

# INSPECTION REPORT

## **ST MARY'S C of E JUNIOR AND INFANT SCHOOL**

Sowerby Bridge

LEA area: Calderdale

Unique reference number: 107538

Headteacher: Mr D Mollan

Lead inspector: Mr A V Calderbank

Dates of inspection: 3 – 5 November 2003

Inspection number: 257839

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	88
School address:	Mill Bank Sowerby Bridge
Postcode:	HX6 3EJ
Telephone number:	01422 823353
Fax number:	01422 823353
Appropriate authority:	Local Education Authority
Name of chair of governors:	Mr J Knight

Date of previous inspection: 21 September 1998

## CHARACTERISTICS OF THE SCHOOL

St Mary's Church of England primary School is a smaller than average sized primary school for boys and girls aged four to eleven years. The majority of its pupils live locally but a significant number travel from nearby communities. The area consists of mainly owner-occupied accommodation. At the time of the inspection there were 88 pupils on roll. Children in Reception to Year 6 are organised in classes containing children from two or more year groups. The proportion of pupils eligible for free school meals is below the national average. Four pupils have been identified as having special educational needs (SEN) which is well below average. The pupils receive support for dyslexia, autism and behavioural difficulties. Three pupils have a statement of special educational needs which is above average for the size of school. There are only two children from minority ethnic backgrounds and they are not at an early stage of English language acquisition. Last year, no pupils left or joined the school other than at the usual times. When children start in the Reception class, their attainment varies but is mostly above that expected for their age.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7979	Mr A V Calderbank	Lead inspector	English Science Geography History Physical education Religious education Special educational needs English as an additional language
13459	Mrs E Mills	Lay inspector	
2465	Mr G Yates	Team inspector	Foundation Stage Mathematics Information and communication technology Art and design Design and technology Music

The inspection contractor was:

Nord Anglia School Inspection Services  
Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>20</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 and 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>31</b>

# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

St Mary's Church of England Primary School is a **good** school. There is a very pleasant atmosphere because pupils and adults get on very well with each other. By the end of Year 6, pupils attain above average standards and achieve well in English and mathematics. Their attitudes to work are good. Behaviour and personal development are very good. The quality of teaching is good overall. The school is well led by the headteacher. It provides **good** value for money.

The school's main strengths and weaknesses are:

- Pupils are achieving well and attaining above average standards in English and mathematics.
- Information and communication technology is not used well enough across the curriculum and pupils' investigative skills in science are not as well developed as other aspects of the subject.
- The quality of teaching is good overall.
- There are inconsistencies in the development of pupils' handwriting and it is sometimes not as neat as it could be.
- The non-teaching assistants in Classes 1 and 2 are not being used effectively all the time.
- There is no consistent approach to assessment in subjects other than English, mathematics and the Foundation Stage.
- Pupils have good attitudes towards their work, they behave very well and relationships are very good.
- The headteacher provides the school with good leadership.
- There is a very good range of extra-curricular activities and the curriculum is enriched with regular visits.
- There is a lack of suitable resources in the Foundation Stage, history, music, physical education and for pupils with special educational needs.
- The school's links with parents are very strong. The quality of information especially about pupils' progress is very good.

## How the effectiveness of the school has changed since the previous inspection

The school has made **steady** improvement since it was last inspected in 1998. National initiatives, such as the strategies for literacy and numeracy have been successfully introduced. Though standards fluctuate in English and mathematics, they are currently at an above average level as they were at the time of the previous inspection. Pupils' achievements in information and communication technology have improved and are now similar to those found in most schools but higher attainers are still not being sufficiently challenged in science. Most of the issues raised in the last report have been addressed satisfactorily. However, there is still no consistent approach to assessment and the use made of the information to improve standards in subjects other than English, mathematics and the Foundation Stage.

## STANDARDS ACHIEVED

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

Work seen during the inspection shows that most pupils are achieving **well** overall and attaining standards that are above average in English, mathematics and religious education. Achievement in science, information and communication technology, history, geography, and art and design is satisfactory by the end of Year 6. It was not possible to make any overall judgements about standards or achievement in design and technology, music and physical education. However, pupils' gymnastic skills in Class 3 (Years 5 and 6) are above average.

The youngest children make satisfactory progress and achieve soundly. By the end of the Reception year, most will exceed the goals expected for them in most of the areas of learning. In Years 1 and 2, pupils' achievements are good and by the end of Year 2 they are attaining above average standards in reading, writing and mathematics. Attainment and achievement in science are satisfactory overall but pupils' experimental and investigative skills are below those found in most schools. Though standards in English are above average by the end of Year 6 and most pupils achieve well in the juniors (Years 3 to 6), pupils make better progress in reading than in writing. Pupils' speaking and listening skills are very good throughout the school. Pupils are making good progress in developing their basic number skills. Though the school places a strong emphasis on scientific investigations, there are no opportunities for higher attainers to follow a line of enquiry for themselves. Standards and pupils' achievements in information and communication technology (ICT) are satisfactory. By the end of Year 6 standards in religious education are above the expectations of the Locally Agreed Syllabus. There is no significant difference in the performance of boys and girls. Pupils with special educational needs make good progress.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are **good**. They have a **very good** understanding of right and wrong and are sensitive to the needs of others. Their attitudes to work are **good** and they behave **very well** in and around school. Attendance is **well above** the national average and pupils arrive at school on time.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good overall**.

Teaching is **good overall**. Teaching and learning are sound in the Foundation Stage. In Years 1 and 2, they are satisfactory overall with strengths in particular aspects such as the development of pupils' writing and reading skills. Teaching and learning are good in Years 3 to 6. They are often very good in Class 3 (Years 5 and 6). The Reception class teacher plans well around the six areas of learning and makes good use of assessment information to ensure that work is matched to the children's prior attainment. In Years 1 to 6, the basic skills of literacy and numeracy are taught well overall but there are inconsistencies in the development of pupils' handwriting and work is not always well presented. The school employs a support assistant for one day a week to teach ICT skills throughout the school. This is effective and pupils' skills have improved significantly. Pupils enjoy using the Internet to research for information and word processing their work but in general teachers do not make sufficient use of ICT in other subjects. Common features of successful lessons include teachers' good subject knowledge and very high expectations of what pupils can achieve. These together with the very good relationships that exist, and well managed classrooms, result in good behaviour and very good attitudes to learning. However, in Classes 1 and 2, teachers are not making effective use of classroom and support assistants to improve the quality of learning.

The school provides a **satisfactory** curriculum which meets national requirements. Literacy and numeracy feature strongly in the curriculum, and are developed soundly in other subjects. A shortcoming in provision is the lack of suitable resources in the Foundation Stage, history, music and physical education. The enrichment provided by visits and extra-curricular activities is a particular strength and adds much to subjects such as religious education, history and geography.

The school's partnership with parents is **very good** and constructive links have been established with the local community and with the schools to which the pupils transfer. The school provides a **good** level of care for its pupils and pays close attention to their welfare.

## **LEADERSHIP AND MANAGEMENT**

Leadership is **good** and management **satisfactory**. The well respected headteacher has clear educational aims, values and principles. These lie at the heart of all the school's work and ensure a purposeful atmosphere and a good climate for learning, within which pupils feel secure and gain significantly in confidence. New staff have been introduced into the school well and there is a unity of purpose which points towards a positive future. Satisfactory systems have been put in place to evaluate the work of the school. The governing body fulfils all its responsibilities conscientiously and makes a **satisfactory** contribution to management and decision-making. Financial management is **secure** and the school budget is spent appropriately.

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

Most parents hold **positive** views of the school although some feel that they are not consulted enough. The majority of children like being at the school and feel they receive the help and support they need but don't always find lessons interesting and fun.

## **IMPROVEMENTS NEEDED**

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

- Provide more opportunities for pupils to use their ICT skills in other subjects and to develop their experimental and investigative skills in science.
- Ensure a consistent approach to the teaching of handwriting throughout the school.
- Make better use of classroom support assistants in Classes 1 and 2.
- Put into place a whole school approach to the assessment and recording of pupils' achievements in subjects other than English, mathematics and the Foundation Stage.
- Provide suitable resources for children in the Foundation Stage, history, music, physical education and special educational needs.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

Pupils' achievements and the standards they attain are **good** overall. Children's achievement in the Foundation Stage is **satisfactory**. Particularly good progress is made in Class 3 (Years 5 and 6) because of some very good teaching. There is no significant difference between the performance of boys and girls or the very small number of pupils from ethnic minorities.

#### Main strengths and weaknesses

- Pupils' attainment and achievement in English and mathematics are good. Pupils' speaking and listening and reading skills are particularly well developed in Years 1 to 6.
- Pupils' investigative and experimental skills in science are not as well developed as other aspects.
- Pupils are provided with good opportunities to develop their writing skills in Years 1 to 6.
- Pupils with special educational needs make good progress and achieve well.
- There are inconsistencies in the development of pupils' handwriting.

#### Commentary

1. This is a small school and class sizes vary each year. Any comparisons made with other schools need to be treated with great care because of the well below average number of pupils in each age group. For example, in the current Year 6, one child is equivalent to around seven percentage points.

#### Years 1 and 2

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

Standards in:	School results	National results
Reading	18.8 (14.7)	15.7 (15.8)
Writing	16.1 (13.8)	14.6 (14.4)
Mathematics	18.8 (15.3)	16.3 (16.5)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

2. In the 2002 National Curriculum tests and assessments taken at the end of Year 2, pupils' attainment was well below the national average in reading and mathematics and below average in writing. When compared to similar schools, attainment was well below average in all three aspects. Results from the 2003 tests show significant improvements. The average points score for reading, writing and mathematics is well above the national average and in the top five per cent in the country in reading and mathematics. When compared with similar schools, the school's results are in the top five per cent for reading, well above average for mathematics and above average for writing. These results are a more accurate reflection of the standards Year 2 pupils attain and represent a **good** level of achievement. Teacher assessments in science indicate that standards are satisfactory overall but that fewer pupils than expected are working at the higher levels.

## Years 3 to 6

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

Standards in:	School results	National results
English	28.6 (27.0)	26.8 (27.0)
Mathematics	28.6 (26.1)	26.8 (26.7)
Science	29.7 (28.3)	28.6 (28.3)

*There were 11 pupils in the year group. Figures in brackets are for the previous year*

3. The results of the 2003 National Curriculum test results clearly support inspection findings that standards are above average in English and mathematics and that pupils maintain a good level of achievement in these subjects. In the 2002 national tests, pupils in Year 6 achieved average standards in English and science but below in mathematics. When the results are compared with those achieved by the same pupils at the end of Year 2, they show that the progress made by the pupils was below average in English and science and well below in mathematics. The 2003 test results show significant improvement with standards well above average in English and mathematics and above average in science. When these results are compared with those the pupils achieved at the end of Year 2, they indicate that they have made average progress in English and mathematics but below average progress in science. The school exceeded the target it set for pupils' performance in English and mathematics. These were appropriate for the particular group of pupils and exceeding them was a good achievement for the school. The trend in the school's results over the past five years has been below the national trend but all the above statistical information needs treating with care bearing in mind the small number of pupils in each year group. Inspection evidence shows that all the pupils in Year 6 are making good progress and are on course to achieve the expected standard in English, mathematics and science. An above average number of pupils are working at a higher level.
4. Children start school in the Reception class with above average skills. They settle in quickly and the majority are on target to achieve at least the expected goals of the Foundation Stage in most of the six areas of learning by the time they start Year 1. There was insufficient evidence to make a judgement about creative and physical development. Children's personal, social and emotional development is good. Overall, children make satisfactory progress in the Reception class and achieve soundly.
5. Inspection evidence shows that pupils in Years 1 and 2 are making good progress and achieving well. The standard of work seen was above average in reading, writing and mathematics and well above in speaking and listening. Pupils' attainment overall in science is similar to that found in most schools.
6. Standards in English are above average overall by the end of Year 6 and most pupils achieve well. Speaking and listening are well above average throughout the school because of the very good opportunities provided by teachers to enable pupils to develop these skills. Though writing standards are above average by the end of Year 6, pupils make better progress in their reading. The school has recognised this and has undertaken a thorough analysis of last years test results. As a result appropriate action is being taken to improve attainment in writing. In addition the school has recognised that there are inconsistencies in the development of pupils handwriting within the school and has updated its policy with a view to introducing a whole school approach to handwriting. Pupils do well in mathematics but in science higher attainers are not given the opportunity to follow their own line of enquiry and choose their own methods of experimenting and recording. This was an issue at the time of the previous inspection and still has not been fully addressed.

7. Standards in ICT have improved since the last inspection and are now similar to those found in most schools by the end of Years 2 and 6. However, pupils are provided with insufficient opportunities in some other subjects such as science to use their skills.
8. By the end of Year 6 standards in religious education are above the expectations of the Locally Agreed Syllabus and pupils' achievements in gymnastics and swimming are above average. Standards and pupils' achievements in all other subjects are satisfactory. It was not possible to make an overall judgement about achievement or standards in design and technology, music and physical education because of insufficient evidence.
9. Progress of pupils with special educational needs is good and owes much to the efforts of the teaching staff to ensure that the work done in lessons is at the right level for them. The successful introduction of the National Literacy and Numeracy Strategies is also making a valuable contribution to pupils' progress because lessons focus on the teaching of specific and important skills. The school has not identified any gifted or talented pupils.

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

Pupils behave **very well** and have **good** attitudes to their learning. The school successfully **promotes** pupil's personal development and makes **good** provision overall for their spiritual, moral, social and cultural development. Attendance at the school is **very good**.

### **Main strengths and weaknesses**

- Attendance rates are well above those achieved nationally.
- Staff expect high standards of behaviour and as a result behaviour in lessons, in the playground and around the school is very good.
- Relationships throughout the school are very good – pupils get on well with each other and with all adults in the school community.
- The school provides good opportunities for pupils to take responsibility and pupils respond very well to these.
- Pupils take a keen interest in their lessons and in the many extra-curricular activities which the school provides.
- By Year 6 pupils are confident, articulate and self-assured.
- The school helps pupils to become caring individuals who are sensitive to the needs and feelings of others.
- The school could do more to develop pupils' awareness of multicultural issues.

### **Commentary**

#### ***Attendance in the latest complete reporting year 97%***

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.0
National data	5.4	National data	0.5

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

10. Attendance figures for the school are very good. The rate is well above the national average. Pupils arrive at school on time and lessons commence promptly.

## Exclusions

### *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	80	0	0
Black or Black British – African	2	0	0
No ethnic group recorded	6	0	0

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

11. Parents feel that their children enjoy coming to school, a view which is endorsed by the pupils themselves. Pupils take a keen interest in the many and varied activities provided by the school. They behave very well, in and out of lessons, and listen very attentively to their teachers and to each other. Neither pupils nor parents have concerns about bullying and pupils report that any unkindness or misbehaviour is dealt with well by staff.
12. A notable feature of the school is the way in which pupils relate to each other and to adults. A sense of community and a family atmosphere has been created where pupils of different ages, gender and ethnic background work and socialise together very harmoniously. Older pupils look after younger children and pupils of all ages have very good relationships with staff who, in turn, treat pupils with respect, listening to their views. In response, pupils are confident to voice their opinions knowing that their contributions are appreciated and their views respected.
13. The school helps pupils to develop positive personal qualities. As pupils move through the school, they are provided with increasing opportunities to take responsibility and by the time they reach Years 5 and 6 they play a significant part in the day-to-day running of the school with a number of jobs which they carry out diligently and willingly. These responsibilities include organising resources and administrative support. Year 6 pupils organise and prepare an annual dinner with a different multicultural theme each year, to which family and friends are invited. Parents are confident that the school encourages their children to become mature and trustworthy. Inspection evidence supports their views. Residential visits for pupils in both key stages provide very good opportunities for the development of personal qualities and independence.
14. Pupils are encouraged to raise funds for charities and display considerable maturity and sensitivity when talking about those less fortunate than themselves.
15. All staff in the school contribute to the positive climate of respect for others, which enhances the spiritual development of pupils. School assemblies are well planned and have a good balance of singing, prayer and reflection. Pupils are clear in their understanding of right and wrong and feel supported by the values of the adults in the school. Teachers use visits to places of interest to enhance pupils' understanding of their own cultural traditions. However, as at the time of the previous inspection, the school could still do more to develop pupils' understanding and appreciation of the diversity and richness of other cultures.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a **good** quality of education.

## Teaching and learning

The quality of teaching and learning is **good** overall. It is at its best in Class 3 where a high proportion of the teaching seen was **very good**. Assessment procedures are **satisfactory** overall. They are **good** in English, mathematics and the Foundation Stage and good use is being made of the information.

### Main strengths and weaknesses

- The teaching of basic skills in English and mathematics is good although there are inconsistencies in the teaching of pupils' handwriting.
- Staff have implemented the National Literacy and Numeracy Strategies effectively.
- There is no whole school approach to the assessment and the recording of pupil's progress in subjects other than English, mathematics and the Foundation Stage in which they are good.
- The setting of targets in English is effective in ensuring pupils know what they need to do to improve.
- The management of pupils' behaviour is very good.
- Teachers do not make enough use of ICT in some subjects such as science.
- The teaching of investigative science in Years 1 and 2 is unsatisfactory. Higher attainers in Year 6 are not given the opportunity to follow their own lines of enquiry and to choose their own methods of experimenting and recording.
- Better use could be made of teaching assistants in Classes 1 and 2.

### Commentary

#### *Summary of teaching observed during the inspection in 20 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4	10	6	0	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

16. Overall, the quality of teaching has improved since the previous inspection when no very good teaching was observed. During the current inspection 20 per cent of the teaching seen was judged to be very good. Teaching in Class 3 is particularly effective.
17. The Reception class teacher has worked very hard to address the areas of weaknesses found at the time of the last inspection. She has ensured that there is now a distinct curriculum for children in the Foundation Stage and introduced good procedures for the assessment of the children's progress. As a result, the teacher is able to track the children's progress towards attaining the Early Learning Goals (the standards children are expected to reach by the end of the Reception class) in all the six areas of learning. However, the quality of learning is adversely affected by two factors beyond her control; the lack of appropriate resources and the lack of full time qualified support.
18. In Years 1 to 6, teachers have good subject knowledge and plan conscientiously. The school has introduced the literacy and numeracy hour effectively and basic skills in English and mathematics are being taught well. For example, teachers provide pupils with very good opportunities to develop their speaking and listening skills. The strategies used to teach reading work very well. Pupils read a variety of texts with confidence and can quickly find information from reference books. However, there are inconsistencies in the development of pupils' handwriting. This is something that the school has realised and is in the process of addressing. In mathematics, teachers ensure that pupils of all attainment levels are being suitably challenged in developing their basic number skills. However, in science pupils'

investigative skills are not being developed satisfactorily in Years 1 and 2. In Years 3 to 6, pupils do carry out experiments but as at the time of the last inspection higher attainers are not given opportunities to follow their own line of enquiry.

19. There are good assessment procedures in, English and mathematics and the progress of individual pupils is closely monitored in these subjects. Test results are being carefully analysed and the information is being used to good effect to set targets and to address areas of weakness. As a result teachers and pupils are clear about what they need to do to raise standards. However, there is no whole school approach to the assessment and recording of pupils' progress as they move through the school to cover all subjects. It is, therefore more difficult for co-ordinators to evaluate what is working well in their subjects and what needs to be improved. Books are marked on a regular basis, and written comments are generally positive and supportive but do not always indicate clearly and precisely to pupils what they could next in order to improve their work.
20. Pupils with special educational needs make good progress and learn successfully because of the good teaching. Each of the pupils with additional learning needs has a clear list of individual targets. These may be for language or number work, or for social and behaviour improvements. These targets are usually well considered by teachers when planning activities. Support assistants are good at helping pupils as they tackle their work. However, in Classes 1 and 2, they could be used to better effect in order to improve the quality of learning not only for the individual to whom they are attached but also other pupils in the group. Pupils' progress is checked regularly and their individual targets updated. However, there is a lack of suitable resources to support pupils who have special educational needs.
21. Very good use is made of a visiting ICT support assistant who works with pupils of all ages on a weekly basis, teaching specific skills. However, teachers are still not building its use into as many lessons as they could.

## **The curriculum**

Curriculum provision is **satisfactory** overall. Pupils are able to take part in a wide variety of interesting learning experiences that extend beyond the school day.

## **Main strengths and weaknesses**

- Provision for the teaching of most basic skills in English and mathematics is good. However, there is no consistent approach to the development of pupils' handwriting skills. An emerging strength is the improvement in the quality of pupils' writing in Class 1.
- The quality of provision for children in the Foundation Stage is badly affected, despite good planning, by poor resources.
- The opportunities provided, outside of school hours, for pupils to take part in a wide range of activities are very good.
- The use made throughout the school of ICT in other subjects is unsatisfactory.
- The school is doing all it can to improve the quality of the accommodation but currently there are some significant weaknesses.

## **Commentary**

22. In the Foundation Stage, appropriate emphasis is placed on giving children enjoyable practical experiences. However, the lack of suitable resources and cramped accommodation places limitations on what they actually experience. For example, children are asked to do painting activities on top of the uneven surface of a plastic cover over the sand tray.

23. Pupils in Years 1 to 6 develop basic skills in English and mathematics well. They have many well-planned opportunities to develop their speaking and listening and reading skills and as a result they achieve very well in these aspects of English. A good range of subjects is taught throughout the school and the curriculum enables pupils to achieve well overall. Each subject receives an appropriate allocation of time. A survey of pupils' work shows that younger pupils are making good progress in developing the quality of their writing. For example, children in the Foundation Stage progress at a good pace from simple mark-making to writing their own sentences.
24. There are limitations in the development of pupils' handwriting skills because the school does not provide specific guidance on what should be taught and when. In most other areas clear policies and plans for each subject are in place. The issue from the previous inspection, regarding ICT requirements not being met has been addressed successfully. The new ICT coordinator has produced a very good scheme to develop pupils' skills in the subject. However, the use of ICT as a means of supporting learning in other subjects is underdeveloped and is not planned well enough into lessons. There is now a homework policy (the lack of a satisfactory homework policy was a weakness at the time of the previous inspection) and homework is set regularly. It helps to improve the achievements of all pupils, including higher attainers.
25. The provision for the development of pupils' experimental and investigative skills in science is not as good as in most other schools. For example, as at the time of the previous inspection, higher attaining pupils in Year 6 are not given opportunities to set up their own investigations even though they have a good understanding of what makes a test fair.
26. There is a very good range of extra-curricular activities that further extend pupils' learning. Many pupils attend after-school and lunchtime clubs that include musical and sporting activities and gain much from the experience. The curriculum is further enriched by visitors to school and visits to places of educational interest such as museums which successfully extend pupils' knowledge of the wider world. In addition pupils are given the opportunity to take part in residential visits.
27. The provision for pupils with special educational needs is satisfactory overall. A clear and well structured system is in place but resources are unsatisfactory. Pupils are identified at an early stage and the school demonstrates a strong and positive policy of inclusion of all pupils. However, in Classes 1 and 2 opportunities are missed to use support staff effectively in order to develop pupils' ability to work independently and within a group. Before this issue can be fully addressed there is a training need in order to ensure that support staff have all the necessary skills. During the inspection very good use was made of a support assistant in Class 3 and of a visiting ICT support assistant to develop pupils' skills.
28. The school's accommodation has been improved and is kept very clean. However, there are some unsatisfactory features. For example, in order to access other parts of the school, staff, visitors and pupils have to walk through the middle of a classroom. There is a lack of space for activities to take place successfully in the Reception classroom. The school has fully recognised the need to improve the accommodation. A very innovative loft conversion is well under way to help alleviate the lack of space. The headteacher has made considerable efforts since the previous inspection to ensure that Foundation Stage children have their own outside play area and to improve the accommodation. However, the outside play area is unattractive and can be very slippery in wet weather. All classrooms are now carpeted. Members of staff do their very best to display pupils' work well but many of the display boards are high up on the walls and as a result the work displayed is difficult for pupils' to access. Book corners in classrooms are untidy.

29. Resources for areas of learning in the Foundation Stage are poor but are satisfactory overall for National Curriculum subjects. However, in music there is a lack of tuned instruments, in history there are insufficient artefacts and in physical education some of the apparatus is too heavy for the younger pupils.

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

The school provides a caring environment and has **good** measures in place to ensure pupils' welfare, health and safety. Pupils have **good** access to support and guidance. Pupils' views are actively sought and acted upon.

### **Main strengths and weaknesses**

- The school provides a supportive environment for pupils in which pupils are well cared for and their personal needs are met.
- Induction arrangements ensure that pupils new to the school settle well.
- Although the school has good practices in place to ensure the health and safety of pupils, written risk assessments for local visits are not completed.
- The very good relationships between staff and pupils ensure that all pupils have access to support and guidance, both academic and personal.
- Pupils' views are valued and actively sought through the School Council.

### **Commentary**

30. The school has good arrangements in place to ensure that children settle well into Reception. All parents who expressed a view confirm this and feel that their children are cared for well and that pupils' individual needs are met. This care and concern continues throughout the school. The very good relationships between staff and pupils along with the good knowledge of pupils' personal circumstances ensure that pupils feel confident to ask for help when they need it and that they feel secure. Examples were seen during inspection where teaching and support staff provided good personal support when pupils were unwell or upset. The school hosts a before and after school club which provides good care for pupils outside the school day.
31. Local guidelines are followed closely with regard to child protection procedures. Staff are vigilant and pupils are well supervised. Although the school has good day-to-day measures in place to ensure the health, safety and welfare of pupils and has appropriate documentation to support most procedures, written risk assessments for visits to local venues are not in place.
32. The tracking of pupils' progress in English and mathematics is good. The school monitors the personal development of pupils well and pupils are given clear targets for improvement, both academic and personal, in their annual written reports.
33. Pupils with special educational needs receive satisfactory support. Individual education plans (IEPs) contain appropriate targets, which are informed by detailed assessment of pupils' difficulties. The information is used well to plan suitable work and has a positive effect upon pupils' progress.
34. The school has good measures in place to ensure that pupils' views are taken into consideration. The School Council has recently been extended to involve pupils from Year 2 through to Year 6 and this provides a forum for pupils to voice their opinions. Another way in which pupils' have the opportunity to bring any concerns to the notice of staff is the 'It Bothers Me' box in which pupils can place messages which are dealt with discreetly and sensitively.



## Partnership with parents, other schools and the community

The school has **very good** links with parents and provides **very good** quality information for them. There are **good** links with the local community and **satisfactory** links with other schools.

### Main strengths and weaknesses

- Parents are very supportive of the school and their views are very positive.
- Annual written reports to parents provide very clear, detailed information about pupils' academic and personal progress.
- The Parent Teacher Friends' Association provides very effective support for the school.
- Staff have very good relationships with parents and provides good opportunities for formal and informal contact.
- Members of the local community support the school well and the school uses the local environment as a resource in the curriculum.
- Parents provide useful help in classrooms and in extra-curricular activities.

### Commentary

35. The school works very well with parents and the contribution parents make to the school and to pupils' learning is considerable. This has a very positive effect on pupils' learning. Parents have confidence in the school and enjoy good relationships with staff.
36. Parents are very supportive of the school and their views are very positive with very few parents having any misgivings about the school and its work. There are ample opportunities, both formal and informal, for parents to speak to staff about their children's progress and the vast majority of parents feel that they are well-informed.
37. Annual written reports to parents are particularly good, with detailed information about what parents can do, their strengths and ways in which they can improve. Pupils and parents have the opportunity to comment and reports include clear information on both academic progress and personal development. Parents are kept well informed about day-to-day aspects of school life.
38. Some parents provide very useful assistance in school, helping in lessons and with extra-curricular activities. The Parent Teacher and Friends' Association is very active in providing social and fundraising events which have a very positive impact on the school. The amount of funds raised by such a small school is remarkable and resources provided have included the interactive whiteboard. The PTFA is currently working very hard to raise funds for the alterations to the school building to improve the facilities available for pupils.
39. The school is very much part of the local community and local villagers support school events and activities well. There are appropriate links with the local church and pupils visit for services and to use as a resource for topic work. During the inspection, pupils in Key Stage 1 used the local environment well when they walked in the local woods, noting the seasonal changes as part of a science topic.

## LEADERSHIP AND MANAGEMENT

The overall leadership of the school is **good** and management is **satisfactory**. The overall quality of governance is **satisfactory**.

## **Main strengths and weaknesses**

- The headteacher leads the school well. Despite a heavy teaching load he has ensured that pupils of all attainment levels achieve well and that the environment for learning continues to improve.
- The headteacher shows a strong commitment to the school and has been instrumental in maintaining its caring ethos during a period of significant staff change.
- Most policies are implemented well but there is an inconsistency in the development of pupils' handwriting skills.
- Good procedures are in place to assess pupils' work in the Foundation Stage, English and mathematics but this is not so in other subjects.
- Support staff for pupils aged 4 to 9 are not managed well.

## **Commentary**

40. This is a small school and the headteacher maintains a sensible balance between regular class teaching and administrative tasks to ensure pupils achieve well. He has strengthened the arrangements for monitoring the curriculum, an issue raised in the previous inspection. There has been a significant turn over of staff in the last two years. The new deputy headteacher carries out her duties well, she has already ensured that the quality of younger pupils' writing has improved and has put in place good planning and assessment systems for children in the Foundation Stage.
41. The school development plan is based on a thorough review of the strengths and weaknesses in the school's performance and focuses appropriately upon the raising of standards. All staff and governors have the opportunity to contribute ideas but curriculum co-ordinators do not have delegated budgets to help them put the issues they are responsible for into practice.
42. While most school policies are being implemented well throughout the school, a survey of pupils' work shows that in Years 1 to 5 handwriting is sometimes unsatisfactory. However, by the time pupils leave at the end of Year 6, it is of a good standard. In the Foundation Stage, English and mathematics information about what pupils know, understand and can do is used well to plan future work. However, there is no whole-school approach to the assessment and recording of pupils' progress to ensure that the work set builds effectively on what has gone before in all subjects. Performance data is carefully monitored and comparisons made other schools in order to evaluate how successful the school is.
43. The governors provide committed support for the school and work in close partnership with the headteacher and staff. The Governing Body has recently been reconstituted but still includes experienced governors who have a good knowledge of the work of the school. The system of committees is effective in enabling the Governing Body to discharge its responsibilities and all statutory requirements are met. The minutes from governors' meetings contain well-documented evidence that governors have a sound knowledge of strengths and weaknesses in subjects. Governors are rightly proud of the fact that parents think a great deal about the school and its place in the community.
44. The school is effective in ensuring that all pupils are fully involved in every aspect of school life and racial harmony is promoted positively. The management of the support for pupils who have special educational needs is satisfactory. Support assistants work well with individual pupils but opportunities are missed to involve them effectively in helping other pupils during lessons.

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

Income and expenditure (£)	
Total income	240,503
Total expenditure	234,462
Expenditure per pupil	2664

Balances (£)	
Balance from previous year	2,526
Balance carried forward to the next	8,567

45. Financial planning and control are efficient. Day-to-day spending is managed conscientiously by the school secretary. The recommendations made in the school's latest auditors' report have been dealt with. Financial control and oversight by the finance committee of the governing body are good. Governors receive up-to-date budgetary monitoring reports on a regular basis. The award of major contracts such as the current building project is carefully considered and every effort is made to ensure best value for money on purchases.

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

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

Provision for all the areas of learning in the Foundation Stage is **satisfactory**.

Most children start school with skills that are above those typical of the age group. This is confirmed by initial assessments carried out. There are only 7 children in the Foundation Stage and they are in the same class as pupils in Years 1 and 2. Most children will exceed the early learning goals by the time they enter Year 1. There are currently no children with special educational needs in the age group. The class teacher has worked very hard since her appointment to address the area of weakness found in the previous inspection. In the relatively short time she has been at the school she has ensured that there is now a distinct curriculum for children in the Foundation Stage. Despite her efforts the quality of overall provision is badly affected by two factors beyond her control; the lack of appropriate resources and the lack of full time support.

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

- Good progress has been made in developing the quality of children's writing.
- Good planning, the assessments of what children know, understand and can do and the effective use of information gathered to set targets for improvement.
- Poor resources.
- An outside area has been created since the previous but it lacks suitable resources.
- The lack of full time support.
- Sometimes activities do not build effectively on what has been done before.

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

Provision is of a **good** quality.

#### **Commentary**

46. Children feel safe, happy and secure and develop a sense of trust. They will exceed the early learning goals by the end of the Reception year. The start of the school day is managed well with children having the confidence to come in early, leave their bags and go out to play if they wish. All pupils have regular support from other older children. As a result of good teaching children are developing very good attitudes and enjoy school. Children are encouraged to try out new activities but some of the materials they are asked to use are of a poor quality.

#### **Communication, language and literacy**

Provision is of a **satisfactory** quality.

#### **Commentary**

47. Many children express themselves very clearly. Most are well on their way to at least achieving the early learning goals. For example, they can all read simple words in their reading books. Teaching is satisfactory. The teacher is very knowledgeable but there are times when the support assistant does not provide the right kind of help when children are reading to her. For example, she tells children the words rather than ask them to build them up. Definite times are set for the development of specific speaking and listening skills, such as small group times, when children worked well in the outside area to construct a house for the

teddy bear. In this instance the support assistant provided good support. One child, on seeing a spider said, "It is God's creature and has lost its mummy." During class story and discussion time, the quality of questioning is good, broadening children's vocabulary well. The very good attention the teacher places on children developing their writing skills has improved provision in this aspect of the subject. Evidence from the previous year shows that children who can not write their own name at the beginning of the year can write their own sentences by the end of it.

### **Mathematical development**

Provision is of a **satisfactory** quality.

#### **Commentary**

48. Most children will exceed the early learning goals. Teaching is of a satisfactory quality. Children can count, with adult help and identify well numbers to 10. Most are able to recognise patterns of two. During the introductory part of lessons good use of questioning allows children to develop their numeracy skills well. However, in follow up activities, such as sand play, opportunities are missed to develop mathematical skills because the limited materials available are not always carefully organised to capitalise on children's fascination with number and shape.

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

Provision is of a **satisfactory** quality.

#### **Commentary**

49. Most children enter school with a satisfactory knowledge of the world in which they live. Teaching and learning are satisfactory. However, on at least two afternoons the teacher has no classroom support and this places severe limitations on the type of activity that children can take part in. Activities in the garden centre shop and walks round the local area help children to extend considerably their knowledge and understanding of the environment. Children show an interest in using the computer. By the end of the Reception year, they are developing keyboard skills and know how to use a mouse. However, there is a lack of materials, including magnifiers, viewing lenses and microscopes to help them to find out about the natural world. Children have planted seeds and each morning look carefully and with great interest to see if there has been any additional growth.

### **Physical and Creative development**

No overall judgement can be made.

#### **Commentary**

50. The lack of suitable large and small equipment for indoor and outdoor play has a negative effect on pupils' progress. For example, children are asked to do their paintings on the uneven surface of a cloth over the sand tray. There is a total lack of musical instruments and physical education equipment in the school hall is too heavy for them to move. Activities are provided that encourage the development of imaginative role-play in the class garden centre but the equipment available is uninspiring.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Pupils throughout the school achieve very well in speaking and listening and in reading. They achieve well in writing.
- Teaching is good throughout the school.
- There are inconsistencies in the development of pupils' handwriting skills.
- The subject is well co-ordinated.
- Assessment information is being used effectively to set targets for improvements.
- Better use could be made of classroom assistants in classes 1 and 2.

#### Commentary

51. Standards in English are above average by the end of Years 2 and 6. These judgements are similar to those made at the time of the last inspection. Pupils with special educational needs make good progress in relation to their abilities because their individual educational plans contain appropriate targets for development. Support assistants in Classes 1 and 2 provide satisfactory help to pupils with particular needs. However, they tend to focus too closely on supporting the individual instead of working with that pupil in a group situation.
52. Pupils' speaking and listening skills are well above those found in most schools by the end of Years 2 and 6. As at the time of the last inspection, it is a significant feature and strength of the school and underpins very good work across the whole curriculum. Pupils of all ages listen well to others. They think carefully before making a response, for example when discussing 'Happiness' during an assembly. When talking about the school with one of the inspectors, older pupils from Year 6 built on the views of others and had the confidence to express their own opinions. Younger pupils in Class 1, demonstrated their speaking and listening skills very well when discussing different weather conditions and the effect on trees.
53. By the end of Year 2, attainment in reading is above average and well above by the end of Year 6. Pupils achieve very well throughout the school. In Class 1, they handle books carefully and enjoy the stories that are read to them such as 'Where's my teddy?' The younger pupils use picture clues and prediction as well as phonics to help them tackle new words. Most are able to read simple books with some independence for a variety of purposes. The use of the home/school reading diary is used effectively to keep a record of when pupils have been heard to read but comments by teachers rarely say what they need to practice. In Years 3 to 6 most pupils read with increasing fluency and continue to make good progress. By the end of Year 6, all are able to express a preference for a particular author and higher attainers can skim and scan text to find information quickly.
54. Pupils' achievements in writing are good. Writing skills are effectively taught throughout the school and pupils write for a range of purposes and audiences. They retell stories such as 'Goldilocks and The Three Bears', note down factual information about llamas and report on places they have visited during the holidays. Some of the poems on display around the school are of a high quality and show very good use of imagery as in -

'The hurricane is a menacing bear,  
Hovering over the salty sea  
Whipping up waves tremendously high.'

55. Pupils have a good understanding of the power of print. They showed this when challenged to write up an account of an accident at a firework display in a journalistic style. However, there are inconsistencies in the development of pupils' handwriting skills throughout the school. This is something that the school has realised and has recently introduced a new policy for handwriting.
56. Teaching in English is good throughout the school. Teachers plan carefully and have high expectations of the work that pupils will produce. They know the pupils as individuals and match work to their abilities ensuring that all are challenged. Teachers are very clear about the focus and intended outcomes of the lesson and make these known to the pupils from the very beginning. Tasks are made interesting. The approach is sometimes dynamic as in the work about 'Fireworks' which really captured pupils' interests.
57. The co-ordinator has monitored the quality of teaching and learning effectively in order to evaluate what works well and what needs to be done in order to improve standards in, for example, handwriting and guided reading sessions. In addition, test results are analysed carefully to identify any weaknesses. Pupils' achievements are tracked and targets set for improvement.

### **Language and literacy across the curriculum**

58. Satisfactory opportunities are provided for pupils to practise and develop their literacy skills across the curriculum. Teachers use correct terminology in all subjects to extend and develop pupils' vocabulary. In science, for instance, in Class 1 a pupil used the word 'nutrients' during a discussion about the disintegration of leaves. Older pupils enjoy researching for information using the Internet and word-process much of their work. Their writing skills are extended satisfactorily in most subjects. In history, for example, pupils in Class 6 write about life during the Tudors and in geography about a river study.

## **MATHEMATICS**

Provision in mathematics is **good** overall.

### **Main strengths and weaknesses**

- Standards of attainment in Years 2 and 6 are above those found normally. Pupils achieve well and apply their numerical skills quickly and accurately when solving problems.
- There is a strong focus on developing pupils' numerical skills.
- The National Numeracy strategy is taught well.
- A good assessment system is in place and the information gathered is used well.
- The subject is well led and managed.
- Sometimes pupils are not given sufficiently challenging work when using commercial workbooks.

### **Commentary**

59. There is only a small number of pupils in both Years 2 and 6 so care needs to be taken in interpreting results. However, inspection evidence shows that in both age groups pupils are well on their way to exceeding the standards normally found. These findings are similar to those made at the time of the last inspection.
60. Mathematics is taught well and pupils of all attainment levels are being suitably challenged in developing their basic number skills and achieve well. For example, in Year 2 most pupils can quickly and accurately work out simple money problems. They can recognise and name correctly 2D and 3D shapes. In Year 6 pupils are eager to apply their mathematical

knowledge and have no difficulty in solving problems. For example, they can easily work out the reduced price of an item following on from a 20 per cent discount. They demonstrate very good skills in identifying the properties of different three-dimensional shapes and can use simple fractions and present data in graphical form. Pupils have a good understanding of the use of scale drawings. A survey of previous work shows there is a suitable balance between the use of teacher produced and commercially produced worksheets. However, potential higher attaining pupils are sometimes asked to complete the 'easier' questions in a workbook rather than being challenged by harder questions found later on. Pupils present their work well. There is no significant difference in achievement between groups of pupils.

61. The co-ordinator is a very experienced teacher and has good subject knowledge. He has put in place a good assessment system with the results used well to help teachers' future planning. There is a satisfactory range of equipment that is readily available. Classroom assistants support individual pupils with special educational needs well but should be asked to do more to support other pupils. For example, in one lesson the teacher was involved fully with a group of pupils and some unsupervised pupils made simple basic mistakes in producing a sequence of numbers that with adult intervention (two other adults in the room) could have been easily corrected.

### **Mathematics across the curriculum**

62. A survey of pupils' work shows that they are provided with a satisfactory range of opportunities to use their mathematics skills in other subjects. Good use is made of drawing to scale in geography. In ICT pupils produce their own database of statistics related to the weather. There are some satisfactory examples of graphs being produced and timelines being used in history. Pupils in Year 3 accurately measure the materials they need to use in design technology.

## **SCIENCE**

Provision in science is **satisfactory** overall.

### **Main strengths and weaknesses**

- By the time pupils leave at the end of Year 6 they achieve above average standards.
- Pupils in Years 3 to 6 have a good understanding of what makes a test fair.
- Good use is made of the local environment to develop pupils' scientific skills.
- Assessment procedures and the use of Information and communication technology are underdeveloped.
- The development of pupils' investigative skills in Years 1 and 2 is unsatisfactory and in Year 6, higher attaining pupils are not provided with the opportunity to plan an experiment for themselves.

### **Commentary**

63. Only one science lesson was seen during the inspection so no overall judgement can be made about the quality of teaching. Judgements made about standards and pupils' achievements are based upon an evaluation of the curriculum, a survey of work completed last year and discussions held with pupils and the co-ordinator.
64. Standards are broadly similar to those found in most schools by the end of Year 2 and above average by the end of Year 6. These judgements are an improvement on those made at the time of the last inspection when standards were found to be similar to those found in most schools by the end of Years 2 and 6. Pupils, including those who have special educational needs, make sound progress overall and their achievements are satisfactory. Throughout the



school there is no noticeable difference between the performance of boys and girls. Key factors in the improvements in standards by the end of Year 6 are the teachers' focus on the use of relevant scientific language and the provision of suitable practical activities. As a result, pupils have a good understanding of how to carry out an investigation and use appropriate terms in both their oral and written responses.

65. In Class 1, through trying things out, such as growing their own runner beans, pupils learn about life processes and living things. During the inspection good use was made of the local environment when they went on a walk to observe seasonal changes in the environment. Photographs reminded the pupils of a previous walk early on in the term and they were able to discuss the different weather conditions and the effect on trees. The practical nature of the lesson improved the quality of learning because it aroused pupils' interest and curiosity. However, a survey of pupils' work shows that such activities are not a common feature of provision in science.
66. Pupils make better progress in Years 3 to 6. By the time they leave the school at the age of eleven, pupils have a good knowledge of the scientific topics they have covered. For example, pupils in Year 6 displayed good knowledge of electrical circuits, insulators and conductors in a discussion held with one of the inspectors. Through a good range of activities, pupils in Years 3 to 6 develop a good understanding of scientific enquiry and how important it is to compare like with like. However, as at the time of the previous inspection, higher attainers are not given the opportunity to plan an investigation for themselves but in discussion they showed that they had the relevant knowledge and understanding to do so.
67. As at the time of the last inspection, the use of ICT in science is an area for development. Pupils do not make sufficient use of computers in science, for example, to input data and print out graphs.
68. The co-ordinator knows what needs to be done to raise standards further. She has recently reviewed the scheme of work which draws on national guidance as to what each year group should be learning and is very aware that the policy needs updating. However, there is no consistent approach to the assessment and recording of pupils' progress as they move through the school. Resources are satisfactory overall.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

It is not possible to make an overall judgement about the provision because only one lesson, involving a small group of pupils was seen.

### **Main strengths and weaknesses**

- There is a good scheme of work in place and skills are now being systematically developed as pupils move through the school.
- Pupils have good attitudes to the subject.
- There is no whole-school approach to the assessment and recording of pupils' progress.
- The use of ICT in other subjects is at an early stage of development.

### **Commentary**

69. Standards were found to be below average in the previous report. However, inspection evidence indicates that this is no longer the case. The school's co-ordinator has worked very hard in producing a well-written new scheme of work for the subject that involves the direct teaching of ICT skills. The scheme ensures that National Curriculum requirements are met, thereby addressing successfully the weakness identified in the previous inspection report. The school has a small ICT suite that is adjacent to the Year 5/6 classroom and pupils from that

class make very good use of the facility. Pupils have good word processing skills and are capable of working independently in for example, creating the next edition of the school magazine. Other pupils from the same class were seen to use ICT skills very well in developing their multi media presentations about a geographical topic. However, the positioning of the room makes it very difficult for other classes to use it. This problem will be overcome when the innovative planned building conversion work is completed.

70. Very good use is made of a visiting ICT support assistant who works with pupils of all ages on a weekly basis. She provides pupils with challenging tasks, for example, the interrogation of databases. However, there is no whole-school approach to the assessment and recording of pupils achievements as they move through the school.
71. The pupils have positive attitudes when working with computers. They handle the equipment carefully and are able to share and collaborate in small groups or in pairs.

### **Information and communication technology across the curriculum**

72. A survey of previous work shows that there is no consistent use of ICT in other subjects. However, there are some good isolated examples including well presented accounts of a visit made to the Jorvik centre in York and good use made of the 'Paint' program in Class 1.

### **HUMANITIES**

Two lessons were observed in religious education, one in geography and none in history. Findings are based upon a scrutiny of work completed last year, an evaluation of the curriculum and discussions held with pupils and the co-ordinator.

#### **Geography**

Provision in geography is **satisfactory**.

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

- The study of real places enhances the quality of learning.
- There is no consistent approach to the assessment and recording of pupils' achievements.
- Insufficient use is made of ICT.

#### **Commentary**

73. There is insufficient evidence to make a judgement about pupils' achievements by the end of Year 2. Standards in geography and pupils' achievements are satisfactory by the end of Year 6. At the time of the previous inspection standards were found to be above those found in most schools by the end of Years 2 and 6.
74. In Class 1, the travels of a teddy bear 'Barnaby Bear' help younger pupils to think of places further away. Recently, for example, he has been to St. Lucia. Pupils make satisfactory progress overall in Classes 2 and 3. The quality of learning improves when pupils study real places. For example, during the inspection pupils in Year 6 interviewed their classroom assistant who had just returned from a visit to St. Lucia. They worked well together to frame their questions. Pupils showed a good level of interest in their work which had a real purpose to it because they were going to produce a brochure about the island.
75. Generally, the pupils' work indicates that the teaching and learning are satisfactory over the long term with some good work being produced in Class 3. For example, a study of a local river, the Lumb Clough, provides the older pupils with good opportunities to carry out a geographical enquiry and to find out the causes of erosion and deposition.

76. Pupils are given appropriate opportunities to use their literacy and numeracy skills in some of the topics. For example, they measure the depth of the river and write up their own observations as in “ We know that silt has been brought down because we collected water samples. In the water were little grains of silt.” Though pupils make appropriate use of the Internet to research for information, more use could be made of ICT in geography. There is no whole school approach to the assessment and recording of pupils’ progress as they move through the school.

## History

It is not possible to form an overall judgement about provision in history.

## Commentary

77. There is insufficient evidence to form a judgement about standards and pupils’ achievements in Years 1 and 2. However, the survey of work completed last year indicates that standards and pupils’ achievements are broadly average by the time they leave the school at the end of Year 6. In Class 1, pupils learn about how people lived in past times. For example, they compare old and new toys and learn about famous events and people such as Bon Fire Night and Florence Nightingale. By the end of Year 6, pupils have learned about a range of different time periods, people and events, including, for instance, Henry VIII and life in Tudor times. A discussion with group of Year 6 pupils revealed how much they enjoy history. One pupil said, “You’re always finding out something new” and all of them expressed delight when they were given the opportunity to research for information using the Internet.
78. Visits to local places of interest such as The Armouries in Leeds are a valuable aid to pupils’ learning and add reality and greater interest to the curriculum. They also provide good opportunities for pupils to use their writing skills as in “ We tried on some clothes and armour from other countries.” However, sometimes pupils are asked to fill in worksheets which limit their response and do not extend their literacy skills.
79. There is a lack of suitable resources such as artefacts and there is no consistent approach to the assessment of pupils’ achievements.

## Religious education

Provision in religious education is **good** overall. There is insufficient evidence to make a judgment about standards and pupils’ achievements in Years 1 and 2.

## Main strengths and weaknesses

- Pupils develop a good knowledge and understanding of Christianity.
- Teaching is good overall in Years 3 to 6.
- Visits improve the quality of learning.
- There are no assessment procedures.

## Commentary

80. As at the time of the previous inspection, pupils in Years 3 to 6 make good progress in learning about the beliefs and customs of the Christian religion. They achieve well and standards are above the expectations of the Locally Agreed Syllabus. Class 3 have recently visited the local church of St. Mary’s and noted its main features. They also have written down some of their prayers and thoughts as in, “Dear Lord, thank you for the happiness we get in church. Please help there to be peace in the world and no more hunger.” The pupils interviewed the vicar and gained a good insight into his work and learned about the special

clothes he wears. They also invite pupils in their class to talk about the church they attend and why they go. As a result they get a better understanding of others' beliefs and the impact religion can make on the way they lead their lives. Pupils are learning many good lessons about moral and social behaviour from their study of the Sikhism and its code of behaviour. They learn, for instance, that they believe in one God, living a hard honest working life and equality of all people. Pupils are developing a good respect for religion, and for people who are part of different religions.

81. In the two lessons seen, the teaching and learning were good overall. In Class 2 pupils were looking at the derivation of names and became so engrossed and interested that they were reluctant to go home. Teachers have good subject knowledge. This was very evident in the lesson observed with pupils from Class 3 when the teacher displayed a very good knowledge and understanding of the Sikh religion. A scrutiny of work shows that though work is neatly presented by Year 6, there are inconsistencies in the development of pupils' handwriting within the school.
82. Good use is made of the community as a resource to enrich the quality of learning but there is, however, no consistent approach to the assessment and recording of pupils' progress.

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

Provision in art and design is **satisfactory**. Two lessons were observed in physical education but only one in music and none in design and technology. It is not therefore possible to make a firm judgement about provision in music and design and technology.

### **Art and design**

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

- Good links made with other subjects and areas of the curriculum.
- Pupils do not have sufficient opportunities to try out the techniques used by famous artists.
- Pupils are not given sufficient opportunities to work with different media and tools.
- Despite the lack of suitable display space children's artwork is displayed well.
- There is no whole school approach for the gathering of assessment information.

### **Commentary**

83. Standards of attainment in Years 2 and 6 are in line with those found in most schools and pupils' achievements are satisfactory. The quality of teaching is good overall. For example, in Class 3 the teacher used actual examples of Caribbean art well to inspire the pupils to create their own pictures depicting life in St Lucia. This linked art in a meaningful way to the current geography topic. As a result pupils created some good paintings using appropriate colours to depict their ideas and demonstrated a good idea for detail. There are other good examples of art being linked with other subjects, for example, in ICT to help pupils develop their awareness of specific keys. In another lesson, teaching appropriately focussed on developing specific skills related to the use of colour wash.
84. Discussions held with pupils show that they do not have a satisfactory knowledge of or experience of using the styles of famous artists. However, pupils in Class 1 have some knowledge of the work of Monet and have produced their own pictures of reflections which illustrate well his impressionist style. In the previous year older pupils produced good quality pictures in the style of Picasso as part of their contribution to the school's 'Tapas' evening. Good use has been made of the local church to act as a stimulus to develop pupils' artistic skills. However, there are too few examples of pupils working with different materials, although one class has produced a textile collage.



85. Currently there is no whole school approach to the gathering of assessment information. As a result pupils develop their artistic skills by chance rather than by design.

### **Design and technology**

No lessons were seen because the subject is taught later on in the school year. Evidence from classroom display shows that pupils are given the opportunity to plan their work. For example, they are allowed to decide for themselves the best method of attaching legs onto the body of a spider they have created. A survey of work from the previous year shows that pupils used their design and make skills well in creating a motorised vehicle. However, their workbooks provide no evidence of pupils evaluating their plans and using the information to make improvements to the original designs.

### **Music**

Teaching in the one lesson seen in Class2 was very good. Pupils were given the opportunity to choose their own instruments and time to develop their musical skills. Evidence from school assemblies clearly shows that pupils' sing well and really enjoy singing. This enjoyment of music is due in no small measure to a parent volunteer with excellent key board skills who accompanies the singing in a way that inspires all to really join in!

A very good feature of the subject is the good number of opportunities pupils are given to learn to play an instrument and to join the choir. The school has a satisfactory stock of untuned instruments but there is a lack of tuned instruments and of easily accessible instruments for children in the Foundation Stage.

### **Physical education**

Provision in physical education is **good** overall.

- Pupils' gymnastics and swimming skills are good.
- Pupils show interest and want to improve.
- There are no procedures for assessing and recording pupils' progress apart from in swimming.
- Some of the apparatus are too heavy for the Reception children to carry.

### **Commentary**

86. From viewing planning and discussion held with the co-ordinator and pupils it is clear that all strands of the subject including outdoor and adventurous pursuits are covered. Achievement in the gymnastics lesson seen in physical education during the inspection was good and pupils demonstrated precision and control in their movements. The very effective management of pupils' behaviour was a strength of the teaching. Pupils behaved well during the lesson and showed a desire to improve and progress. As a result the quality of learning was good and pupils were able to concentrate on refining and improving their balances and sequences of movement. The standard of their work which included headstands, shoulder stands and cartwheels was above that found in most schools. The teacher provided individual pupils with the opportunity to demonstrate to the rest of the class. As they did so she carefully assessed and evaluated their performance and involved the rest of the class in this process by inviting them to comment. This also had the effect of improving the quality of learning and pupils' achievements because the pupils applied the good practice they had observed in others to their own balances and movements.
87. As at the time of the previous inspection pupils' achievements in swimming are above average. This represents good achievement and is the result of well planned and effective teaching. Instructors place a strong emphasis on developing correct techniques and keep

good records of pupils' abilities. However, the school does not have a consistent approach to the recording of pupils' achievements and development in other aspects of physical education. Some of the apparatus is too heavy for the younger children to carry and put out for themselves and this limits the development of their independence skills.

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

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

### **Main strengths and weaknesses**

- Pupils undertake a very good range of responsibilities enthusiastically.
- They discuss feelings and share their views with others sensibly.

### **Commentary**

88. The school provides appropriate opportunities for pupils to learn respect for the values and beliefs of other pupils and adults, and to develop their own self-worth and confidence. Issues to do with sex and relationships, drugs and health education are dealt with in a sensitive manner. Pupils have very good opportunities to take on responsibility. For example, during the inspection pupils organised and led their own classroom assembly. Other pupils, produced their own list of questions, interviewed inspectors and then word processed their findings for the school magazine, without adult help.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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