

INSPECTION REPORT

SCOUT ROAD PRIMARY SCHOOL

Mytholmroyd, Hebden Bridge

LEA area: Calderdale

Unique reference number: 107509

Headteacher: Mrs M Barry

Lead inspector: Mr A Margerison

Dates of inspection: 8 – 10 December 2003

Inspection number: 260732

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 103

School address: Scout Road
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Hebden Bridge
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Appropriate authority: The governing body
Name of chair of governors: Rev. J Allison

Date of previous inspection: October 1998

CHARACTERISTICS OF THE SCHOOL

This small school is situated in Mytholmroyd, near Hebden Bridge. Most of the pupils come from the area close to the school which is mainly privately owned housing. In 2000 the school was awarded the School Achievement Award and the Healthy Schools Award. Its commitment to its staff was recognised in 2000 by achieving the Investors in People award. There are 103 pupils on roll aged from 4 to 11 years, but class sizes vary significantly. When children start school, their attainment varies from one year to another, but overall it is broadly typical for their age. The proportion of pupils eligible for free school meals is well below average. The proportion of pupils with special educational needs varies significantly from year to year. Currently, eight per cent of pupils have special educational needs, mainly for moderate learning difficulties, which is below average. There are a very small number of pupils with a Statement of Special Educational Needs. All pupils are of white British origin and no pupils have English as an additional language. The school is involved in the national School Sports Co-ordinator Programme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21666	Mr A Margerison	Lead inspector	English
			Geography
			History
			Modern Foreign Language
			English as an additional language
			Special educational needs
14083	Mr A Anderson	Lay inspector	
30834	Mrs A Lowson	Team inspector	Mathematics
			Science
			Information and communication technology
			Art and design
			Design and technology
			Music
			Physical education
			Religious education
			Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school that provides good value for money. Pupils receive a very good education so they achieve very well, attaining very high standards by the end of Year 6. The school is very well led and managed by the headteacher and governors.

The school's main strengths and weaknesses are:

- Pupils achieve very well in English, mathematics, science and information and communication technology (ICT), attaining very good standards.
- Children achieve very well in reception.
- Pupils have very good attitudes to school and behave very well. Relationships are excellent.
- Teaching is very good. A major strength is teachers' very good planning, so all pupils are consistently challenged in lessons.
- The curriculum is enriched by an excellent range of opportunities for pupils of all ages to take part in sporting, creative and other activities.
- The headteacher provides excellent leadership of the school.
- Links with the community are very good and those with other schools are excellent.
- Teachers are not always consistent or sufficiently rigorous in ensuring that pupils' presentation of their work is of the highest quality.

The previous inspection did not identify any key issues for improvement, but suggested three minor points for the school to consider. These have been addressed effectively. The school has also improved well in other areas. The national guidance for literacy and numeracy forms the cornerstone for the very good teaching of English and mathematics. ICT is now firmly embedded in all aspects of the schools' work, including financial management, teachers' planning and monitoring procedures and is also effective as a teaching and learning tool. The links with other schools make an excellent contribution to the pupils' experiences. As a result, against a background of variable class groups standards in Year 6 have, over time, exceeded the national average in English, mathematics and science.

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	A	A
mathematics	B	E	B	A
science	A	C	A	A

*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.*

All pupils, including those with special educational needs, achieve very well. By the end of reception, children exceed the goals they are expected to reach in their personal and social development. They develop secure understanding in their communication, language and literacy skills, mathematical development, their knowledge and understanding of the world and creative development. Consequently, they are well set to build on these skills as they move through the school. In the 2003 national tests at the end of Year 2, all pupils, except two with special educational needs, attained at least the expected levels in reading, writing and mathematics. However, the proportion of pupils who attained the higher levels was well above average in reading and writing and above average in mathematics. In the 2003 national tests for pupils at the end of Year 6, standards improved on the previous year. However, this group of pupils demonstrated very good achievement,

considering their attainment at the end of Year 2. Inspection evidence shows that this pattern is continuing with the current pupils in Years 3 to 6 achieving very well, attaining very good standards in English, mathematics and science. Currently, pupils in Year 6 are achieving very well in ICT and are well set to attain very good standards by the end of Year 6. Standards are also above those expected in geography and religious education.

Pupils' personal qualities, including their spiritual, moral social and cultural development are very good. The pupils have very positive attitudes to school and behave very well. Their attendance is very good and they are very punctual to school. Relationships between pupils and adults are excellent.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. Teaching is very good and over time pupils make very good progress. Throughout the school, teachers' planning in all subjects is very good. They clearly identify what pupils will learn and take into account the pupils with special educational needs and those who thrive on additional challenges. Teachers also expect pupils to behave very well and to do their best. As a result pupils try very hard, are fully involved in their work and want to succeed. Throughout the school, teachers teach the basic skills of literacy and numeracy very well in English and mathematics lessons. Other subjects are used very effectively to give pupils opportunities to use these skills. However, teachers' insistence on pupils' presenting their work to a high standard is not always consistent or sufficiently rigorous. The opportunities for pupils to practise and use their ICT skills in lessons are very good, particularly in Years 3 to 6, which leads to the very good standards pupils attain by Year 6. Assessment methods are thorough and teachers use the information very well to plan work and group pupils. All pupils, particularly those in Years 3 to 6, are very involved in setting their own targets for improvement.

The curriculum is very good. It is planned imaginatively and enriched by an excellent range of sporting, creative, musical and other activities for pupils of all ages. Resources for teaching are very good, care, guidance and support for pupils are very good and they are well incorporated in the work of the school. The school has established good links with parents, very good links with the community and excellent links with other schools.

LEADERSHIP AND MANAGEMENT

The school is very well led and managed. The headteacher is an excellent role model for staff and pupils. She has a very clear vision for the school and very high aspirations for pupils and staff. Her unerring commitment to ensuring that all those involved with the school are fully involved in its work has created a very positive ethos based on strong teamwork. The headteacher is very well supported by other key staff and governors, who understand clearly the strengths and weaknesses of the school and provide a very good level of support and challenge to its staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a very high opinion of the school and its work. They hold the headteacher in very high regard, consider the teaching to be very good and really value the range of activities it provides for pupils. There are effective informal systems for involving them in the development of the school and its work. Pupils have very positive opinions of their school.

IMPROVEMENTS NEEDED

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

- Ensure that teacher's high expectations of pupils' performance is consistently reflected in the quality of presentation of pupils' work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve very well. Pupils with special educational needs make very good progress. By Year 6, standards in English, mathematics, science and ICT are well above those expected.

Main strengths and weaknesses

- Pupils achieve very well in English, mathematics, science and ICT.
- Children achieve very well in reception.
- The proportion of pupils reaching higher than expected levels of attainment is above average at the end of Years 2 and 6.
- Pupils with special educational needs achieve very well.
- Children in reception achieve well in all areas of learning.

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

Standards in:	School results	National results
reading	17.0 (16.1)	15.7 (15.8)
writing	15.2 (15.0)	14.6 (14.4)
mathematics	16.1 (18.2)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	28.4 (27.5)	26.8 (27.0)
mathematics	28.1 (25.6)	26.8 (26.7)
science	30.5 (28.4)	28.6 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

Commentary

1 The school has small numbers of pupils in each year group and the proportion of pupils with special educational needs varies from year to year. This means that each pupil has a significant affect on the overall results. Despite this, the school's results in the National Curriculum tests over time have exceeded the national averages at the end of Years 2 and 6, while improving at a rate broadly in line with the national trend. Consequently, the school's results were recognised nationally in 2000 when the School Achievement Award was given to the school. The school's results in the 2003 national tests for pupils at the end of Year 2 were well above average in reading, average in writing, but below average in mathematics. However, this group included some pupils with significant special educational needs, who nevertheless achieved very well in reading' so virtually all pupils attained the expected levels. This also reflects the very good provision the school makes for developing pupils' basic skills including those with special educational needs. In mathematics and writing, all pupils, apart from those with special educational needs attained at least the expected levels. The proportion of pupils who attained the higher than expected levels was well above average in reading and writing and above average in mathematics. The results for pupils at the end of Year 6 in 2003 were higher than the previous year, but this reflected the variation between different year groups. The results were well above average in English and science and above average in

mathematics when compared to all schools. However, the proportion of pupils who attained the higher than expected levels was at least above average in all three subjects. These results reflected very good achievement for these pupils considering their results at the end of Year 2. Inspection evidence shows that this pattern of pupils attaining high standards and making very good progress as they move through the school is continuing.

2 Children start in school with skills and knowledge that are broadly typical for their age. However, this varies significantly from year to year due to the small numbers of children in the class. In reception, staff focus on developing children's basic skills of reading, writing and number. As a result they achieve very well, particularly in these areas of learning. This very good achievement is reflected in the good standards of English and mathematics seen in Year 1 during the inspection. The variation in ability between year groups is illustrated well by the current reception class. Many of the children have summer birthdays so the class overall is relatively young. However, they are on course to exceed the expected standards in their personal and social development and to attain standards by the end of reception in communication, language, literacy and mathematics that are at least in line with those expected. They are also developing a secure knowledge and understanding of the world. Their creative skills are developing well.

3 As they move through the school, the very good grounding pupils get in reception is built on well by teachers, so pupils achieve well to attain good standards in reading, writing and mathematics by the end of Year 2. Teachers in Years 3 to 6 continue to place a strong emphasis on developing pupils' basic skills of reading, grammar and number, so pupils achieve very well in English and mathematics. Throughout the school teachers encourage pupils to express their opinions, so, by the end of Year 6, standards in speaking and listening are very good. Pupils are expected to write in a joined-up style from an early age, which is reflected in the high proportion of pupils attaining the higher levels at the end of Year 2. Similarly, in science, teachers focus on developing pupils' investigative skills as well as their knowledge of the different aspects of the subject, so pupils achieve very well and attain consistently very high standards. Although the proportion of boys and girls in year groups varies considerably from year to year, there is no evidence that there is any significant variation in their progress or attainment. Standards in the current Year 6 are well above those expected in ICT and better than expected in geography and religious education. The very good provision for French throughout the school results in pupils achieving very well, attaining very good standards for their age by the end of Year 6. Pupils with special educational needs consistently achieve very well throughout the school, due to teachers' very careful planning and their effective use of support staff to work with individuals and small groups.

Pupils' attitudes, values and other personal qualities

Pupils' personal qualities are very good. Their attendance is very good and they are very punctual to school. They have very positive attitudes to school and behave very well. Pupils' spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils are very interested in school and take a full part in all the activities the school provides.
- The pupils develop a very positive desire to learn.
- Relationships between pupils of all ages are excellent. They work and play together very well.
- All adults' expectations of pupils' behaviour are very explicit so pupils develop a very good understanding of what is right and wrong.
- Pupils are very willing to take responsibility for themselves and within school.
- Pupils develop a very good understanding of their own culture and that of other cultural traditions.
- Some pupils do not consistently present their written work well.

Attendance

Attendance in the latest complete reporting year (95.9%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
National data	5.4	National data	0.4

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

Exclusions

There have been no exclusions in the past year.

Commentary

4 Pupils' very good attendance, very good achievement throughout the school and the very high academic standards they attain by the end of Year 6 reflect the very high expectations the school has of them. As a result of the very strong emphasis adults place on developing pupils' personal qualities, particularly their attitudes to learning, moral and social development, they become self-motivated, confident and very keen to learn. In reception, children make very good progress in developing their personal skills, so they exceed the early goals in this aspect of their learning by the end of reception. This gives them a very secure foundation for the very good attitudes and high standards of behaviour seen throughout the school. Pupils learn to respect each other and to treat others properly so there is a complete absence of bullying or other harassment. In lessons, pupils are very enthusiastic, try very hard to do their best and to contribute to discussions or other activities. The standard of some of the topic books produced by the oldest pupils in geography and history is very high mainly due to their very effective use of ICT to produce graphs, charts and text. Much of this work is done at home. However, although most pupils can write very neatly in a well developed style, this is not always reflected in the quality of their presentation unless they are consistently encouraged. For example, not all pupils use rulers to underline headings and dates and the layout of their work does not always reflect their abilities.

5 In lessons and around school, pupils of all ages and abilities work and play together very well with little direct adult intervention. Pupils are very keen to be involved in school life and a large proportion of pupils of all ages take part in activities out of lessons. Through the school's council and other opportunities to take responsibility, pupils also develop a very secure understanding of their responsibilities to each other as members of the school community. Pupils learn their own traditions through visits and visitors to school and, in religious education lessons, they develop a secure understanding of the beliefs or traditions of cultures other than their own. As a result, they learn respect for all people and are well prepared for living in a culturally diverse society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. Teaching is very good and assessment procedures are very good. The curriculum is very good and pupils are very well supported. The school has established very good links with the community and excellent links with other schools.

Teaching and learning

The quality of teaching and learning is very good. Assessment is very good.

Main strengths and weaknesses

- Teachers' planning is very effective for pupils of all abilities.

- Teachers use questions very effectively to ensure that all pupils are fully involved in lessons.
- Pupils learn to use their basic skills very effectively.
- There is consistency in teaching across the school and in all subjects.
- Assessment procedures are thorough and teachers, particularly in Years 3 to 6, use the information very well to involve pupils very effectively in their own learning.

Commentary

Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	7	11	2	0	0	0

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

6 At the last inspection, teaching was judged to be good with no significant weaknesses. The consistency of teaching has been maintained with the proportion of good and very good lessons increasing. Most of the very good lessons seen during the inspection were in English and mathematics and reflect the very good progress that pupils make in these subjects. However, this partly reflected the timetable arrangements at the time which restricted the range of lessons the inspection team were able to observe. In all subjects, teachers' planning is very good and all staff use a common ICT-based format. Teachers identify clear learning intentions for each lesson and detail how activities will be modified for less able pupils and extended for the more able. As a result, lessons are brisk and activities are very well matched to the range of abilities in the classes so pupils of all abilities achieve very well. Support staff play an important role in lessons. Their contribution is particularly effective for pupils with special educational needs. When they are working with individuals or groups they provide sensitive, well-judged levels of support. They prompt pupils during class discussions which helps ensure that they are fully involved in lessons. In group activities, they help pupils and encourage them well with praise, but they make sure that pupils complete tasks for themselves.

7 Teachers throughout the school place high priority on providing opportunities for pupils to use and practise their basic literacy, numeracy and ICT skills. This starts in reception, where the teacher takes every opportunity to reinforce children's knowledge of letter names and sounds and counting. Pupils are encouraged to write in a joined up style from the very beginning. Developing pupils' speaking and listening skills also has a high priority. Teachers have very high expectations of behaviour and performance, so in lessons, pupils learn to listen very carefully to adults and each other. However, they also use questions very effectively to encourage pupils to express their own ideas and opinions. Questions are also used very effectively to target individual pupils and are varied to reflect their ability. This makes sure that all pupils are fully involved in lessons and enables teachers to check their level of understanding. Due to this consistently good teaching in reception and in Years 1 and 2, teachers in Years 3 to 6 are able to provide activities that really challenge pupils. They are secure in the knowledge that pupils have the basic skills to enable them to complete the tasks set for them. For example, in a Year 6, literacy lesson, pupils were expected to write a short interview with Macbeth following the murder of King Duncan. This activity built very effectively on previous lessons about direct and indirect reporting and enabled pupils to demonstrate their secure understanding of the text, but employing a specific writing style.

8 Assessment procedures in English and mathematics are very good, enabling teachers to monitor and track the progress of pupils very effectively. Although similarly developed procedures are not fully in place in all subjects, the very careful evaluation of lessons ensures that each pupil's needs are met. Teachers' marking of pupils' work generally gives them good guidance on how they can improve. However, the school has established very good procedures in Years 3 to 6 for involving pupils in setting their own short-term learning targets. They are regularly involved in reviewing their own progress and re-setting their targets. Special tests are used very effectively to

identify pupils who might benefit from specific projects such as Additional or Early Literacy Support, although not having special educational needs.

The curriculum

The curriculum is very good. The opportunities for enrichment are excellent. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The learning needs of all pupils are very well catered for.
- The very good provision for pupils to learn French broadens their language skills very well.
- The provision for pupils with special educational needs is very good.
- The provision for pupils' personal, social and health education is very good.
- The number of pupils involved in the excellent range of activities outside of lessons is very high.
- Resources for teaching are very good.

Commentary

9 The curriculum provided for pupils is very broad. It provides pupils with a wealth of different experiences that ensures they make very good progress in developing their academic and personal skills. There is a consistent emphasis on teaching pupils the basic skills of English, mathematics and ICT, with many opportunities provided in lessons for pupils to practise and reinforce their skills. This is reflected in the very good standards pupils attain by the end of Year 6. Pupils' well developed personal skills reflect the very good provision for pupils' personal, social and health education (PSHE). Each class, including reception, have a weekly circle time in which pupils discuss current issues. The school uses a specific PSHE scheme of work, 'Project Charlie', throughout the school as the basis for planning PSHE lessons and is currently trialling the national guidance for teaching citizenship. However, this scheme, combined with the use of drama and role play in lessons make a significant contribution to pupils' speaking and listening skills. The very good provision for French also makes a significant contribution. In addition to teaching pupils basic vocabulary, which prepares them well for moving on to secondary school, the emphasis on oral work helps pupils to develop their confidence when speaking to the rest of the class, as well as their listening skills.

10 The curriculum is enriched by an excellent range of activities out of lessons. The activities at lunchtime are provided for pupils of all ages, including children in reception. For example, the school brings a professional dance teacher into school on a weekly basis to provide a dance club for pupils in reception and Years 1 and 2. This is linked to the school's involvement in the Schools Sport Co-ordinator programme. Other activities provided for pupils through this programme include archery and rock climbing at the local secondary school. The number of pupils involved in these activities is very good. Visits and visitors play an important part in many subjects and enhance pupils' knowledge and understanding very well. Recent examples include an artist in school, a speaker from a multi-faith centre based in Bradford who spent a whole day working with pupils on Sikhism and visits to a local Hindu Temple and synagogue. Residential visits are organised for pupils in Years 5 and 6. One visit is a creative arts residential in Wiltshire and others are based at outdoor pursuits centres. The creative arts residential visit is very unusual and fulfils the school's commitment to developing all pupils' attributes and skills. This concern is also shown by the very good provision for pupils with special educational needs. The school is aiming to be 'dyslexia-friendly' so all staff have had specific training in this area of learning difficulty. The small number of pupils with designated special educational needs means that the co-ordinator is able to monitor the individual plans that teachers prepare for pupils. Individual plans are used well by teachers to plan activities in lessons and provide the basis for individual support provided for some pupils. As a result, pupils with special educational needs make very good progress. Individual plans and pupils' progress are reviewed termly so targets reflect the next steps pupils need to make in their learning. Parents and pupils are involved in each review so everyone involved knows what they are working towards.

11 The school has significant problems with the topography of the site. However, the caretaker maintains the building to a high standard and the school makes the best possible use of the space available. It is situated on a hillside and the original building is small, so the teaching space has been

supplemented by two mobile classrooms and store rooms that have been redecorated to create a classroom and a staff room. The school has submitted plans on at least two occasions to redevelop the site around the original building, but has been unsuccessful. Although not directly affecting the quality of learning, the lack of internal access to the lower floor and the two mobile classrooms has a significant effect on the management of pupils and the organisation of activities. For example, pupils have to go outside to get from one part of the school to the other, using a set of very steep steps that can get very slippery in wet or icy weather to use the hall for physical education lessons or assembly and to use the dining hall and the playground. This demands great vigilance on the part of the caretaker and staff to ensure pupils' safety when moving around the school and at playtimes and lunchtimes. Resources for teaching, including ICT, are very good and well used in lessons. The school makes good use of the local area, the community and the local secondary school to supplement and enhance the resources available for teachers to use in lessons. As a result, pupils have opportunities to use equipment, such as pillar drills in design and technology lessons, which they would not normally have until moving onto secondary school.

Care, guidance and support

Provision for ensuring pupils' care, guidance and support is very good. The school involves pupils well in the work of the school.

Main strengths and weaknesses

- The procedures to ensure the safety and welfare of pupils are very good.
- Pupils, particularly those in Years 3 to 6 have very regular opportunities to discuss with adults their academic and personal progress.
- The arrangements for settling children into school are very good.
- Pupils' opinions are valued and they have many opportunities to contribute to the work of the school or its development.

Commentary

12 The school has established comprehensive procedures to ensure pupils' welfare, including risk assessment. The school site presents particular difficulties in ensuring pupils' safety when they are moving around the school and at playtimes. However, all staff, including lunchtime supervisors have very clear guidelines on minimising the risk to pupils, who are very closely supervised at all times. All staff know and understand the procedures for child protection. In addition, very good assessment and tracking procedures and the excellent relationships throughout the school enable staff to give pupils clear, explicit advice to support them, either personally or academically. This is particularly the case in Years 3 to 6 where pupils have a termly individual meeting with their class teacher to discuss their progress and to set targets for the next term. The school has established very good relationships with the various play schools some children attend before they join reception. This, together with home visits that staff make in order to meet parents and carers, prepares children very well for school, so they settle in very quickly. Throughout the school, pupils have many opportunities to express their views and to be involved in its development. The school council takes an active role in the work of the school and represents all classes. Their discussions relate to a broad range of issues around school ranging from practical concerns, such as the lack of locks on some toilet doors, to the range of activities for pupils at playtimes and the numbers of computers in classrooms. In some cases, the school has taken note of these ideas and implemented improvements, notably the provision of games and seating in the yard for pupils to use. Consequently, pupils are very aware of how they can contribute to the school community and take an active, responsible part as 'citizens'.

Partnership with parents, other schools and the community

The school has established good links with parents, very good links with the community and excellent links with other schools.

Main strengths and weaknesses

- Parents make a very good contribution to their children's learning at home and in school.
- The school uses members of the local community very well to enhance pupils' experiences.
- Links with other schools make a highly significant contribution to pupils' learning experiences, and ensure that they are well prepared for starting secondary school.
- The school's systems to consult and involve parents in the work and development of the school are informal, but effective.

Commentary

13 The school's good links with parents are reflected in their very positive views of the school. They believe that the school provides their children with a high standard of education. They feel very confident that if they have any concerns they will be dealt with promptly and fairly. They are kept well informed about their children's progress through informative reports and other information they regularly receive. They have good opportunities to be involved in school activities and consequently support the school very well, by helping their children at home and attending school events. The school has not developed formal systems for consulting parents or involving them in its work and further development. However, parents feel involved with their school and have a strong affinity with the work it does with pupils and within the community.

14 The school uses a very broad range of local community organisations and individuals very effectively to enrich and enhance the experiences of pupils. In addition to the local police and fire service, speakers come into school from such diverse organisations such as the local Mountain Rescue team and the Quakers, to tell pupils about their work within the community. However, the school also plays a role within the community. For example, it has hosted a flower festival in aid of Cancer Research and pupils regularly go out to visit local businesses. An after-school club uses the school hall each day to support working parents from this school and another neighbouring primary school with childcare. Pupils also took part in a local initiative to celebrate the life and work of the poet laureate, Ted Hughes, who was born in the village. Pupils produced illustrations for a chapter from 'The Iron Man' that were then made into displays at the railway station in a bid to reduce graffiti and vandalism. However, its excellent links with other schools most effectively illustrates the school's outward-looking perspective. The joint catering service shared with two other schools illustrates its ability to establish working relationships with other establishments. In addition, very productive links have been established with the local high school that enhances pupils' learning experiences very well. This has resulted in the school being lent various resources for use in lessons, such as pillar drills for pupils in Years 5 and 6 to use when they were doing a bridge design project. Higher attaining pupils take part in stimulating 'master-classes' in science and ICT at the high school.

LEADERSHIP AND MANAGEMENT

The school is very well led and managed. Governance of the school is very good. The headteacher's leadership is excellent and she is very well supported by other staff. The school is very well managed.

Main strengths and weaknesses

- The headteacher is an excellent role model for staff and pupils. She has a very clear vision for the school and extremely high aspirations for staff and pupils.
- Under the headteacher's leadership all pupils and staff work as a closely-knit team.
- All staff fulfil their management, administrative and teaching roles very effectively.
- Governors have a very clear understanding of the strengths of the school and support the teaching staff very well.
- Procedures for monitoring and evaluating the quality of the school's work and planning developments are very good.

- Financial management and the attention given to ensure that the school gets best value from its spending is excellent.

Commentary

15 Governors are an intrinsic part of the school and make a very important contribution to its continued development. They have a very broad range of experience and a very clear understanding of the strengths of the school and the areas it needs to develop. As a result, they are in a strong position to challenge the teaching staff and the headteacher in a very positive and constructive way on the progress being made and the effect of initiatives on which they collectively agree. They fulfil their statutory duties well, including a good, positive approach to race equality so that the school makes good provision to make sure pupils are aware of cultures other than their own. Governors' close involvement with the school, including its financial control, means that the headteacher, together with other staff, is able to concentrate on developing the quality of education provided for pupils.

16 The headteacher's very clear vision and very high aspirations have ensured that the school has improved well since the last inspection and maintained very high standards of achievement for pupils. The very effective use of ICT for tracking pupils' progress and teachers' planning helps guarantee the procedures she has established for evaluating the work of the school are highly effective.

Example of outstanding practice

All staff submit their weekly planning direct to the headteacher via email the week after the lessons have been taught. In this way the headteacher and other subject leaders are able to evaluate how effectively teachers use assessment to plan subsequent lessons and activities to build on and develop pupils' skills and understanding. With the support of the assistant headteacher and other key staff she monitors the quality of teaching and learning through weekly checks of teachers' planning, regular observation of lessons and careful analysis of pupils' progress towards their targets. This results in teachers' being given very regular feedback on their work from a number of different perspectives and in addition, the use of ICT to aid planning means that all staff can share each others work and learn from each other.

17 The headteacher's enthusiasm and commitment to the school inspire staff and pupils, to do their best to realise her vision for the school. At the heart of this vision is the very strong emphasis she places on ensuring that all staff and pupils have the opportunities they need to succeed and are fully involved in the work of the school. Performance management is very well managed by the headteacher and assistant headteacher so it is intrinsically linked to the school's priorities. As a result, staff are accountable for the success of their areas of responsibility and the progress their pupils make, so they fulfil their roles very effectively. Key staff are very knowledgeable and share their expertise with other staff. They have all led in-service training events for colleagues and regularly report to governors on their areas of responsibility. Their expertise has been recognised by other schools and the local education authority who frequently ask staff to support their work in other local schools.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	332479
Total expenditure	325902
Expenditure per pupil	3164

Balances (£)	
Balance from previous year	14282
Balance carried forward to the next	20840

18 The financial management of the school is excellent. Together with the governors and senior managers, the school administrator has developed highly effective procedures to make sure that the school gets the best value from its spending and that all spending is accounted for.

Example of outstanding practice

The school was not satisfied with the quality of the school lunches provided by a previous supplier. In partnership with two other local primary schools, they set up their own 'not for profit' catering service that now provides meals for all three schools and one other school that purchases lunches from them. A catering manager and other staff were recruited and the school's kitchens were chosen as the central base for the preparation of lunches. Local suppliers are used as much as possible. As a result, the quality of meals is very good and the numbers of pupils having school lunches has risen significantly. The school administrator manages this project on a day-to-day basis on behalf of the consortium.

19 However, the catering initiative affects the school's income and expenditure shown in the table above. The apparent high expenditure for pupils does not accurately reflect the true picture since these figures include a significant income from school meals sales. This money is used to purchase supplies and to maintain the catering service. If this income is taken out of the calculation, expenditure per pupil is broadly typical for schools of this size. There are no significant factors that act or aid as barriers to learning.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

20 The provision for children in reception is **very good** and has been maintained since the previous inspection. Parents are happy with the provision. When children start school, they have skills that are broadly average, but the full range of ability is represented. The current reception class contains a group of very young children who, when they started school, were correspondingly less able to use scissors and hold pencils correctly, but now all children are making very good progress in these fine motor control skills. No physical development lessons were seen, so no judgement on standards or teaching has been made in this area of learning. In personal, social and health education children achieve very well and exceed the expected levels by the end of reception. In all the other areas of learning most children are likely to reach the early learning goals, which for this group of young children represents good achievement.

21 The quality of teaching is consistently good. A real strength of the teaching is how activities are planned and organised. The teacher makes effective use of the support staff available to her and their expertise has a positive effect on learning. The day to day assessment of what children know, understand and can do is very effective. As a result, learning activities are thoughtfully planned to reinforce knowledge and develop new skills. All children are carefully monitored, which helps them to make progress at a very good rate. The Foundation Stage is led and managed very well. Resources are very good, and the accommodation is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teacher and support staff provide opportunities for children to develop independence.
- Children develop good attitudes to learning.

Commentary

22 The quality of teaching is very good and most children are likely to attain better than expected standards by the end of reception. The teacher and learning support staff ensure that plenty of opportunities are given for children to begin to take responsibility for themselves. For example, children are expected to tidy up after themselves when an activity is finished, to get what resources they need to complete a task and to take responsibility for washing their hands after using the toilet or before eating. On the whole, children co-operate well together when they share resources, but because there are many children in this group who are still very young and still display immature attitudes, a minority find sharing difficult. However, all children respond well to the new challenges offered to them and many develop the ability to pursue activities for extended periods of time. Some children are quite socially mature and engage with others in friendly conversations during snack and play times.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Well chosen activities enable children to quickly develop their listening skills.
- The teaching of basic reading and writing skills is very effective so children achieve very well.

Commentary

23 The quality of teaching is consistently of a high standard, so children achieve very well and most are likely to achieve the early learning goals. When the current group of children started school, the teacher quickly identified that their listening skills were weaker than their speaking skills and their use of vocabulary. Most children did not respond well to instructions. Consequently, the teacher planned activities that would extend their ability to listen carefully and this is proving to be successful. For example, in a lesson the teacher read a story to the whole class. She gave certain children a small puppet and they had to take the part of one of the characters in the story. All had to listen very carefully to identify when *their* character was speaking, so they could move the puppet and respond to the story line. From their responses, it was clear that the children were listening carefully. Children were engrossed in the story and many are developing good levels of comprehension. Early reading skills are good, with higher attaining children already reading with some independence.

24 Writing skills are taught very well, with all children learning how to write their names in a joined script. This is a whole-school strategy to tackle some identified weaknesses in handwriting. Success is clearly evident in the reception class, with very young children writing their first names with some confidence. Support staff are used very well to monitor other activities during writing practise, so the teacher is able to give one-to-one teaching of writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

Main strengths and weaknesses

- A very good range of activities are provided for children to use mathematics in their day to day activities.
- Displays and resources are used effectively to promote childrens knowledge of number and mathematical language.
- Continuous assessment is used very effectively to track the progress children make.

Commentary

25 The quality of teaching is very good and so most children learn very well and are likely to achieve the early learning goals. The teacher makes the most of every opportunity to reinforce number skills and to extend mathematical vocabulary. She engages children in games where they are asked, for example, to “find number 14”, so wall displays and number boards around the classrooms are used as children locate the correct number. Songs and rhymes are used to teach numbers up to 20, or to make up songs with number or shape repeating patterns. This is extended well through activities such as using pasta to make repeating patterns, which reinforce children’s knowledge and understanding of number and shape. A particularly good feature is the way the teacher and learning support staff use “focus sheets” to look for the development of specific skills and knowledge. Staff work with small groups of children, so they can monitor them carefully and if a child is seen achieving a new skill, this is quickly written on a “post-it” note, with a date, and is used later to make an overall assessment. This operates seamlessly, enabling staff to track the development of skills and plan further activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**

Main strengths and weaknesses

- Activities are planned and organised well so children have a good range of experiences.

- Visits and visitors are used effectively to enrich learning.
- Very effective use is made of learning support staff, which enables the teacher to work with small groups on focus activities.

Commentary

26 Teaching is good and as a result, most children learn well and are likely to reach the early learning goals. Early science skills are developed as children observe ice melting. They know that water freezes in cold temperatures and use this knowledge to make interesting ice sculptures of leaves, flowers and berries. Good opportunities are given for children to use their senses as they explore water at low temperatures with ice cubes floating in it. Two boys, playing with plastic polar bears and penguins, engaged in a discussion about where polar bears live. "They live in Antarctica, where it is very cold. If you go there, you would need to wear warm clothes and have hot drinks!" Early geography skills are effectively taught, as pupils use a large map of the world to locate France, Germany, Russia and Mexico while learning about Christmas traditions in other countries. Information and communication skills are used well to support learning in other subjects. Visits and visitors are used effectively to increase knowledge and understanding of the wider world. For example, a parent with a new baby visited the class and the dental nurse talked to the children about how to look after their teeth. Visits to museums and art galleries are frequent and children are excited when they use the train for their journey.

CREATIVE DEVELOPMENT

Provision in creative development is **good**

Main strengths and weaknesses

- Activities are well planned and resources are organised so that children use a wide range of media and materials.

Commentary

27 Most children reach the early learning goals in this area of learning since teaching is good. When this group of children started school, they were identified as having weaker skills in using scissors and holding pencils and crayons correctly. The children did not like using "messy" materials such as paint and glue and were disinclined to use them. As a result, the teacher planned and organised many activities encouraging children to overcome these problems. They now eagerly use glue and papier-mâché and mix paints to explore how to make new colours. Most children now use scissors well, as they skilfully cut out puppets.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGES

English

Provision in English is **very good**

Main strengths and weaknesses

- Pupils achieve very well to attain very good standards in Years 2 and 6.
- Teaching is very good with a strong emphasis on developing pupils' basic skills.
- Planning of lessons takes close account of different ages and abilities in classes.
- Teaching assistants are used very well to support groups and individuals.
- The subject is very well led by the subject leader.
- Other subjects are used very well for pupils to practise their literacy skills.

Commentary

28 The school's results in the national tests in 2003 were very good in reading for pupils in Year 2 and in English for pupils in Year 6. This reflected the trend over time where the results have exceeded the national results for boys and girls. Inspection evidence shows that this trend is being maintained for pupils in the current Years 2 and 6. They achieve very well and attain standards well above those expected for their age. This includes pupils with special educational needs who make very good progress in achieving the targets set for them in their individual plans. This is due to three main factors:

- Teachers have very good subject knowledge and high expectations of pupils.
- The basic skills of grammar, spelling, punctuation and handwriting are emphasised throughout the school.
- Other subjects are used very effectively for pupils to practise their literacy skills.

29 As a result, pupils develop great confidence in their speaking and listening skills. They learn to listen very carefully to each other and to adults. Pupils in Year 6 are very capable speakers. They willingly take part in discussions and, because teachers challenge pupils to expand upon their ideas, they learn to justify their opinions. They have a very secure understanding of how to use extracts or quotes from a text to support their ideas. The basis of these very good standards is very good teaching. Teachers use their subject knowledge very effectively to plan lessons that reflect the national guidance for literacy, but with appropriate variations for the differences in class groups. This is particularly reflected in group activities. In class discussions, teachers use questions very effectively to draw all pupils into the lessons, by targeting individual pupils and tailoring these questions to their different ages and abilities. However, the key strength underpinning the high standards that pupils attain is the quality of teachers' planning for those parts of the lessons where pupils work in groups.

30 Intended learning outcomes for pupils of different abilities are clearly defined and activities are very well matched to them. Consequently, pupils of all ages and abilities are sufficiently challenged, but able to fulfil what teachers want them to learn. Teachers use individual plans for pupils with special educational needs very well to plan activities in lessons that match what they need to learn. They then use support staff very effectively to work with them in groups and during whole class discussions. Special programmes are also used well to tackle individual pupils' specific learning difficulties. This not only ensures that they succeed, but also develops their confidence. Threaded throughout the curriculum is an emphasis on developing pupils' basic skills. For example, from reception upwards, pupils are expected to develop a joined-up style of handwriting. By the end of Year 6, therefore, most pupils have developed an individual style of writing and have a very secure understanding of how to use a broad variety of punctuation. This is one of the core skills that results

in a good proportion of pupils attaining higher than expected levels at the end of Years 2 and 6 in national tests. Marking of pupils' work is used well to reinforce pupils' awareness of how they can improve it. However, pupils are also involved very well, particularly in Years 3 to 6 in this process. Each term, they have a discussion with their class teacher looking at their work, and then together they set targets for the coming term. As a result, pupils have a very clear understanding of what they are aiming towards and how they can improve their work further.

31 The co-ordinator leads the subject very well. She has a very clear understanding of what she wants to do to further improve standards, teaching and learning in the subject. In her own teaching she sets a very good example for other members of staff and pupils. Her own enthusiasm and deep subject knowledge of the subject is infectious and reflected in the very positive attitudes pupils develop for language, books and writing. Together with the headteacher she monitors teachers' planning and uses assessment information very effectively to track the progress of each pupil, setting clear targets for them year on year. These targets are used well by teachers in their own target-setting discussions with pupils.

Language and literacy across the curriculum

32 Teachers use other subjects such as history, geography, religious education and science very well for pupils to use and practise their literacy skills. Pupils are given good opportunities to express their ideas, views and opinions in discussions, topic booklets, drama and role play such as the Christmas production seen during the inspection and performed by the younger pupils in the school. Older pupils perform a production in the summer term, for example, Oliver.

French

Provision in French is **very good**

Main strengths and weaknesses

- Pupils are taught basic French vocabulary from an early age.
- Pupils develop an interest and enthusiasm for the subject that prepares them very well for secondary school.
- Teachers use the language well in lessons so pupils develop confidence in speaking.

Commentary

33 French is taught throughout the school, making a significant contribution to broadening the curriculum and preparing pupils for secondary school. Most of the lessons are based on speaking with most of the activities designed to develop pupils' confidence in using the language. Teachers also use listening activities effectively in lessons. This encourages pupils to listen very carefully. Lessons are fun. Games play an important part in many lessons, which helps to capture pupils' interest and makes them feel that learning French is an enjoyable activity. This starts in reception where the teacher greets children in French and occasionally counts in French. As pupils move through the school they learn to greet others and talk about themselves using simple phrases. Although teachers are not subject specialists they go to great lengths to plan lessons that build on pupils' skills and to use the target language as much as possible. As a result, by Year 6, pupils have a secure understanding and knowledge of basic vocabulary and know how to maintain a basic conversation with someone. In addition to improving pupils' own self-confidence and speaking and listening skills, the subject also teaches pupils about how people live in another European country and prepares them well for being citizens in a country whose links with Europe are important.

MATHEMATICS

Provision in mathematics is **very good**

Main strengths and weaknesses

- Pupils achieve very well as they move through the school.
- Teaching is good throughout the school and very good in Years 5 and 6, so pupils learn very well.
- Teachers mark and assess pupils' work very thoroughly and set targets that involve the pupils well. This has a positive effect on learning.
- The subject is led and managed very well.
- Very effective links with the local high school offer higher attaining pupils more challenging work and prepares older pupils well for the next stage of education.
- Teachers do not provide enough extension activities for younger pupils.

Commentary

34 Standards match expectations in Year 2 and are well above expectations in Year 6, which indicates that over time, pupils achieve very well. This is a result of good teaching throughout the school, which embeds basic skills in number firmly, leading to very good teaching in Years 5 and 6, which is challenging and extends earlier knowledge and skills very effectively. Teachers plan effective opportunities for pupils to use key skills in ICT. As a consequence, pupils are skilful in constructing graphs and tables to present data. All teachers are skilful in their own use of technology. They use interactive whiteboards in the classrooms to good effect, particularly during the final part of lessons to sum up what has been learnt and to correct any common errors.

35 The very good assessment of older pupils' work contributes much to the high standards they achieve. In marking work, the teacher often engages pupils in a written dialogue, where she sets further challenges, remarks on how well the pupil is doing and rigorously tackles weaknesses. Pupils respond very positively to this. Friendly written quips are shared, indicating very good relationships. Assessment is very thorough and is used very effectively to set challenging targets. These targets are discussed individually with pupils, who then set about achieving them. Younger pupils know their targets, and whilst they are too young to enter into such detailed discussions with their teachers, they have a sound knowledge of what they need to do to improve.

36 The subject is led and managed very well. The co-ordinator is very aware of how well each year group is achieving. She makes sure that those children who have special educational needs are monitored carefully and are provided with extra resources if needed. Higher attaining pupils are provided for by the very effective links forged with the local high school. For example, older pupils attend "master classes", which provide them with further challenges and extends their mathematical skills well beyond those normally expected for pupils at the end of primary school. The subject leader tries to make sure that the curriculum is interesting for all pupils, by arranging for them to take part in local and national mathematical competitions. Resources for the subject are very good. Concerns by parents about homework being sometimes too heavy are acknowledged and the school tries to keep demands on pupils within the government guidelines.

37 Improvements since the previous inspection have been good, for example:

- Standards at the time pupils leave school have improved and pupils' achievement is better.
- Pupils' with special educational needs now make much better progress.
- The quality of resources have improved.
- Very effective use is now made of information and communication skills to support learning.

38 The extension activities given to younger pupils at the end of their lesson are not always adequate. For example, in some lessons, when pupils have finished their set task, they are given activities entirely unrelated to the subject of the lesson. This represents a missed opportunity to deepen their knowledge and understanding of the topic.

Mathematics across the curriculum

39 Pupils frequently use mathematics as part of their work in other subjects and consequently, by the time pupils leave school, they are competent in exercising numeracy skills as a regular part of their work. In geography and science, for example, data and charts are presented using well-developed skills. Pupils' ability to construct and read graphs, tables and charts is very good overall. In design and technology, pupils learn how to keep to a budget and cost out materials, as well as using measuring and estimating skills effectively.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- The effective teaching of scientific enquiry skills ensures that pupils have a good grasp of how to plan investigations.
- Teachers plan lessons well, so that pupils' skills are built up systematically.
- The assessment of what pupils do and the setting of individual learning targets gives pupils secure knowledge of what they need to do to improve.
- The way some pupils present and structure their written reports is unsatisfactory.

Commentary

40 Standards of attainment in Year 2 and Year 6 are above expectations, a similar picture to that found in the previous inspection. Standards are above those found in most schools because pupils are taught to work with others on planning investigations, making clear hypotheses and conducting experiments. Pupils do this as a natural part of their work and, as a result, their scientific knowledge is based upon secure understanding. Only one lesson was seen, in Year 5 and 6. This was a good lesson because it was planned very well to take into account both year groups, higher attaining pupils and those pupils with special educational needs. As a result, all pupils made good progress and they achieved well. For example, the Year 5 pupils planned how they would investigate whether the age, size and gender of a person determined how fast their resting pulse rate would be, whilst Year 6 pupils investigated whether the temperature of liquid determined how quickly added substances would dissolve.

41 Whilst an overall judgement of teaching has not been made because only one lesson was seen, the evidence available indicated that what teachers do very well is assess pupils' knowledge and skills at the end of each unit of work. From this assessment, future learning targets are set by talking to the individual pupil, explaining what they are doing well and making it very clear what they need to do to improve their skills. This is very effective and is a good improvement since the previous inspection. Pupils have a clear understanding of how to tackle future work, and older pupils in particular have an ongoing dialogue with their teachers to ensure that they are keeping on track. This effective strategy is having a positive effect on maintaining high standards and ensures that pupils of all ability levels have a positive attitude to their work.

42 In contrast, the way pupils present their work is too often unsatisfactory. Many of the older pupils need to structure and organise their written reports more neatly and younger pupils are frequently untidy when they use felt pens to illustrate their work. However, pupils make effective use of both numeracy and information and communication skills to present the findings of their investigations using graphs and tables.

43 The subject is led and managed well. Teacher's planning is monitored rigorously, since, for example, all lesson plans are available to all staff electronically. They can be constantly checked by this means, so all staff are aware of what is being done in each year group. Resources for the subject are very good and if needed, more expensive equipment, or equipment that is used rarely, is borrowed from the local high school. This makes best use of the school's budget for the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **very good**

Main strengths and weaknesses

- Teachers and many support staff have been well trained by the subject leader.
- The subject is led and managed very well.
- Very effective use is made of ICT skills to support learning in other subjects.
- There are very effective links with the local high school, which challenges higher attainers and prepares all pupils well for the next stage of learning.

Commentary

44 Standards in Year 2 are above expectations and by Year 6, standards are well above. Standards in Year 6 have improved since the previous inspection. This represents very good achievement and is a direct result of the consistently good teaching. Teaching is innovative and succeeds in making lessons both fun and interesting.

45 The subject is led and managed very well. The subject leader has specialist expertise and has initiated a training program with all staff to increase their skills. She has very high expectations of how the subject should be taught and monitors the subject rigorously to make sure that this is done. As a result, basic skills are taught very well and these are built upon in many subjects where key information and communication skills are used to support learning. For example, older pupils complete homework assignments, which are often e-mailed directly to their teachers. Higher attaining pupils prefer to present their work in a multimedia format, which they then present to the rest of the class using an interactive whiteboard. Very good use is made of literacy skills, since pupils often present their work orally.

46 Provision for pupils with special educational needs has improved since the previous inspection. They now achieve very well because teachers and learning support staff provide them with one-to-one tuition if needed and they have access to special resources that are beneficial to them. For example, one pupil has constant access to a laptop computer, which has greatly increased his ability to write quickly.

47 Younger pupils in Year 3 further extend their expertise in French as they write e-mails to pupils in a French school. This not only extends their expertise in using electronic forms of communication, but also extends their French writing skills and develops their awareness of other cultures. They eagerly look forward to their next lesson, when they receive their e-mails from France!

48 The local high school provides opportunities for older pupils to take part in "master classes". This not only provides higher attaining pupils with opportunities to improve their skills, but also enables them to use sophisticated resources not normally available in primary schools. A technician from the local high school provides very efficient technical support, which is valued by all staff and ensures that the school budget is used very efficiently. Resources for the subject are very good and have improved considerably since the previous inspection.

Information and communication technology across the curriculum

49 The school does not have a computer suite, but there are very good resources in all classrooms, which are used very well to support learning in other subjects. This is done well, because all teachers and most learning support staff are very well trained in their own technology skills. When planning lessons, they ensure that opportunities are used to develop key skills. A particularly impressive feature is the way interactive whiteboards are well used in the classrooms to teach new skills and reinforce understanding in most subjects. As a result, pupils use information and communication skills as part of their day to day work. Even younger pupils in Year 3 make

effective use of a digital camera to record some examples of their work for future reference and they are adept at sending e-mails. Older pupils use new technology with great confidence and enjoyment.

HUMANITIES

50 No lessons were seen in **history** so it was not possible to make judgements on standards or on the quality of teaching and learning. However, samples of pupils' work show that they study a broad range of periods of British history and ancient civilisations. Consequently, they develop a secure appreciation of their own heritage and other cultures from around of the world. Visits to museums and the local area are used well by teachers to provide pupils with interesting experiences.

Geography

Provision in geography is **good**

Main strengths and weaknesses

- Pupils benefit from a broad range of activities in lessons.
- Pupils develop a good understanding of different places around the world.
- Pupils have plenty of opportunities to use their literacy and numeracy skills.
- The subject is well led and managed.
- The quality of pupils' presentation of work is variable in its quality and care.

Commentary

51 Standards in geography have improved since the last inspection. They are now above expectations in Year 6. Pupils are taught well so they achieve well. This can be attributed to the good work of the subject leader who has revised the curriculum and worked with staff to ensure that pupils have a varied, interesting range of experiences in lessons and out of school. As a result, they develop a good knowledge of places around the world and of their local area. Teachers have good subject knowledge and, in lessons, involve pupils well in discussions about the topic they are discussing. As a result, pupils learn to use subject-specific language well in discussions and when they are writing. Teachers place particularly strong emphasis on pupils using their literacy and numeracy skills. They are expected to write about the topics in their own words. This reinforces pupils' understanding of the topics and they develop a secure grasp of the subject. For example, in a topic on rivers, pupils researched different features of their chosen river, including its physical characteristics, and were expected to create a booklet made up of writing, graphs, maps and charts. The quality of the content of pupils' work is good, reflecting their secure knowledge, but the quality of their presentation is variable. In the best examples, ICT is used very well to present the booklets to a very high standard, but in other cases pupils do not fully demonstrate their very good literacy skills. Visits and visitors to school are used well to help pupils reinforce what they have learnt in lessons.

Religious Education

Provision in religious education is **good**

Main strengths and weaknesses

- The curriculum is enriched with a wide range of visits and visitors, increasing pupils' knowledge and understanding of major world religions.
- The subject co-ordinator undertakes specialist teaching in most classes, so the subject is taught in depth.
- The way pupils present and illustrate their work could be improved.

Commentary

52 Standards of attainment are above the expectations of the locally agreed syllabus, as they were at the time of the previous inspection. Only one lesson was seen during the inspection, so no overall judgement on teaching can be made. However, the lesson in a mixed class of Year 3 and 4 pupils was very good. The teacher, a subject specialist, placed very strong emphasis on providing challenging tasks for pupils of all abilities and a consequence of this was that all pupils, including those with special educational needs, achieved well. Most teaching is done by the subject co-ordinator, which raises the standards achieved. A minor weakness is the way a few pupils present their work. For example, older pupils write in pencil rather than in ink and do not always take enough care with their illustrations.

53 The school provides very good opportunities for pupils to visit Christian churches, a mosque, a temple and a synagogue. As a result, pupils learn about other faith communities from first-hand experiences. This has a positive effect on their understanding of different forms of worship and their ability to reflect upon them. A recent visit to a synagogue by older pupils resulted in a good display of pupil's written accounts of their visits. They used good literacy and word-processing skills to write about the awe and wonder they felt when seeing the Torah in the Ark of the Covenant. Visits into school from Hindu and Sikh storytellers developed pupils' understanding of the ancient cultural importance of stories and dance in some religions. In the past, Quakers have talked to pupils about their forms of worship. This rich curriculum has the effect of deepening pupils' understanding of major world religions, while developing their spiritual and cultural awareness.

54 The subject is led and managed well by a co-ordinator, who makes the best use of her subject expertise. She monitors the work of the one class she does not teach by checking the quality of teaching and sampling the pupils' work, so she has a clear view of standards throughout the school. Resources for the subject are very good. The very broad range gives pupils a chance to see and hold examples of artefacts that are important features of different faiths such as a menorah from Judaism.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

55 No lessons were seen in art and design, design and technology, music or physical education. Inspectors looked at samples of pupils' work and attended a whole-school Christmas performance. There was, however, insufficient evidence to make a judgement on standards. Similarly, no judgement could be made on the quality of teaching and learning in these subjects.

56 Evidence seen in **art and design** indicates that the subject is planned well to develop and extend pupils' knowledge and skills in painting, drawing and modelling. Good opportunities are given for pupils to learn about art from other cultures. For example, art work seen on display in the hall had enabled pupils to learn about how Christmas is celebrated in Russia, Sweden and Mexico, whilst at the same time extending their skills in painting, modelling and weaving. The quality of the work indicated that teachers had high expectations of the quality of work that was produced.

57 In **design and technology**, evidence shows that teachers make very effective links with the local high school to support the development of skills. Pupils are encouraged to use their basic skills of mathematics and ICT to support their learning. For example, in Years 5 and 6, pupils have designed bridges after exploring the Internet to look at how forces act on structures. Pupils looked at examples of truss, beam, arch and suspension bridges before planning their own structures. They used computer-aided design to plan their bridges, showing a high level of skills. Large bench drills were borrowed from the local high school to enable pupils to make their structures and the resulting work was of a good standard. A sample of previous work shows that effective use is made of key skills in mathematics, when pupils design rooms. For each design, pupils were required to cost individual items and to keep to a pre-determined budget. Finally, pupils were required to calculate whether their finished designs came in under or over budget.

58 No **music** lessons were seen, but inspectors attended assemblies and a whole school Christmas performance at the local Methodist church. In assemblies, pupils of all ages sing tunefully, showing a clear awareness of rhythm. They sing songs from memory, or practise familiar hymns. The school Christmas production indicated that pupils are confident when performing in front of an audience, as even very young children perform solo. Provision is made for some pupils to learn piano and guitar, two of whom were confident in performing “Jingle Bells” on guitar.

59 No **physical education** lessons were seen. Pupils are, however, involved in many initiatives and sporting events, including basketball, tag rugby, water sports and archery. Most of these events are part of the school’s involvement with the School Sports Co-ordinator programme and the local high school. Because of this, the school is able to provide pupils of all ages with an interesting, very active physical education curriculum. Extra-curricular sporting activities are planned to include pupils of all ages; for example, younger pupils take part in dance lessons led by a local coach. The range of extra-curricular activities provided by the school is very wide and has a positive effect on pupils’ attitudes to physical exercise. Residential visits are made available to older pupils, where challenging outdoor pursuits such as rock-climbing and gorge walking are undertaken. The school makes very effective use of specialist coaches and specialist interests amongst the staff to provide a rich curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils have many opportunities to discuss their work in lessons.
- All adults have excellent relationships with pupils.
- Pupils have good opportunities to play a part in the work and development of the school.

Commentary

60 Throughout the school, staff place a very high priority on involving pupils in discussions, encouraging them to consider their work and to express their views and opinions. In reception, staff build on children’s personal skills very effectively. They encourage them to work, play and communicate with each other so by the end of reception their skills in this area of learning are above those expected. The school has a formal curriculum based on ‘Project Charlie’ and is trialling the national citizenship scheme of work with a view to developing its own, using this as a basis. As a result, the very positive attitudes and behaviour of pupils show that the school makes very good provision for developing pupils’ personal skills and qualities. Due to the excellent relationships in the school between adults and pupils, all staff, including the lunchtime supervisors and catering staff contribute well to this provision. For example, the very good care at lunchtimes helps pupils to recognise the importance of looking after each other. Theme days, such as one on healthy eating, raise pupils’ awareness of the importance of having a healthy lifestyle. The school council and the process for electing class representatives reflect the school’s commitment to developing pupils’ understanding of their role as citizens and members of a community.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
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	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	1
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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