

INSPECTION REPORT

**ST MALACHY'S ROMAN CATHOLIC PRIMARY
SCHOOL**

Halifax

LEA area: Calderdale

Unique reference number: 107545

Headteacher: Mrs M. Stichbury

Lead inspector: Mr Stephen Lake

Dates of inspection: 14th – 16th June 2004

Inspection number: 257778

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 225

School address: Furness Place
Illingworth
Halifax
West Yorkshire
Postcode: HX2 8JY

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Appropriate authority: The governing body
Name of chair of governors: Rev Fr. Peter Nealon

Date of previous inspection: 22/6/1998

CHARACTERISTICS OF THE SCHOOL

This is an average size school of 225 pupils located in the outskirts of Halifax. The majority of pupils come from areas of local authority housing. The number on roll is dropping for demographic reasons and is less than at the time of the last inspection. There are 44 pupils on the register of special educational needs, which is broadly average. Six pupils have statements of special educational needs, which is above average. The majority of pupils on the register have moderate learning difficulties, but a large percentage have emotional and behavioural problems. A few pupils on the register have medical conditions, including impaired hearing or visual impairment. The number of pupils from minority ethnic groups is below average. The percentage of pupils entitled to free school meals is broadly average

The school is supported through the Excellence in Cities initiative. In 2004 the school was awarded Investor in People status (IIP).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22191	Stephen Lake	Lead inspector	Mathematics Information and communication technology Art Physical education
13895	Angela Smith	Lay inspector	
10611	Martin James	Team inspector	English History Geography Special educational needs
25799	Geraldine Lewendon	Team inspector	Foundation Stage Science Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** and improving school that provides an effective education for pupils. The quality of teaching and learning is good overall. The quality of the curriculum is good. The school is led very well and management is effective. The governance of the school is good. The school gives good value for money

The school's main strengths and weaknesses are:

- Standards of attainment are well above average in writing and above average in reading at age seven, and above average in mathematics at age 11.
- Pupils are achieving well overall and very well in Year 6.
- Leadership and management of the school are good and the headteacher provides very good leadership.
- The quality of teaching is good overall and very good in Year 6 and, as a result, pupils learn well.
- Although pupils have good knowledge of science facts at age 11, their investigative skills are unsatisfactory.
- The quality of the curriculum is good in Years 1 to 6, and the enrichment of the curriculum is very good.
- Provision for the Foundation Stage is unsatisfactory.
- Teaching assistants make a very good contribution to the quality of learning.
- The provision for pupils with special educational needs is very good.
- The monitoring and support of investigation skills in science is unsatisfactory.
- The use of information and communication technology (ICT) to support learning across the curriculum is inconsistent.

Improvement since the last inspection is good. Standards of attainment have improved significantly. The quality of the curriculum is better and ICT now meets statutory requirements. Links with parents and the community are better. The quality of leadership and management is better. Taking all factors into consideration, the school is very well placed to bring about further improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	D	C	E	D
Mathematics	C	D	D	C
Science	D	D	E	D

*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 good overall in Years 1 to 6. Although attainment at the end of Year 6 was below the national average in mathematics in 2003, and well below in English and science, pupils did better in all three subjects when compared with similar schools. Standards have improved significantly recently, and observed standards during the inspection were average in English and science, and above average in mathematics at age eleven.

Achievement in the Foundation Stage is unsatisfactory. Although pupils achieve satisfactorily in personal and social development, knowledge and understanding of the world and creative development, the unsatisfactory achievement in communication, language and literacy, mathematical development and physical development means that achievement overall in Foundation Stage is unsatisfactory. Attainment overall in the goals that children are expected to reach by the end of reception remains below expectations. All pupils achieve very well in Years 1 and 2 and, by age seven, attainment is well above average in writing, above average in reading and average in mathematics and information and communication technology (ICT). Pupils achieve very well by the end of Year 6 compared to the standards attained by the same pupils at age seven and attainment at age eleven is above average in mathematics and average in English, science and ICT. Pupils with special educational needs achieve well in relation to their prior attainment. It was only possible to sample other subjects of the curriculum, but some good examples of art and geography were observed. The Diocese of Leeds inspected religious education.

The provision for the spiritual, moral, social and cultural development of pupils is very good overall. Relationships in the school are **very good**. Pupils have **good** attitudes to learning and behave **very well**. Attendance is **unsatisfactory** despite the improvement brought about by the very good efforts of the school. This is mainly due to a few families and some who take additional holidays in term time.

QUALITY OF EDUCATION

The overall quality of education is **good**. The quality of teaching and learning is **good** apart the Foundation Stage, where it is **unsatisfactory** and Year 6, where it is **very good**. As a result, pupils learn **well** overall. Teaching assistants make a **very good** contribution to pupils' learning. The quality of the curriculum is **good** apart from the Foundation Stage, where it is **unsatisfactory**, partly due to unsatisfactory resources. The overall quality of assessment is **good**, apart from the Foundation Stage, where it is **unsatisfactory**. The care and support of pupils are **good**. Links with parents are **good** and links with the local community and other schools are **very good**.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good**. The overall management of the school is **good**. The headteacher provides **very good** leadership and is supported **well** by the senior management team. The leadership of other key staff is **good** overall. The leadership and management of English and mathematics are very good. Leadership and management of special educational needs and ICT are **good**. Leadership and management in other areas are satisfactory. The monitoring of standards and performance is **good** in English and mathematics, and **satisfactory** in other areas apart from science, where it is **unsatisfactory**. The quality of governance is **good** and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils think well of the school. They appreciate the warm friendly atmosphere and the ease with which teachers can be approached

IMPROVEMENTS NEEDED

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

- Improve provision for children in the Foundation Stage.
- Improve pupils' investigative skills in science.
- Improve the quality of monitoring and support in science.
- Develop a consistent approach to the use of ICT to support learning across the curriculum.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement overall is **good**. It is **unsatisfactory** in nursery and reception. It is **good** in Years 1 and 2 and in Years 4 to 6, and satisfactory in Year 3. Boys and girls achieve equally well.

Main strengths and weaknesses

- Standards of attainment have improved significantly.
- Standards are above average in reading and writing at age seven, and in mathematics at age 11.
- Pupils are achieving well during their time in the school, but the current Year 6 is achieving very well in relation to their attainment at age seven.

Commentary

1. Children enter the school with standards that are below those normally expected of children at that age. They achieve satisfactorily in the Foundation Stage in personal and social development, knowledge and understanding of the world and creative development, although many still remain below average by the time they enter Year 1. Achievement is unsatisfactory overall, as a significant number have not attained the goals expected of children of this age in communication, language and literacy, mathematical development and physical development.
2. Pupils in Years 1 and 2 are achieving well in relation to their below average attainment on entry to Year 1. Standards overall are satisfactory at age seven.

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

Standards in:	School results	National results
Reading	15.9 (15.5)	15.7 (15.8)
Writing	15.4 (13.2)	14.6 (14.4)
Mathematics	15.0 (14.7)	16.3 (16.5)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

3. In the 2003 national assessments for pupils aged seven, attainment was above average compared to all schools. Attainment in reading was average and attainment in mathematics was well below average compared to all schools. When compared to similar schools, attainment was well above average in reading and writing, and below average in mathematics.
4. Standards have risen this year and the inspection finds that pupils' attainment is well above average in writing, above average in reading and average in mathematics and science. This is a clear improvement since last year and since the last inspection. Pupils are achieving well in relation to their attainment on entry to Year 1 and achievement in writing is very good. This clear improvement is due to the good learning taking place in Years 1 and 2 as a result of the consistently good teaching.

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

Standards in:	School results	National results
English	24.9 (27)	26.8 (27.0)
Mathematics	26.1 (26.1)	26.8 (26.7)
Science	27 (28.2)	28.6 (28.3)

There were 36 pupils in the year group. Figures in brackets are for the previous year.

5. The 2003 national assessments for pupils aged 11 were well below average compared to all schools in English and science, and below average in mathematics. This was a drop from the previous year for a variety of reasons, partly cohort issues and partly due to some disruption in teaching in previous years. However, pupils' prior attainment was better in all three subjects when compared with similar schools, and pupils achieved well. The preliminary results for the 2004 national assessments show a very good improvement from last year. When the attainment of the current Year 6 pupils is compared with their attainment at age seven, then achievement is very good. School records indicate that attainment in relation to standards when pupils entered the school is good and pupils' overall achievement from starting school to leaving at age 11 is good.
6. The leadership and management of the school have focused upon improving standards over the last two years following the appointment of the current headteacher. This includes detailed target setting for all pupils. In addition, a new English co-ordinator has been appointed, and a new deputy and some new teachers are in post. The net effect of all of this is a significant improvement in standards of attainment. The inspection finds that current standards at age 11 are average in English, above average in mathematics and average in science. Pupils' knowledge of science facts is good, but pupils' investigation skills are unsatisfactory and this holds down overall attainment in science.
7. Pupils with special educational needs receive very good support that enables them to achieve well. Pupils identified as gifted and talented also receive good support and achieve well. The inspection finds no significant difference in the attainment of boys and girls.
8. Standards in ICT have improved significantly due to improved resources and the good leadership of the co-ordinator. In the previous inspection, standards were below average, but they are now average at age seven and age 11. Pupils throughout the school are achieving well in relation to their prior attainment.
9. The Diocese of Leeds inspected religious education and no judgement is made in this report.
10. It was only possible to sample some other subjects in the curriculum, but good quality work was observed in art, history and geography and no work seen was below average.

Pupils' attitudes, values and other personal qualities

Provision for the personal development of pupils is very good. Pupils have **good** attitudes to school and behave **very well** as a result of pupils' **very good** spiritual, moral and social development. Pupils' cultural development is **good**. Attendance is **unsatisfactory**.

Main strengths and weaknesses

- The school is working very hard to improve attendance.
- Relationships are very good.
- Teachers and other adults provide good role models for pupils.
- The school integrates spiritual, moral, social and cultural development into other subjects of the curriculum well.

Commentary

11. Attendance has been unsatisfactory for some time. This is mainly due to poor attendance by a small number of families, but increasingly the absence of pupils due to parents taking them on holiday during term time is a factor. The school is working closely with the Educational Welfare Officer to deal with attendance problems. The measures put in place, such as weekly awards for the class with the best attendance, are proving successful, but despite the improvement attendance, it is still below the national average and remains unsatisfactory.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	171	9	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – any other Asian background	1	0	0

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

12. The school is a warm and welcoming environment. Most pupils enjoy coming to school and appreciate the way in which teachers treat them with respect. This makes a very good contribution to pupils' social development. Relationships are very good between adults and pupils, and between pupils. Pupils are encouraged to respect one another and to deal with conflicts in a non-aggressive manner. The school council makes a good contribution to the development of pupils' understanding of how to live in a community. The very good example set by all involved with the school, especially the church community, enhances pupils' understanding of how people should live, work and play together in harmony.
13. Behaviour is very good. The very good provision for pupils' moral development is a key factor in this. The school provides a clear moral code for behaviour that is based upon the school's strong Christian ethos. School rules are clear and understood by all. Pupils' moral development is developed further through such opportunities as discussing the rights and wrongs of a project to build a dam or the conditions that some people live and work in. Pupils are taught to respect the moral values and codes of other cultures and show a strong respect for others' needs, interests and feelings. The exclusions shown in

the table above reflect the effect of the initial stages of the new behaviour policy. Exclusions this year are significantly reduced as the policy takes effect.

14. Pupils' spiritual development is very good. Many very good opportunities are provided for pupils to develop an understanding of their religious beliefs. Pupils are encouraged to develop a sense of empathy through the many opportunities provided for understanding their feelings and those of others in different circumstances. Teachers use a range of teaching styles that allow pupils' questions to be valued and enable pupils to make connections between various aspects of their learning. Pupils respond well to this and are keen to learn.
15. History and geography play an important part in pupils' cultural development. Pupils learn well about their own culture and that of others and are well prepared for life in a multicultural society. For example, studying life in a Mexican village or linking their learning about the Caribbean to other subjects through music, when a steel band visits the school. Good opportunities are provided to develop pupils' understanding of their own culture through music and art.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall. The quality of teaching is **good**. The curriculum is **good** overall. The support and guidance available to pupils is good. Links with parents are **good**. Links with the community and other schools are **very good**.

Teaching and learning

The quality of teaching and learning is **good**, apart from the Foundation Stage, where it is unsatisfactory.

Main strengths and weaknesses

- In the Foundation Stage, children do not learn well enough in several of the areas of learning.
- Teaching in Year 6 is very good and promotes very good learning with the oldest children.
- Good use is made of assessment information to promote good learning.
- Teaching assistants make a very good contribution to learning.
- Behaviour is managed well.
- The teaching of pupils with special educational needs is good.

Commentary

16. More than half of the teaching observed was good or very good and this is a key factor in the good quality learning taking place in Years 1 to 6. Almost all of the unsatisfactory teaching was observed in the Foundation Stage. In particular, teaching is unsatisfactory in communication, language and literacy development and in mathematical development and, as a result, children's achievement is unsatisfactory. The main unsatisfactory factors are an inappropriate use of assessment information that leads to work not matched closely enough to children's needs, and a lack of challenge. Where challenge is insufficient, children do not learn well enough because they are not being given enough guidance in independent activities or being asked questions that develop their understanding. Where work is too hard, children are kept sitting during overlong

introductions or presented with work above their level of understanding or ability. In both cases, learning is slowed.

Summary of teaching observed during the inspection in 45 lessons						
Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	9 (20%)	16 (36%)	14 (31%)	5 (11 %)	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.

17. The quality of teaching in Year 6 is consistently very good or excellent, and pupils learn very well. This very good teaching has enabled pupils in Year 6 to more than make up lost ground from earlier years and is a significant strength of the school. Teaching in mathematics is consistently good, partly as a result of the very good strategies put in place to support mathematics. Pupils are taught in ability groups and a good deal of high quality support is available from teaching assistants, which ensures that all pupils are included in lessons and learn well.

18. In almost all classes, teachers make good use of assessment information to plan work closely matched to the needs of pupils. Targets for pupils are set effectively and pupils know what it is they have to do. Marking is almost always of a good quality. Helpful comments from teachers suggest ways in which pupils can improve their work. Pupils respond well to the comments and learning benefits as a result. Pupils who may be gifted or talented are identified, and the assessment information is used to plan work to challenge these pupils well.

19. Good use is made of teaching assistants in a variety of ways. Teachers use a wide range of strategies to motivate and stimulate pupils. Teaching assistants work closely with most teachers to develop the strategies and ensure good learning. For example, in a physical education lesson, the teaching assistant joined in with the warm-up to encourage pupils and model good practice. In another lesson, a teaching assistant regularly recorded pupils' responses during the introduction to a lesson to enable the teacher to know which ones answered questions correctly and which did not attempt an answer. The teaching of ICT benefits greatly from the use of teaching assistants who support one half of the class while the other half receive direct teaching from the class teacher. Good use is made of the skills and talents of teaching assistants, for example, their musical abilities, and this further promotes learning.

20. A key factor in the good quality learning that is taking place is the way in which behaviour is managed. Teachers follow the school behaviour policy well and are skilled at including pupils in lessons. Teaching assistants support this well, and often their quiet calming influence prevents disruption to the lesson by early intervention.

21. The teaching provided for pupils with special educational needs is consistently good. Pupils are provided with clear targets for improvement, and these are used well by both teachers and teaching assistants to provide a most suitable range of activities and tasks. Pupils are keen to participate, they are given much well-directed support by adults and this helps them to achieve well. The teaching provided by the support staff, in small groups, is challenging and yet most sympathetic. Needs are well targeted, most suitable

and relevant experiences are provided and the pupils are able to progress well during the sessions.

The curriculum

The curriculum for children in the Foundation Stage is **unsatisfactory**, whilst the provision for pupils in Years 1 to 6 is **good**. Extracurricular provision is **very good**. The overall quality of both accommodation and learning resources is **satisfactory**.

Main strengths and weaknesses

- The curriculum in the Foundation Stage does not meet the needs of the children.
- The overall provision made for English and mathematics is very good.
- Pupils have limited opportunities to undertake practical activities in science.
- The provision for pupils with special educational needs is very good.
- Limited use is made of ICT to support work in other subjects.
- The enrichment produced through extracurricular activities and educational visits is very good.
- There are a good number of teachers and teaching assistants, and they complement each other well in supporting pupils.

Commentary

22. The curriculum in the Foundation Stage does not present a good enough experience for children, mainly because the problems with assessment limits the experience given to children and teaching does not reflect well enough the way in which young children learn. Although teachers in the Foundation Stage plan carefully, they are limited in what they can do in two vital areas. First physical development is limited by a lack of easy access to outside facilities and some lack of resources. The school is aware of this as the building alterations to the Foundation Stage are barely complete. The senior management has already started to look at ways in which access to outdoor play can be improved. The second area that inhibits the curriculum is the lack of a water supply in the reception class. Although teachers and support assistants have already started to look at ways to cope with this, the lack of easy access to a water supply makes it very difficult to ensure that children in this class have access to a full range of activities for creative development and this limits children's learning.
23. The curriculum for pupils in Years 1 to 6 has improved since the time of the previous inspection. In Years 1 to 6, all subjects of the curriculum are now carefully planned, and all statutory requirements are met. Improvements have been made since the last inspection in the provision for ICT and in the planning for all subjects. However, limited use is still made of ICT to support work in other subjects.
24. The school currently makes good overall provision for the development of English and mathematics in the school, and this has contributed to the often very good achievement being made by pupils in these subjects. However, pupils throughout the school are provided with little opportunity to develop their understanding of science through undertaking practical activities. The school makes every effort to involve pupils in the full range of school work and activities. Overall, the school makes very good provision for the equality of opportunity for all pupils and, in so doing, allows them to achieve as well as

they can. In particular, the school has successfully identified and supported pupils who are especially knowledgeable or skilful in aspects of their work.

25. The curriculum for pupils with special educational needs has improved since the previous inspection. Clear procedures are in place and they closely follow the Code of Practice on the identification and assessment of pupils. The Code has been most carefully and effectively implemented. Individual education plans are provided for pupils, and these are of good quality. Pupils are fully aware of their targets for improvement. Considerable care is taken to ensure that the work provided for pupils is closely suited to their needs, and the special needs co-ordinator, the teachers and teaching assistants complement each other very well in their support of the pupils. Pupils with special needs are involved in the full range of school activities, and they are most keen to join in.
26. The school provides a very good range of extracurricular activities for pupils throughout the school. These include choir, recorders, football, cricket, drawing, sewing, judo and the very popular story club. These activities are well supported by pupils, teachers and teaching assistants alike. The school welcomes many visitors, including writers, artists, composers, local clergy, police, a 'Viking Warrior' and fire-fighters, as well as drama and music groups. A wide range of educational visits is arranged to places such as Manchester Museum, Shibden Hall, Leeds Cathedral and 'Eureka' and a residential visit to Winmarleigh Hall is a highlight of the year for pupils in Year 6. The school also makes good use of the local area for various studies in, for example, geography. These activities make a significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different curriculum subjects.
27. The school's accommodation, overall, is satisfactory. The recent improvements, especially in the entrance and office accommodation and in the provision for children in nursery, together with the recent decoration and re-carpeting of the school, greatly adds to the learning environment. Classrooms are generally adequate in size, and extra work areas are also available for use by small groups. The ICT suite and hall are spacious, and put to good use. Outside play-areas are satisfactory. The main problems with the accommodation at present are the lack of a suitable library, and the accessibility for pupils to, and the appearance of, the dining hall. However, the school has identified these issues, and plans are well in hand to address both. Of more current concern are the lack of access to outdoor facilities, as well as to a ready supply of water, for some children in the Foundation Stage. This contributes to the unsatisfactory overall provision for these children. Rooms throughout the school are clean and well-maintained, and displays of pupils' work greatly enhance the learning environment. Resources are satisfactory, overall, in number and are of good quality. The school is well staffed, by a dedicated and well-informed group of teachers and support staff.

Care, guidance and support

The care, welfare, health and safety of pupils is **good**. The support and advice given to pupils is **good**. The school seeks and values the views of pupils and involves many of them in the development of the school well.

Strengths and weaknesses

- Provision for child protection is very good.

- All pupils have a good and trusting relationship with one or more adults in the school.
- All members of staff know pupils well and provide good quality support for them.

Commentary

28. The good quality care and support offered helps pupils to feel secure in school and this enables them to concentrate well during lessons and to achieve good standards. Pupils are well supervised during the school day and all adults in the school know pupils well. There are trained members of staff to deal with medical and welfare needs of pupils when these arise, and teaching staff are vigilant about the pupils in their care. All receive regular training in child protection procedures and support the headteacher very effectively in this aspect of care.
29. Pupils with learning difficulties are given very good support to ensure that the specific needs of each are met. Teaching assistants are thoughtfully deployed to give effective support for the wide variety of pupils' needs. Pupils feel very well supported by all the school and are confident that they can always rely on the adults in school to offer help and give advice when needed.
30. Praise and encouragement for pupils' academic and personal achievements are a high priority, and teachers foster the development of personal and social skills well. The school takes pupils' views seriously and is good at involving them in putting forward ideas and developing projects in school. However, at present there are few mechanisms for involving the younger pupils as regularly and closely in the development of the school. All staff work extremely hard to develop and maintain the very good relationships observed within the school community.

Partnership with parents, other schools and the community

The school has **good** partnerships with parents and **very good** links with the community, other schools and providers.

Strengths and weaknesses

- The school works hard to promote quality partnerships with parents.
- High-quality information is provided for parents about the work of the school and their children's progress.
- The school has limited means of regularly seeking, valuing and acting on parents' views.
- The school has very constructive links with partner schools, colleges, the parish and the local community.

Commentary

31. The school operates an open-door policy to encourage parents and carers to discuss personal matters that may affect their children. Parents appreciate the school's warm and welcoming environment and the headteacher deals with concerns or complaints immediately. Parents value the open relationships in the school and feel positive about coming into school and approaching staff when necessary. Many parents work hard to support the school's provision, both in school and at home. There is an active Parent Friends Association and this arranges many social and fundraising activities for parents and pupils.
32. The school provides much clear and helpful information for parents, including high-quality written annual reports to inform parents of how well their children are doing. This encourages parents to support their children's learning at home and helps to raise pupils' achievement. The school is keen to gain parents' views on a range of issues, and is considering ways to implement a system for regularly seeking, valuing and acting on parents' views that will improve this aspect.
33. The school has very well-developed partnerships with local schools and parishes. These have resulted in the development of numerous successful shared events and initiatives. There are highly productive links with local colleges and the community and visitors to the school enrich the curriculum provision by giving pupils valuable insights into the wider world. The very close links with the secondary school ensure that transition between the stages of education is good.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good** overall. The leadership of the headteacher is **very good**. Management is **effective** and the governors fulfil their responsibilities **well**.

Main strengths and weaknesses

- The very good leadership of the headteacher is a key factor in the improvements taking place.
- Leadership and management of English, mathematics and special educational needs are very good.
- The school development plan is an effective tool for improvement.
- The governance of the school is good and the budget is managed very well.

Commentary

34. The quality of leadership and management is good overall. The very good leadership of the headteacher is a key factor in this. All members of the senior management team are new to the school within the last two years. Under the leadership of the headteacher, the team has already formed into a good quality effective group that is responsible for guiding much of the improvement taking place. As a result, standards are rising and pupils' achievement is improving.
35. The leadership and management of other key staff are good overall. In English and mathematics they are very good, and in ICT good. The management of all other subjects is satisfactory overall, although the management of science has some key areas for

development. In science, for instance, not enough guidance is provided on the investigative aspects of science and this is holding down standards in this aspect of the subject.

36. The management of the provision for pupils with learning difficulties is good. The new Code of Practice has been successfully introduced. Pupils are identified quickly, through a variety of procedures, and placed on the special needs register, which the school has chosen to retain. Pupils are provided with individual education plans that now set clear targets for improvement. These plans are reviewed regularly, with new targets being set if appropriate. The special needs co-ordinator keeps extensive and detailed records, and the progress made by the pupils is carefully checked. The governor appointed to monitor the school's provision for pupils with special educational needs, carries out her work efficiently and effectively.
37. The good quality school development plan is a useful document that shows clearly what needs to be improved and how this is to be done. It is based upon a good quality analysis of the school's strengths and weaknesses and suitably prioritises tasks. Key co-ordinators are involved well in the production of the plan.
38. The governance of the school is good. Governors have a good understanding of most of the strengths and weaknesses of the school. They are aware of the standards at age seven and 11, and have a strong commitment to improving these. The chair of governors visits the school weekly and other governors visit regularly. Strategies for governors to inform themselves about the school are good. For example, governors recently attended a meeting with teachers where each governor with a responsibility for a curriculum area sat down with the subject manager to discuss strengths and weaknesses. The school development plan is discussed by governors and they are well aware of the strengths and weaknesses of the school. All statutory requirements are met.
39. The budget is managed very well. Governors have a very strong commitment to inclusion and promote strategies to ensure that all pupils are included in lessons. This includes making very good provision for teaching assistants to ensure that good quality support is available for pupils. Budget planning is based closely upon the needs identified in the school development plan and governors seek best value from all their financial decisions. Very good support from the administrative office and the part-time bursar means that good quality information is available to enable detailed monitoring of the budget. Governors are pro-active in seeking funds. The improvement of the building has been a high priority. Much of the required work has been completed and governors have detailed plans for the remaining work as funds become available.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	627,147	Balance from previous year	51,399
Total expenditure	651,723	Balance carried forward to the next	26,833
Expenditure per pupil	2,896		

40. The table above shows the financial picture for the last full year. When all factors are taken into account, especially pupils' good achievement and the significant improvement in standards attained, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. In the last few weeks, new classrooms for the Foundation Stage have been opened. This has meant that the classes in the Foundation Stage, especially the reception class, have had many moves to enable this work to be completed and this has disrupted their education a little. Some problems with the building have not been resolved yet and this is affecting certain aspects of children's development by limiting some of the curriculum.
42. The changes in the organisation of the Foundation Stage mean that more effort recently has gone into the physical arrangements and not enough attention has been paid to the quality of education during this period. This is improving, as the new system settles down and the work of the new Foundation Stage co-ordinator starts to take effect, although nevertheless there are some significant areas for improvement. In particular, the quality of assessment is inconsistent and, as a result, work planned is not always appropriate for the age and needs of a significant number of pupils.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children display good self-confidence and are able to explore their own environment.
- Some children have difficulty working as part of a group.
- Teaching assistants make a good contribution to provision in this area.

Commentary

43. Nursery staff welcome the children into the school and talk to parents where necessary. The children know their routines and sit together on the carpet for registration. Many show independence when selecting activities, but not enough opportunities are taken to extend and develop this. For example, children in the nursery are not involved in self-registration or in planning their day, which limits opportunities for developing independence. Children show good confidence in sharing their thoughts and exploring their learning environment. However, too few opportunities are taken to develop children's abilities to work as a group. Teaching is at times over-directed, which limits children's opportunities to work together, think for themselves or make choices in their learning.
44. Staff provide good role models for the children. Teaching assistants and teachers work together well. They are warm and encouraging and treat the children with respect and courtesy. Although the quality of planning needs improvement, teaching is satisfactory. Children learn satisfactorily and are making the expected progress in this area of the Foundation Stage. By the end of the reception year, most of the children will meet the early learning goals for this area.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff provide good opportunities to develop children's speaking and listening skills.
- Teaching overall is unsatisfactory.
- There is too much emphasis on formal writing activities.
- Opportunities to practise skills independently are limited and children's achievement is unsatisfactory as they do not achieve well enough.

Commentary

45. A good feature of this area is that the staff pay particular attention to developing children's oral communication skills. Most activities involve asking questions and emphasising words and names. Children are encouraged to talk about themselves and to explain what they have done. Teaching is good in this area of communication skills and most children learn well, but not enough adult-led groups are provided to give children an opportunity to talk to an audience.
46. Teaching of literacy skills is unsatisfactory and, as a result, learning is unsatisfactory. All children are given the opportunity to look at books and listen to stories in attractive reading areas. For example, reception children enjoyed the big book in the literacy session and most joined in repeating words from the story '*The Bear Hunt*'. However, the unsatisfactory assessment of children's needs means that activities are not closely enough matched to the needs of all children. As a result, some children are not fully engaged and appear remote from lessons, not understanding what is required of them. Subsequent activities, such as using small world characters, mats, role-play and writing, do not meet individual needs and this results in insufficient learning taking place. When practising their letter sounds, for example, children with very little phonetic knowledge are asked to recognise vowel sounds from the middle of words, but have insufficient understanding of the planned activity to learn effectively.
47. A lot of the writing activities planned are too formal for children of this age and stage of development. Children were not observed using free choice writing materials during the inspection. They complete a wide range of worksheets as well as drawing, but only in response to given instructions. Two thirds of the children can write their name and a few higher-attaining children can write a short sentence. Children are not learning well enough and achievement is unsatisfactory. By the end of the reception year, less than a quarter of the children will meet the early years¹ goals for this area.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **unsatisfactory**.

Main strengths and weaknesses

- The assessment of children's attainment is unsatisfactory.

¹ The Early Learning Goals are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

- Assessment information is not used appropriately to match tasks to the needs of the children.
- Children's achievement is unsatisfactory.

Commentary

48. Teaching overall in this area is unsatisfactory. In particular, assessment is unsatisfactory and the children's assessment profiles do not accurately reflect the attainment of the children. This affects the quality of planning as some lessons provide an inappropriate level of challenge by expecting children to complete work that has not yet been learned or understood. As a result, pupils do not learn well enough. Although lessons are planned with clear aims and with a variety of imaginative activities, such as puppets, number songs and rhymes, assessment information is not used appropriately to match tasks to the needs of children. A significant number of children, particularly in the nursery, are being set tasks that are above their level of understanding and are not based securely upon the goals that children at this age are expected to achieve by the age of five. For example, in one session in the nursery, the work was pitched too high for the majority. Children were asked to label a set of up to ten objects (caterpillars) with the correct numeral. Although some children could recite up to ten, they were not sure about the values of numbers and how to link the symbols with the actual amounts.
49. In some activities, children are over-directed and there is too much emphasis on completing a formal number task. For example, in a reception class lesson, some children could count in twos to ten and back, and used this skill to record numbers in a made-up rhyme, which interested the higher attainers, but others took no part and found it difficult to remain on task.
50. As a result of the unsatisfactory teaching, children's learning is unsatisfactory. By the end of the reception year, too few of the children will meet the early years goals for this area. Attainment is below average at this point and achievement is unsatisfactory.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers work very hard to give children a range of experiences in this area.

Commentary

51. Teaching and learning in this area are satisfactory due to the hard work of the teachers. Most children have limited general knowledge when they first start school and attainment at this point is below that normally found. Teachers and assistants provide suitable experiences, for example ICT is used in most areas of learning and most of the children are able to follow a computer program unaided. Their mouse control is good.
52. During their time in the Foundation Stage, children make satisfactory progress overall. However, although some meet the early learning goals in this area by the end of the reception year, attainment remains below average when children enter Year 1. Thanks to the very hard work of the teachers and nursery nurses in this area, there are good

opportunities for children to investigate and experiment. For example, nursery children had to actively search for mini beasts in a variety of places. Adults question and model the appropriate language, and children made good use of magnifying glasses for identification. All these experiences are useful in widening the children's knowledge and understanding of the world.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses

- Outdoor facilities are unsatisfactory.
- Children do not have enough access to outdoor equipment for physical development.
- Children's achievement is unsatisfactory and attainment is below average by age five.

Commentary

53. The quality of teaching and learning is unsatisfactory overall. Limitations on the building mean that at present outdoor facilities are unsatisfactory. The access to the outdoor area requires modification to enable children to have easy access. At present, children have access to the area on only two days each week. The equipment available for climbing is limited and none is available for experimental play. There are very limited numbers of partner vehicles for developing co-operation, and not enough variety and progression in the vehicles the school possesses. This limits the learning that can take place and children do not make enough progress.
54. Teaching in the outdoor area is unsatisfactory. Children's play is not structured and they are left too much to their own devices, particularly when using wheeled toys. Not enough effort is made to set up more or less demanding trials or to consider varying the way they use their vehicles. However, the desk top activities which take place in the nursery allow children opportunities to improve their fine motor skills such as jigsaws, handling pegs and dominoes - small and miniature toys, and teaching and learning in this area of physical development is satisfactory. The shortage of similar resources in reception makes it difficult for teachers to plan suitable activities to promote learning. By the end of the reception year, less than a quarter of the children will meet the early years goals for this area.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Materials for creative development are organised well to allow children time and space to follow through their own ideas and make their own choices.
- The resources available in the reception class are unsatisfactory.

Commentary

55. Teaching is satisfactory in this area and children learn appropriately. Adults try hard to make their lessons interesting and to create a more creative element in the sessions. This absorbs the children without their realising that they are developing skills and knowledge. For example, when children were working with clay in the nursery, they were investigating its properties and from this made their own imaginary mini beasts. There is a good organisation of creative materials for children to access. Items such as paint and musical instruments are available for the children's interest.
56. The newly built reception class does not yet have a water supply. This creates great difficulty for teachers when planning activities such as painting, as water has to be brought into the classroom. Role play is stimulated by the home corner where children are given the opportunity to move into a make-believe world. Children achieve satisfactorily in this area of learning and reach most of the early learning goals by the end of reception.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- At Year 2, standards in reading are above average and those in writing are well above average. At Year 6, standards are broadly average. Based on their prior attainment, pupils' achievement is very good.
- Standards throughout have improved since the time of the previous inspection, and the improvement since last year's national tests is very significant.
- The overall quality of teaching and learning is very good, with assessment being used very well to provide for pupils' varying needs.
- Pupils' attitudes and behaviour are very good.
- The presentation of pupils' work and teachers' marking of their work are good.
- The role played by the co-ordinator is very good, and she has contributed well to the recent improvements.

Commentary

57. Pupils are achieving very well in English. The teacher assessments for 2004 show very good progress and pupils are achieving very well at age seven and 11. Standards of attainment have improved since the last inspection, but the improvement from 2003 is quite significant. This improvement is due to the very good teaching and the very good leadership and management of the subject.
58. At Year 2, pupils sit quietly during lessons whilst listening to their teacher reading stories or giving instructions. Their good language skills mean that most pupils are able to speak clearly and confidently, often feeling able to provide extended answers and comments. Their speaking skills are better than those expected. At Year 6, pupils listen carefully in a variety of contexts, including teacher instruction and class discussion. Whilst some are less confident, a number of pupils are articulate speakers, who provide detailed answers,

explanations and arguments. They speak clearly, and put their points confidently and concisely.

59. At Year 2, most pupils read their texts accurately, often introducing very suitable expression into their reading, and confidently explaining what they have read. Pupils also have appropriate phonic skills that enable them to read words that they do not know. They readily find information using an index. At Year 6, many pupils read with increasing fluency and accuracy. They readily talk about what they read, making appropriate reference to characters and events in the stories. Pupils regularly use reference books to help them find information.
60. At Year 2, most pupils successfully write portions of text, including stories, news and poems, using capital letters and full-stops correctly and independently to add structure to their writing. Their good choice of vocabulary contributes to the high standards being achieved. Pupils generally spell words correctly, with others being phonetically acceptable. Pupils' handwriting skills are well developed, with most joining their letters in a neatly produced script. At Year 6, many pupils successfully write for a variety of purposes, and they place emphasis on the use of items such as adverbs and adjectives to add detail to their writing. Whilst some pupils find it difficult, others regularly sustain their work into longer pieces of writing, and appropriate imagination, interest and depth is often introduced. Most pupils join their letters in a clear and neat handwriting style. Pupils' spelling is usually sound, and they readily use dictionaries should difficulties arise.
61. The overall quality of teaching and learning has improved, and is now very good. Teachers have very good subject knowledge overall. Lessons are now well planned and organised, with teachers making careful allowance for the requirements of the national literacy strategy. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction, and they provide pupils with chances to speak, often at length, which help them to develop these skills. Teachers are careful to provide appropriate reading books for pupils, and all pupils have books suitable to their needs. They are provided with appropriate opportunities to read, and suitable support and encouragement is provided by teachers and teaching assistants. Pupils are usually keen to read, and most clearly enjoy this activity.
62. Teachers throughout the school provide a good range of writing activities for their pupils. They also provide detailed help and support for pupils with spelling and handwriting, as well as clear advice on improving and developing the content of their written work. Further, teachers assess pupils' work regularly, with the result that the new work that is given is well suited to their particular needs. Teachers are keen to provide challenging activities, and they have high expectations of their pupils. Pupils respond very well to the opportunities and challenges provided in all aspects of the subject, and they work well for extended periods. As a result, most pupils, including those with special educational needs, are able to achieve very well. In an unsatisfactory lesson observed in Year 3, where the work was too hard for a number of pupils, where the pace of the lesson was slow and some pupils lost interest, their achievement was inadequate.
63. Very good relationships are developed between teachers and pupils, and teachers provide most appropriate support during lessons. In this they are helped very well by the teaching assistants. Pupils' attitudes to English are now very good, and are much improved. Most work well on their own, and in groups when required and they persevere with the work set. Pupils enjoy all writing activities, and many take particular pleasure in

writing poetry. Most pupils are keen to produce a neat and careful standard of presentation in their books, especially in relation to handwriting. Teachers mark pupils' work regularly, and they usually provide both praise and clear advice to pupils about improving their work when necessary. Suitable use is made of homework to give pupils further opportunities to practise and develop their skills.

64. The co-ordinator supports her colleagues well with advice, when asked, and she has regular opportunities to observe lessons taking place. As a result, she is fully aware of the standards being produced in the school. She is a very good practitioner, and she has made a significant contribution towards identifying recent weaknesses in pupils' performance, and in helping to bring about improvements. Her leadership role is very good.

Language and literacy across the curriculum

65. The school is keen to develop pupils' language skills, both within English and in other subjects of the curriculum, and the use made of literacy in other areas of the curriculum is good. Significant amounts of writing are produced in, for example, history and geography, and these subjects are used well to enhance pupils' literacy skills. Teachers also make regular use of ICT to help pupils develop their English work, such as in word-processing poems and letters.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards at age 11 are above average and pupils achieve very well.
- The subject is led and managed very well.
- The quality of teaching is good and very good in Year 6.
- ICT is not used enough to support learning.

Commentary

66. In the 2003 national assessments, attainment was well below average at age seven and below average at age 11. When compared with similar schools, attainment was below average at age seven and average at age 11.
67. School records show that pupils enter the school with below average attainment. Inspection evidence shows that attainment has improved significantly since last year and since the last inspection. Attainment currently is average at age seven and above average at age 11. All pupils, including those with special educational needs and those who are gifted and talented, are achieving very well.
68. The significant improvement in standards is as a result of several important and inter-related factors. The subject is led and managed very well by an enthusiastic co-ordinator, who motivates and supports the other teachers very well. The monitoring of teaching and learning is good and the co-ordinator has high expectations of what teachers can achieve.

69. The quality of teaching is consistently good and ensures that pupils learn very well. The quality of teaching in Year 6 is consistently very good. Assessment information is used very well to set targets for pupils and to organise pupils in Years 3 to 6 into ability groups. This allows targeted teaching that promotes very good learning for all pupils. Teaching assistants make a very good contribution to the quality of teaching and their support for pupils with special educational needs ensures that these pupils are fully included in all lessons.
70. ICT is used satisfactorily to support learning in some mathematics lessons. Pupils use spreadsheets to present information and some use is made of ICT to produce graphs and charts. However, some opportunities to make effective use of ICT are missed, and this limits learning a little. For example, on many occasions, graphs are drawn by hand rather than making use of the computer to display information.

Mathematics across the curriculum

71. The use of mathematics across the curriculum is good and makes a good contribution to learning in this subject. Pupils use their mathematical skills well in design and technology, geography and science. Graphs to show data are used well and pupils have a good understanding of how mathematics fits in with other subjects. The good links being developed with a secondary school are planned to further improve the links between science and mathematics.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 6 are achieving well in relation to their prior attainment.
- Standards of attainment have improved significantly over the last year.
- Pupils' knowledge of scientific facts is good at age 11.
- The teaching of scientific facts to older pupils is good.
- Pupils' investigative skills are unsatisfactory.
- The subject manager does not give enough guidance on how to develop pupils' investigative skills.

Commentary

72. In the 2003 national assessments for pupils aged 11, standards of attainment were well below average and pupils' achievement was unsatisfactory. The inspection finds that standards have risen significantly since last year and are now average at age seven and 11. Pupils in Year 2 are achieving well in relation to their attainment on starting school. Pupils aged 11 are achieving very well in relation to their attainment at age seven. No differences were observed between the achievement of boys and girls, including those with special needs.
73. In the lessons seen during the inspection, teaching and learning varied between satisfactory and good. Teaching is satisfactory overall, but good in Years 5 and 6. Most teachers prepare their lessons carefully. They know what they want pupils to learn and gather the necessary resources to illustrate their teaching satisfactorily. They make

particularly good use of classroom assistants to support the learning of less able pupils. As a result, these pupils are able to succeed and make good progress. In Year 6, teachers have high expectations and establish very good behaviour patterns in pupils that allow them to manage practical activities effectively. Teachers use correct scientific vocabulary and question pupils skilfully to make them think more deeply, to extend their scientific understanding and to improve their use of technical language. They have good levels of knowledge and understanding, so their teaching is authoritative and accurate.

74. Pupils' investigative skills are unsatisfactory and this holds down the overall quality of provision in science. Pupils are not getting sufficient experience of investigative and experimental methods. They plan and carry out their investigations, but there is a lack of interpretation of evidence in such a way as to draw well-reasoned conclusions. Pupils are not encouraged to predict in open-ended enquiry or to test their predictions, and this hinders their conceptual understanding of fair tests and variables.
75. The subject co-ordinator provides satisfactory leadership and management. He has a sound knowledge of overall curriculum coverage and monitors termly plans, but not enough guidance and support is given to teachers on how they should develop pupils' investigative skills. There are insufficient opportunities for the co-ordinator to monitor investigative skills throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards of attainment have improved significantly since the last inspection.
- Resources have improved well since the last inspection.
- The use of ICT to support learning across the curriculum is inconsistent.

Commentary

76. At the time of the last inspection, standards in ICT were unsatisfactory partly due to unsatisfactory resources. Improvement since that time is good and standards are now average at age seven and 11. Pupils in Year 6 are achieving well in relation to their prior attainment. Pupils aged seven entered school with below average standards of attainment and their satisfactory attainment at age seven demonstrates good progress in two years.
77. A key factor in the improvement in standards is the improvement in resources. An ICT suite is in place and all classrooms have access to computers networked throughout the school. Teachers have received suitable training in the use of ICT and most are confident using the computers and associated equipment. The quality of teaching is satisfactory overall, with some good lessons observed. Pupils throughout the school are learning well. Examination of samples of pupils' work show that all elements of the National Curriculum programmes of study are covered, although pupils do not always use their skills enough to ensure high standards and, as a result, very few pupils are working above average. Teaching assistants are used effectively to allow half size classes to use the ICT suite, enabling more focussed teaching and learning to take place. This is another key factor in the improved learning.

78. The co-ordinator has a good understanding of the strengths and weaknesses of the subject and monitors learning well through examination of pupils work. She gives good advice and support to the teachers and is encouraging a wider use of ICT throughout the school. Year 6 pupils enhance their learning well through a residential visit that provides very good opportunities to extend learning and to experience some of the aspects of ICT that are not easily done in short lessons.

Information and communication technology across the curriculum

79. ICT is used to support learning in most subjects, but not extensively. This is an area for development as many opportunities are missed for pupils to consolidate their skills through use in other lessons. For example, very few opportunities are taken to use ICT to write reports of science investigations and most of the data from investigations is displayed and shared through hand-drawn graphs rather than through the use of suitable spreadsheets and computer-generated graphs.

HUMANITIES

80. Only one lesson was seen in geography and one in history, so there is insufficient evidence to make overall judgements about provision in these subjects.
81. In the **geography** lesson seen, pupils in Year 4 studied aspects of life in the Caribbean. They compared such things as food, climate, clothing and music with those found in Halifax. The teaching was very good, the pupils were well behaved and the standard of the work produced was higher than average. A study of teachers' planning and samples of pupils' work completed so far, show that appropriate coverage is now made for the subject during the year. For example, this year, pupils in Year 1 have studied different types of houses in the area, and different holiday places through following the journeys of *'Barnaby Bear'*. Those in Year 2 have further developed their knowledge of places by studying maps and looking at life in Mexico. Pupils in Year 3 have examined a range of climate conditions around the world, those in Year 5 name important rivers and features of those rivers, such as source and mouth, and pupils in Year 6 know suitable information about mountains and mountain ranges. Pupils throughout the school show appropriate concern for the environment.
82. The teaching was good in the Year 1 **history** lesson seen about changes in seaside holidays. Good use was being made of photographs and other artefacts, pupils' attitudes were very good, and standards were average. Discussions with pupils in other classes, on other aspects of history, also showed a knowledge and understanding of the subject similar to that expected for pupils of this age. For example, pupils in Year 2 could talk in detail about aspects of the Great Fire of London, especially those relating to the role played by Samuel Pepys in recording events, and they could talk about the life of Florence Nightingale. Pupils in Year 3 could discuss the lifestyles of the Vikings and those in Year 4 could explain the importance of archaeologists, especially in relation to the study of the Ancient Egyptians. Pupils in Year 5 had a clear understanding of many aspects of more recent British history, whilst those in Year 6 had a sound knowledge about life in Victorian times, especially when comparing the lives of rich and poor people.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. Only one lesson was seen in each of the creative, aesthetic, practical and physical subjects, and it is not possible to give reliable judgments of attainment and provision. Additional information was obtained from interviews with teachers and pupils and examination of pupils' work in art and design and technology.
84. In **art**, pupils learn an appropriate range of skills. Some good examples were observed in displays. Some of this good work is done in art clubs. Older pupils demonstrate good drawing skills and some have produced good observational drawings using pen and ink, and some very good work in the style of Peter Breughel. Art is used satisfactorily to support pupils' work in other subjects such as history and geography. In some classes, art is used well to support pupils' spiritual development through discussion of feelings and the motivation for some pictures. However, examination of pupils' work shows inconsistency across the school, with some good quality work on display from art clubs, but other pieces of work that are of barely satisfactory quality.
85. In **design and technology**, pupils learn basic design and construction skills through making simple structures. Mathematics skills are used appropriately in construction, for example, pupils know that triangles and cylinders are strong structures and pupils use their measuring skills appropriately to mark out materials for cutting. Basic design skills are taught appropriately and pupils have full access to all of the National Curriculum programmes of study.
86. In **music**, pupils learn how to sing and compose simple tunes. Suitable links are made with information and communication technology in some classes, where pupils combine simple percussion compositions with electronic compositions done using a dedicated computer program. Pupils sing appropriately in assemblies, but some without any great enthusiasm. The school choir sings well, with pupils holding two lines when singing in parts with good expression. Visiting musicians enable pupils to experience music from a range of other cultures, for example, Caribbean steel bands, and this supports pupils' cultural development well.
87. **Physical education** is given a high priority by the school and pupils take part in many interschool sports tournaments with a reasonable degree of success. In the lesson observed, it was clear that pupils have a sound understanding of team games and clearly enjoy this subject. Examination of planning and discussion with pupils shows that all aspects of the National Curriculum programmes of study are covered. Older pupils have good opportunities to engage in outdoor activities on the annual residential visit. A good range of clubs and other extracurricular activities enhance learning for many pupils, including those in Years 1 and 2.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

88. The teaching of personal, social and health education is integrated well into the curriculum, and often taught through subjects such as history, geography and religious education. Two short sessions were observed in this subject to support other evidence. Although religious education was not inspected for the purpose of this report, discussions with teachers and pupils show that a lot of the teaching is closely linked to religious education.
89. A high emphasis is placed upon this aspect of pupils' education and regular sessions are timetabled for all classes. The teaching in these sessions is good and is effective in

developing pupils' understanding of social matters. The curriculum provides appropriately for sex and relationships education. Pupils' understanding of citizenship is developed well through such mechanisms as the school council. Pupils are taught to avoid conflict by treating each other with respect and love. The very good provision for pupils' moral and social education is closely linked to the provisions for their personal development, and pupils have a suitable understanding of the links between these aspects of their education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).