisms or enough opportunity to apply the knowledge that they have.
70. The curriculum does not ensure that the pupils of the same age have comparable experiences. While some pupils in Year 5 have made artefacts using electricity, those who spent their previous year in a different class have not. The subject is, rightly, a focus for the current school development plan, as standards at Key Stage 2 have declined since the time of the previous inspection. The assessment procedures are inadequate to support the teachers in planning further lessons.

Music

Provision could not be judged for the full music curriculum. The provision for singing is **good** overall. The pupils sing well and enjoy their music.

Main strengths and weaknesses

- Singing is taught well and the pupils' achievement is good.

Commentary

71. The pupils achieve well in singing, where their attainment is higher than is usual for their age. Singing has a high profile in this school. All pupils participate well in assembly, they sing sweetly, tunefully and with good control. Teaching was good in the two lessons observed because the teachers used systematic strategies to build on and consolidate the pupils' skills and knowledge. Their expectations of what the pupils could achieve were high, the teaching was lively and enthusiastic, and the teachers encouraged the pupils to do their best. As a result, pupils learned well because the lessons were interesting and exciting and they were keen to participate. The teachers planned their lessons carefully; they knew what they wanted their pupils to learn and the lessons flowed smoothly and briskly. They ensured that the pupils with special educational needs were able to take a full part and make good progress. The pupils enjoy their music; they discuss it enthusiastically and try very hard to improve their performance. In lessons, the pupils respond very well, they listen intently to new tunes, and concentrate well to make sure they play their instrument at the right time to the correct rhythm.
72. The co-ordinator leads the subject satisfactorily. She has supported the wholly non-specialist staff in developing their ability to teach music and provided an appropriate commercial scheme to guide them. This ensures that the pupils' skills can be developed consistently without repetition or gaps in experience as they move through the school. The school is at an early stage in developing consistent procedures for recording the teachers' assessments.

Physical education

Overall, provision for physical education is **good**.

Main strengths and weaknesses

- Standards in dance at Key Stage 1 and in gymnastics and swimming at Key Stage 2 are above those typically found in other schools.

- Pupils' achievement is good as a result of the good teaching.
- Support for pupils with special educational needs is very good.
- Not all pupils are given equal opportunities to go swimming.
- The small hall limits opportunities for games during the winter.
- Leadership and management of physical education are good.

Commentary

73. Standards in dance by the end of Key Stage 1, and in gymnastics and swimming by the end of Year 5, are higher than is usual for their age. The pupils develop sequences of well-controlled movements. They evaluate their own and other pupils' performances thoughtfully and use these evaluations effectively to improve their performance. Their standards in swimming are already meeting those expected by the end of Year 6. All pupils are able to swim 25 metres by the end of the year. Pupils' achievement is good at both key stages, and standards are higher than at the time of the previous inspection. The teaching of physical education is good overall. The teachers make pupils aware of health and safety issues and discuss the importance of warming muscles. They explain and demonstrate skills well, while making good use of a range of demonstrations by teacher and pupils. They focus well on the importance of improving their performance by evaluating their own and others' performances. Behaviour management is very good and pupils respond appropriately. Pupils listen carefully to the teacher and stop immediately when asked. Teaching, although satisfactory, was less effective when the teacher did not encourage the pupils to evaluate and learn from demonstrations by other pupils.
74. Pupils with special educational needs are supported very well, enabling them to participate fully in the lessons. Exercises that are designed to support them are integrated into the class warm-up and are used to benefit all pupils. The school arranges for the oldest pupils to go swimming throughout the year. However, as a result of the mixed age classes, not all pupils are given equal opportunities to go swimming. The pupils who spend two years in the Year 4 and 5 class go swimming for two years, while those who only spend one year in that class only go for a year.
75. Although the school provides coverage of the full curriculum for physical education, it experiences difficulties in timetabling games during the winter. The school hall is too small for games lessons for large classes of older pupils, so these have to be timetabled during the summer months. Physical education is led and managed well. The co-ordinator is leading the school in a bid for the Activemark. As a result, the school has benefited from increased resources and staff training. She has arranged for the local professional football and rugby club to lead training sessions for pupils and has introduced a netball programme. She has monitored standards and coverage of the curriculum by talking to pupils and has fed back areas for development to the teaching staff.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**

Main strengths and weaknesses

- The warm, friendly school atmosphere supports pupils to develop their knowledge and understanding well as they grow and blossom.

Commentary

76. Teachers are guided effectively in their planning by a satisfactory scheme of work, which builds on their knowledge and understanding in a consistent way. Teachers weave sex education, healthy eating and an awareness of drugs and alcohol abuse suitably through the science curriculum and personal and social education. Pupils know and understand the reasons why they need exercise through physical activities. Issues of a more personal and social nature are discussed in a special weekly lesson. Teaching was satisfactory in both of the lessons observed, ensuring that the pupils extended their knowledge and understanding of important

issues in their lives. However, pupils' personal and social education is developed strongly through the whole life and work of the school and they successfully learn ways to help them deal with social and moral dilemmas.

77. Teachers encourage pupils to think of others and help each other. This is encouraged in the classroom but also through the 'friendship bench' at playtimes. Older pupils are given the opportunity to support others, for example through supervising the younger pupils while they are eating lunch, and through their role as 'play leaders' during playtimes. The very good relationships, which are firmly established in this school, allow pupils to feel secure and comfortable to seek the support they need. From the moment they enter the nursery, pupils develop a strong sense of belonging in this warm, friendly school community. They grow in confidence and self-esteem because they know that they are important and valued as individuals by the caring staff, whom they trust. This strong provision permeates through the daily life of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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