

INSPECTION REPORT

FLOCKTON CE (VC) FIRST SCHOOL

Flockton, Wakefield

LEA area: Kirklees

Unique reference number: 107714

Headteacher: Mrs T Walker

Lead inspector: Mr M J Weaver

Dates of inspection: 29th - 30th September 2003

Inspection number: 260941

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:	First
School category:	Voluntary Controlled
Age range of pupils:	4-10
Gender of pupils:	Mixed
Number on roll:	87
School address:	Barnsley Road Flockton Wakefield
Postcode:	WF4 4DH
Telephone number:	01924 326800
Fax number:	01924326800
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Dean Morgan
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in a village with a wide socio-economic range, some families being relocated from Huddersfield. There are 87 boys and girls on roll in four mixed-age classes. Almost all pupils are of White British origin with a very small proportion being of mixed White and Black Caribbean heritage. There are no pupils that are at an early stage of speaking or using the English language. The attainment of pupils on entry varies widely from year to year, with some pupils that are of well above average attainment; the attainment on entry overall is generally slightly below average. Fifteen pupils have special educational needs, which is below the national average; the majority of these having social, emotional and behavioural difficulties. None of the pupils has a statement of special educational need. The number of pupils joining school after the normal starting date or leaving before the end of Year 5 is low. The school has received 'Investor in People', 'Healthy Schools' and 'Schools' Achievement' awards. It has close links with Shelley High and Scissett Middle Schools, and Huddersfield New College for training Learning Support Assistants in ICT¹. The headteacher has been in post for a little less than two years. She has been effective in creating a caring, positive climate within the school, in motivating staff, giving a clear educational direction and gaining the confidence of parents. This has been critical following the unsettling effect on staff and pupils as a result of several headteachers being in post over the last few years and the very high staff turnover over the last two years.

¹ ICT is the shortened term for information and communication technology.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9352	M J Weaver	Lead inspector	
9188	J McHugh	Lay inspector	
18346	R Bristow	Team inspector	Mathematics Science Information and communication technology Foundation Stage
30144	E Hastings	Team inspector	English Geography History
20007	T Neat	Team inspector	Art and design Design and technology Music Physical education Provision for pupils with special educational needs

The inspection contractor was:

Trio Inspections

University of Warwick Science Park
Unit 2, Barclays Venture Centre
Sir William Lyons Road
Coventry CV4 7EZ

Any concerns or complaints about the inspection or the report should be made initially to the 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).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: AREAS OF LEARNING IN THE FOUNDATION STAGE	17
THE QUALITY OF EDUCATION IN SUBJECTS IN KEY STAGES ONE AND TWO	20
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective school**, which offers **satisfactory value for money**. **Pupils generally achieve above average standards at the end of Year 2 and satisfactory levels of attainment by the age of ten. The quality of the teaching is good, and the school is led and managed well.**

The school's main strengths and weaknesses are:

- Standards of work in the Foundation Stage and in mathematics and science in Years 1 and 2 are good; most pupils, including those with special educational needs, achieve well during their time in school.
- The leadership by the headteacher is of high quality; governance of the school is good.
- Assessment information does not yet ensure that appropriately challenging work is consistently set for some junior pupils and especially for higher attainers.
- Pupils' attitudes, values and behaviour are good. Their moral, social and cultural development is also good.
- Extra-curricular opportunities for pupils' enrichment are good.
- The school provides well for pupils' care, welfare, health and safety.
- Involvement of the parents in the work of the school is good.

The school has **improved significantly** since the last inspection. Teaching has improved overall with more lessons being of good quality. Standards have risen in ICT and are now average. Assessment systems have improved, but slow progress has been made in using these to raise standards further. Leadership by the headteacher is better than at the time of previous inspection and is now very good. Parents say they feel much more welcome in school. Most of the key issues at the last inspection have been addressed well.

STANDARDS ACHIEVED

Year 2 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
Reading	A	B	B	B
Writing	A	A*	A	A
Mathematics	A*	A	B	B

Key: A* very well above average; 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.

Pupils achieved well in the core subjects of English and mathematics in 2002. Early indications from the 2003 SATs² results show that standards are similar to those attained in 2002. Standards in all other subjects are average except for history, where insufficient evidence was available against which to make a judgement. Pupils' achievement during their time in school is good in all aspects of English and mathematics.

Junior pupils' attainment **is average in English, mathematics and science**. Some under-achievement is evident in Year 5 in English and mathematics. This is because expectations during the previous year, when these pupils were in Year 4, were too low. This teaching issue has been resolved by the headteacher and better quality teaching is enabling pupils to begin to make up for lost

² SATs are the national Standardised Attainment Tests that children take at the end of Years 2 and 6.

time. The use of English, mathematics and ICT across the school is satisfactory. In all other subjects, standards are average, but little evidence was available to judge standards in design and technology, history and physical education. Children in the Foundation Stage are likely to **attain the early learning goals**³ in their **physical and creative development and knowledge and understanding of the world** by the end of reception⁴. Most children are likely to attain beyond the early learning goals in **communication, language and literacy and mathematical development** before entering Year 1. Pupils' moral, social and cultural development is **good**. Pupils' relationships with peers and adults are **very good**. Pupils' behaviour is **good**. Attendance is **average**, but punctuality is **good**.

QUALITY OF EDUCATION

The **quality of education** provided by the school is **good**. The quality of **teaching is good** overall. Pupils' learning is **good** overall, but more could be done to raise the standards achieved by higher-attaining pupils. The **quality of education provided for pupils with special educational needs is good**, enabling them to achieve well. The curriculum is broad and provides pupils with good opportunities for sports and visits to a wide range of interesting places. The provision for **pupils' academic guidance** is only **satisfactory**, as the assessment records require further development. The partnership with parents is **good** and links with other schools in the area are also **good**.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good** overall. The leadership provided by the headteacher is **very good**. She brings a clear focus to improving the school's systems, particularly in resolving the key issues from the last inspection and substantially improving the quality of communication throughout the school. She is very ably assisted by the assistant headteacher who has the same vision and commitment as the headteacher. The leadership and management of other key staff are **satisfactory**. They review pupils' achievement from workbooks but some do not have sufficient opportunities to monitor the quality of teaching and learning in lessons. The governing body is **effective** in fulfilling its statutory duties and its role as a 'critical friend'.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are pleased with the school. Parents value the leadership style of the headteacher and the improvements that she has brought about in improving the quality of relationships with parents. Pupils say that there is very little bullying and that any inappropriate behaviour is dealt with quickly, fairly and effectively.

IMPROVEMENTS NEEDED

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

- raise standards in English and mathematics in Year 5 and ensure that history is provided in infant classes;
- use assessment information to track the achievement of all pupils rigorously to provide realistic challenge, particularly for potentially higher attaining pupils;
- develop the role of subject managers in monitoring the quality of teaching and learning in lessons;

and, in order to meet statutory requirements:

- ensure that pupils with disabilities have full access to all areas of the school.

³ Children are expected to reach the early learning goals by the end of reception.

⁴ On entering Year 1, children will normally commence learning in the National Curriculum

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Current standards in school at Year 2 are above average in mathematics and science and average in English. **Pupils' achievement in English, mathematics and science is good.** There is no significant difference in the achievement of boys and girls, but higher-attaining pupils could do better if work set for them were more challenging, particularly in mathematics. **Standards in all other subjects are average and pupils achieve satisfactorily.**

Main strengths and weaknesses

- Standards are generally above the national average in English and mathematics.
- Most children in the Foundation Stage are likely to attain beyond the early learning goals in communication, language and literacy and mathematical development before entering Year 1.
- Standards could be higher across the school if work set were better matched to all pupils' abilities.
- Standards in Years 3, 4 and 5 are satisfactory overall, but some Year 5 pupils are weak in aspects of English and mathematics as a result of weak teaching during the previous year.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	16.4 (16.4)	15.8 (15.7)
Writing	15.9 (16.8)	14.4 (14.3)
Mathematics	17.2 (18.1)	16.5 (16.2)

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

1. The national test results in 2002 show that standards in English and mathematics are above the national average in reading and mathematics and well above average in writing. Parents are pleased with the results their children attain, including those pupils with special educational needs. When compared to similar schools, pupils achieved above average results in English and mathematics.⁵
2. The results of the national tests in 2003 indicate that pupils' attainment at the end of Year 2 is similar to that which was attained in 2002. Early indication is that the number of pupils achieving the higher Level 3 in writing and mathematics is high. Overall, most pupils have achieved well since the time they joined Year 1.
3. Inspection findings show that children achieve well in the Foundation Stage against their prior attainment. Infant pupils attain standards that are above the national average in mathematics and science. Pupils' achievement in English, mathematics, science and ICT is good. Good focus is now being placed on developing pupils' skills in practical investigation in science and in the use of computers. Standards in all other subjects are average. It was not possible to make a judgement on standards in design and technology, history or physical education, as insufficient evidence was available.
4. Standards in Year 5 in English, mathematics and science are now average and pupils' achievement is satisfactory, although potentially higher attaining pupils could do better. In English and mathematics, the work set during the last 12 months in the mixed-age Year 4/5

⁵ Standards in religious education will be inspected under Section 23 by an Anglican Diocesan inspector

class was insufficiently challenging for most of the pupils. This caused a dip in the standards being achieved. The current Year 5 pupils are being brought up to speed in their knowledge and skills because of improved teaching. There has been too little time as yet, however, during the two weeks of the current autumn term in which to make the required impact on pupils' learning. Despite this, standards are now average and pupils' achievement is satisfactory. Standards in ICT are in line with national expectations. Pupils' achievement is good as a result of the teaching of ICT skills. Although standards are only average, this represents good progress since the last inspection when ICT was unsatisfactory.

5. The youngest children in the Foundation Stage class make good progress and are given a good start to their education. Because of the good quality of teaching, most children are likely to attain the early learning goals in all the areas of learning before joining Year 1. Their achievement is good in their personal, social and emotional development and in all areas of learning, except in their physical development, which is only satisfactory. This is because of some limitations for outdoor activities. Higher-attaining children are likely to attain the early learning goals in communication, language and literacy, mathematical development and knowledge and understanding of the world before they enter Year 1.
6. Although most pupils in Years 1 and 2 have achieved good standards in English and mathematics, most pupils in the mixed-age year groups in Years 3, 4 and 5 could do better if teachers used the information gained from assessment to plan lessons to meet the needs of individuals more accurately. The lack of setting more challenging targets for individual pupils has prevented them from achieving more. The school acknowledges this as an area for further development.
7. The literacy and numeracy strategies have been implemented satisfactorily and enable pupils to effectively develop their skills across most subjects of the curriculum. Pupils develop satisfactory skills in ICT that also support their work in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are good. Pupils enjoy coming to school and have very good relationships with one another and with adults. This continues to be a strength of the school. **Pupils' moral, social and cultural development is good** overall, with strengths clearly evident in their social and moral development. **Their spiritual development is satisfactory.**

Main strengths and weaknesses

- Most pupils in the school develop good attitudes to learning.
- Pupils develop positive relationships throughout the school.
- Junior pupils demonstrate good attitudes in taking responsibility and making decisions.
- Pupils' moral and social development contributes well to the learning environment.
- A small minority of pupils do not always respond well to instruction, leading to some off-task behaviour in lessons.

Commentary

8. The children in the reception class had been in school for only two weeks on a part-time basis at the time of the inspection, but they had settled in very quickly to the new routines. They are keen to explore the wide range of resources set out for them, and the welcoming atmosphere promotes their confidence and self-esteem. The teacher's high expectations encourage the children to try their best, to which children respond well. Children develop good relationships, confidence and self-esteem. Children learn to be polite, take turns and observe the class rules.
9. Relationships throughout the school are very good. Pupils work well together in pairs and small teams, supporting and encouraging each other. These are significant strengths in improving the quality of learning. Pupils behave well in and around the school. They value their friendships with adults and other pupils that enable them to develop good personal qualities. In lessons,

most pupils listen carefully to others, work well in twos and threes, and share resources appropriately. Pupils respect the class rules and respond appropriately to teachers' expectations as well as to the school's code of conduct. Only a few incidences of disruptive or restless behaviour were observed during the inspection.

10. Junior pupils demonstrate good attitudes in taking responsibility and making decisions. They show initiative through the school council, which is effective in promoting pupils' involvement in taking the school forward. Pupils know right from wrong and learn to consider the needs and feelings of their classmates. They respond well to praise that further encourages them to develop their self-esteem and confidence. Pupils have a responsible attitude, demonstrating an ownership for developing the school. The wide range of extra-curricular activities, in which almost all pupils are involved, promotes good social and moral development. The annual residential experience is a real strength for pupils in the mixed-age year groups in Years 3, 4 and 5, enabling them to mature and develop their personal qualities and social skills.
11. Pupils' spiritual development is catered for satisfactorily and is fostered through collective worship where time is given for some reflection and prayer. Pupils' cultural development is good, supported well by visits to the National Coal Mining Museum. A science week in connection with a local chemical company has further benefited pupils' learning about their heritage. Good multi-cultural development has been achieved through a number of activities. A particular link with a school having a high ethnic population has helped pupils to develop an awareness of people from other ethnic origins. This is well developed also through the good links that staff and the school have with Tanzania.

Attendance

Pupils' attendance at school is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- Pupils enjoy coming to school and arrive in good time.
- Too many parents take their children out of school during term time.

Commentary

12. Attendance is well monitored. Additional funding has been received from the LEA⁶ to reduce the number of unauthorised absences. This is being used effectively to reduce the above-average number of absences that have occurred over the last four years. Attendance is now broadly in line with national average.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.1	School data :	0.6
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.

Exclusions

Two pupils have been excluded for short periods within the last year.

⁶ LEA is the abbreviation for 'local education authority'

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British

No of pupils on roll
87

Number of fixed period exclusions	Number of permanent exclusions
5	0

Pupils' attitudes, values and other personal qualities are good. Pupils' personal development is nurtured well. Most pupils achieve satisfactorily and pupils with special educational needs make good achievement in learning as a result of the effective support arrangements planned for them.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The quality of teaching is good overall.

Main strengths and weaknesses

- Teachers have good subject knowledge.
- Teaching in the Foundation Stage and mixed-age Year 1/2 class is a strength.
- Weak teaching was evident last year in one class leaving current Year 5 pupils with much to do to catch up, especially in English and mathematics.
- Teachers adopt a strong and supportive approach to managing pupils' behaviour, which results in good behaviour throughout the school.
- Pupils with special educational needs receive close support and achieve well.
- Pupils demonstrate good capacity to work on their own.
- Monitoring of pupils' achievements is inconsistent and does not ensure that more-able pupils receive sufficiently challenging work.
- Classroom assistants could be more effectively used in lesson introductions.

Commentary

13. Teaching is good overall, with some staff providing very good examples of teaching. Teaching is consistently strong in the youngest classes catering for children in the Foundation Stage and Years 1 and 2. The teacher's detailed planning ensures that children develop skills in a well-structured way. She has good subject knowledge and uses questions skilfully to involve all children in each activity. In infant and junior classes, teachers' relationships with pupils in their care are also very good and pupils are well supported and encouraged to do their best. Teachers throughout the school have strong subject knowledge and their planning is generally good. More could be achieved by potentially higher-attaining pupils if rigorous use were made of the assessment information available to set sufficiently challenging work for all pupils.
14. Good quality teaching is now evident across the year groups and is not limited to any one subject. Teaching over the last twelve months has been weak in the mixed-age Year 4/5 class resulting in the Year 4 pupils making slower than expected progress in English and mathematics. As a result of effective teaching, the same pupils, now in Year 5, learning is good in English but only satisfactory in mathematics. Effective staff changes have been introduced to resolve this issue. The current teachers in the two mixed-age junior classes are especially skilled in English and mathematics and strive to raise standards. Weaknesses in pupils' earlier learning have been identified and work is set to overcome this concern. The teachers use their particular skills to teach each other's class at times and this is beginning to have a marked impact both on pupils' learning and their attitudes to learning. Although teaching is good overall, more could be done to develop the role of learning support assistants during the introductory sessions. At present some support is given to individual pupils, primarily for behavioural support, but no other consistent support to record or note pupils' learning is planned.

15. The very good relationships in most classes and the effective management of pupils' behaviour create an environment in which all pupils can listen and learn. This is a strength of the school. Where lessons are well planned, time is used to the full and pupils of all abilities maintain their interest through a range of appropriately challenging questions that probe and provoke pupils' thought, such as when pupils in Year 5 were expected to develop their use of story setting and to use appropriate adjectives and similes.
16. The teaching of pupils with special educational needs is consistently good. Pupils have well targeted individual education plans and classroom staff monitor pupils' learning. On occasions, good support is given for individual pupils from an external agency.
17. Procedures for assessment across the school are satisfactory and are used appropriately to plan the following lessons. This is an improvement since the last inspection, when planning was disjointed, it was not shared across the staff team and regular assessment was not conducted. Staff now analyse standardised and optional tests which provide valuable information about pupils in each class. Some good individual targets are set for pupils with special educational needs. This is helping these particular pupils to achieve well and make good progress. Although teachers seek to provide challenging work for other pupils, not enough focus is given to ensure that the work set is of high enough challenge. This is because there is insufficient targeting of the progress of individual pupils; consequently, some pupils do not always achieve well enough.

Summary of teaching observed during the inspection in 15 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	11	3	0	0	0

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

The curriculum

The range and quality of experiences in the curriculum are good in the Foundation Stage and satisfactory in infant and junior classes. The school caters well for pupils' interests and for pupils with special educational needs. The supportive curriculum provides a particularly secure basis for learning with good provision through sport.

Main strengths and weaknesses

- The curriculum covers all subjects, is balanced and serves its pupils well.
 - The provision for extra-curricular activities is good.
 - There is strong commitment to supporting pupils with special educational needs.
18. All the necessary subjects are taught and meet statutory requirements. Provision for history for infants has been a concern, with little impact on learning in infant classes. The headteacher has already taken steps to resolve the issue of unsatisfactory leadership by the previous co-ordinator. The strategies for numeracy and literacy are used effectively to develop pupils' learning in English and mathematics and in all other subjects. ICT supports pupils' learning satisfactorily in other subjects, such as history and art. Religious education is taught to the requirements of the locally agreed syllabus. The school implements a successful programme for pupils' personal, social and health education that includes the teaching of sex education and raising pupils' awareness of the benefits and misuse of drugs. The Acts of Collective Worship meet statutory requirements.
 19. The school's commitment to inclusion and equality of opportunities for all pupils is satisfactory, following the resolution of weak teaching in the mixed-age Year 4/5 class. The curriculum time meets the nationally intended minimum teaching time. Lessons are planned to include the needs of most pupils, while planned intervention programmes help less-able pupils to access

the curriculum. The challenge for some potentially higher-attaining pupils is not as strong, but the school is adopting strategies to promote this area more effectively.

20. The school provides good enrichment for pupils through a wide range of clubs which offer pupils time to develop new interests in areas such as sport, chess and singing. Residential visits for pupils in Years 3, 4 and 5, visits to museums and geography field trips give them opportunities to improve their skills, knowledge and experiences in outdoor and adventurous activities as well as environmental issues. The planned activities and educational visits make a good contribution to pupils' social and physical development. The activities are well supported by pupils and valued by parents.
21. The quality and adequacy of accommodation and resources to meet the needs of the curriculum are satisfactory for Foundation Stage pupils. Although reception children use the school playground, the reception playground is too small and inappropriate for using wheeled vehicles. Accommodation for infant and junior pupils is good. Each classroom is large, brightly decorated, stimulating and offers much opportunity for practical activities. The playground facilities, substantially improved since the last inspection, are valued by pupils and have reduced the number of minor injuries. The playground presents some issues of safety due to the generally steep incline, but supervision is generally good. There are sufficient staff, although two teachers job-share, with a good range of skills and appropriate experience. Pupils' work is displayed throughout the school and its stimulating nature contributes well to the learning environment.

Care, guidance and support

Each child is known well and is treated and valued as an individual.

Main strengths and weaknesses

- Relationships between pupils and with adults are a major strength.
- Procedures for ensuring the welfare, health and safety of all pupils, including child protection, are good.
- Guidance for pupils' personal development is satisfactory but could be improved through more effective assessment and academic guidance, particularly for more-able pupils.
- Pupils have good opportunity to have a voice in the running of the school.

Commentary

22. This is a happy, caring community where pupils trust staff and enjoy friendships with each other. Pupils spoken to have no doubt that there is an adult in school they could talk to if they had a problem or were worried about anything. The buddy system, where pupils support each other, helps ensure that no child is left out of playground games. Pupils spoken to feel confident that this reduces the potential for bullying. Staff and pupils constantly talk with each other and a democratically elected school council is responsible for improving aspects of the school. Suggestions that pupils make are shared with staff, confidently knowing they will be listened to.
23. The guidance for pupils' individual academic progress and personal development is satisfactory. Pupils receive appropriate support from staff to help them improve. Pupils have good awareness of their learning targets in English and mathematics, but the assessment system is not yet effective in ensuring that sufficiently sharp targets are given to raise pupils' individual learning. Pupils with special educational needs are identified early and suitable individual education plans set.
24. Arrangements for pupils' care and welfare and child protection are good. All staff are aware of appropriate procedures to follow and do so in a sensitive manner. First Aid procedures are satisfactory although there is no separate first aid room. Governors are vigilant toward pupils' health and safety and conduct regular risk assessment inspections of the premises.

Partnership with parents, other schools and the community

The school's partnership with parents and other schools and the community is good.

Main strengths and weaknesses

- The community support aids pupils' learning well.
- The school's emphasis on building constructive relationships with parents and the community is good.
- Parents have high regard for the school; they appreciate the academic standards that their children achieve, the standards of behaviour and the general ethos of the school.
- Parents receive regular information about school activities but the pupils' end-of-year progress reports are inconsistent.
- Liaison with the local high and middle schools is good.
- Links with the wider community through school visits and visitors coming into the school are good, with good involvement with a local business.

Commentary

25. Since the appointment of the current headteacher, much has been done to raise the profile of the school within the community and gain the confidence of parents. The school is now increasingly seen as a central part of the village community and parents are very supportive. A newly formed parents' association is already successful in contributing to the purchase of an interactive whiteboard for use in school. A number of parents, governors and members of the community regularly help in classrooms and work with small groups of children. Support from the local church is good with the vicar frequently participating in assemblies; she has accompanied pupils on a recent visit to another school and mosque as part of the development of pupils' multi-cultural awareness. Although the proportion of parents returning the pre-inspection questionnaire was small, the results show they are satisfied with the school. Parents spoken to during the inspection are enthusiastic about the 'turn around' in attitudes and its new warmth of welcome. Any complaints or concerns receive an immediate and sympathetic response.
26. Communication with parents is good. Regular newsletters keep parents aware of topics to be covered each term and day-to-day matters. The school has canvassed parents' views of the way it performs through a questionnaire which has received a good response. Staff make time to be available to parents and encourage them to visit their children's classrooms. While pupils' end-of-year reports are appreciated by parents and fulfil legal requirements, they are inconsistent in content. Some good information is given for English and mathematics with clear indication of the attainment level pupils are working at and areas where they need to improve. This is not always the case in all subjects or classes, where some reports focus on what has been covered during the year and do not clearly identify where children's strengths and weaknesses lie, how they can improve or whether their progress is sufficient. This was a concern at the last inspection.
27. Very good relationships with the playgroup, currently using the school hall for their sessions while they await a more permanent building on site, ensure the appropriate transfer of information and a smooth transition of children into the school. Good links with other schools within the local pyramid are well established and effective. Joint participation at residential events and sporting activities, and visits from former pupils and staff who visit to teach in the First School, provide a strong support for pupils' transfer to their next school. A weekly coffee club takes place and links have been formed with Huddersfield College to provide courses for parents on helping in school, while other adult education options are being explored. The effectiveness of the growing partnership between home and school and the positive support of the local community make a very effective contribution to supporting pupils' personal development.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good overall. Governance is also good. The headteacher provides very good leadership. Some key members of staff are new to their jobs and their management overall is satisfactory.

Main strengths and weaknesses

- The headteacher's very good leadership has resulted in a strong team spirit.
- The role of some subject co-ordinators needs further development.
- Skilful management by the headteacher enables staff to settle in quickly and grow professionally.
- Some systems including assessment need further development.
- Governors support the school well and act very effectively in their role as 'critical friends'.
- The principles of best value⁷ are applied well.

Commentary

28. The headteacher provides very effective, principled leadership. She has a clear vision for the development of the school that has resulted in many improvements since her appointment almost two years ago. The most important of these are the establishment of a very positive environment for learning, the creation of a strong, shared commitment to raise standards and bring about continuous improvement, and an improvement in teaching and learning throughout the school. She is supported very ably by the assistant headteacher who holds the same values and commitment to the school's ethos and raising standards. Great importance is given to empowering staff and allowing new ideas to flourish. The strong team spirit and the very effective way in which leaders inspire, motivate and influence staff and pupils give the school very good capacity for further improvement. Subject co-ordinators have their own budget allocation and take sensible leadership responsibility for choosing resources.
29. Management of the school by the headteacher is of good quality. The performance of staff is managed effectively and arrangements for the induction of teachers new to the school are very good. This is of particular importance since most teachers have joined the staff within the last two years. The headteacher works well to control the demands made on individual members of staff, as most subject co-ordinators are new to their responsibilities. The work of the assistant headteacher impacts well on pupils' achievements. Up until now, the headteacher has taken most of the responsibility for monitoring the provision in subjects. Now that stability of staffing has been achieved, plans are in place to enable co-ordinators to do this. A well-structured schedule for monitoring the quality of teaching and learning has been developed with the co-ordinators and put into place. The school monitors performance data but acknowledges the need to improve the analysis of information about pupils' attainment. Further work is planned to ensure the accuracy of the assessments teachers make in relation to the levels at which pupils work. An annual business plan contains the main elements of expenditure but the costs of achieving the school development plan targets are not identified clearly enough. The administrative staff work very effectively and efficiently, ensuring smooth running of the school.
30. The application of best value principles is integral to the management of the school. A particular strength is the consultation of pupils and parents. The parents' opinions about the school's performance have recently been surveyed. When proposals to improve the school grounds were put forward pupils were closely involved and designed some of the features.
31. The governing body supports the school well. It ensures that all statutory requirements in its power are fulfilled, except for providing full access to all parts of the school for pupils with disabilities. The headteacher has built a strong and honest relationship with the governing body that allows governors to hold the school to account very well and to question proposals constructively. Visits to the school, including observing lessons, help individual governors to develop a good understanding of the strengths and weaknesses of provision. However, the lack

⁷ 'Best value' is a measure of the school's ability to increase the value for money provided.

of formal arrangements for recording the outcomes of visits means that the evaluations are not always shared effectively with all members.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	297,005	Balance from previous year	10,860
Total expenditure	284,967	Balance carried forward to the next	12,345
Expenditure per pupil	3,202		

The governors' finance committee is astute about the effectiveness of spending decisions and has considered actions for retaining small class sizes. The principles of best value are carried out well, with headteacher and finance governors being particularly clear in their selection criteria in educational purchases, but insufficient focus is given to ensure that all pupils are appropriately challenged in their learning. Taking pupils' achievement throughout the school into account and the expenditure per pupil, which is high, the school gives satisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the areas of learning in the Foundation Stage is **good**⁸.

Main strengths and weaknesses:

- The Foundation Stage is very well led and is managed effectively.
 - The youngest children make good progress and are given a good start to their education.
 - Children are on course to achieve the early learning goals in all the areas of learning before joining Year 1.
 - Teaching is good and very good relationships are developed between children and with adults.
 - Children are well prepared for entry into National Curriculum work.
32. The classroom is well organised for all the areas of learning expected in reception, and detailed planning ensures that children acquire skills in a measured way. A review of work completed during the last twelve months identifies that most children progress well through the stages of development, with many attaining, and a good proportion exceeding, the standards⁹ expected in all areas of learning. Children enjoy their experiences, have good attitudes to learning and are highly motivated by an enthusiastic teacher who uses questioning skilfully to involve all children in each activity. She has very good subject knowledge and seeks every opportunity to challenge children across the six areas of learning. The additional trained adult available for three days each week contributes to the quality of children's learning experiences. The teacher has high expectations, and together they expect children to organise themselves when looking after equipment, missing few opportunities to take advantage of children's interests for the benefit of all.
33. The curriculum for the Foundation Stage has been very well managed by the assistant headteacher who, until this year has taught the youngest pupils. Pre-school experiences have been valued and she has worked closely with the playgroup, which now meets in the school. Together with a carefully planned involvement in school activities, a very good induction programme has benefited from the strong partnership between home and school. The six children in the reception class will be increased to fourteen with the January intake. After attending part time, they will steadily increase their participation until full time is achieved. The teacher endeavours to provide the best possible teaching and learning. Together the assistant headteacher and class teacher make an effective team.
34. Information about attainment on entry to the reception year is used well to identify the next steps in teaching and learning. The recently introduced Foundation Stage Profile records the achievements of reception children and identifies how they might improve. Teachers have now begun to use this profile to track children as they progress through the school.
35. The accommodation for the youngest pupils is satisfactory and there are well-resourced learning areas. A significant investment has been made to provide outdoor toys for the playground, although the newest classroom for the youngest pupils does not have immediate access to the playground.

⁸ Judgments have been made after observing four lessons, four parts of lessons and a scrutiny of children's work from September 2002. Because of the timetabling arrangements for the reception class, focus has been mainly on areas of personal, social and emotional development; communication, language and literacy; and mathematical development. Children's knowledge and understanding of the world, creative development and physical development were also considered in the course of these observations.

⁹ The Early Learning Goals, measured progressively against specific Stepping Stones.

Personal, social and emotional development

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

Main strengths and weaknesses

- The reception class provides a very supportive environment for children.
- Relationships are good in both years and children co-operate and share.
- Children are encouraged to gain independence and become more self-reliant.

Commentary

36. The children thrive in the safe and secure environment. Though very early in the term, children are calm and settled. They sit and listen and keep their concentration well when working with an adult. Adults skilfully prompt and encourage children rather than doing things for them. Questioning is used effectively to handle misconceptions and guide children to be successful. Children were excited when measuring, making, and eating their porridge. Relationships were very good and the level of interaction and co-operation was impressive. The management of the learning experiences enables children to make vital choices when ordering their planned learning activities.

Communication, language and literacy

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

Main strengths and weaknesses

- Children have good speaking and listening skills by the end of the reception year.
- They are becoming aware of sounds and letters.
- Teaching of word-building skills from sounds and how to recognise common words is good.
- Good opportunities are pursued to develop children's skills in English in all areas of learning.

Commentary

37. On entry to school, children have at least satisfactory speaking and listening skills. The teacher gives every opportunity for children to develop their skills through role-play and they grow in confidence as she values their contributions. When investigating the locality, children are eager to share their findings and listen attentively to those of others. Staff support children well in the development of language skills through songs, rhymes and games and discussion in small groups. The teacher ensures that basic skills in literacy are purposefully taught from the start. Children recognise words from *Goldilocks* on a computer program and use a listening centre to follow words from the story. Writing skills are at an early stage, with children making letter shapes using a variety of media. A scrutiny of children's previous work indicates that most pupils will achieve the early learning goals prior to joining Year 1.

Mathematical development

Provision in this area of learning is **good**.

Main strengths and weaknesses

- Children make good progress during their time in reception.
- They are interested in numbers and confident in counting.
- Good opportunities are sought to use and develop children's mathematical skills in other areas of learning.

Commentary

38. Children have a sound understanding of number and are learning to use these skills effectively. Most are able to count to five and many to ten, showing excitement when counting down from ten whilst observing the counter on a microwave. Children use vocabulary such as 'bigger' and 'smaller' when modelling the *Three Bears* and know simple two-dimensional shapes such as circle, square and triangle. Their understanding of numbers from one to five is reinforced well when drawing 'car parking bays' for their wheeled vehicles on the playground. Most children are likely to have achieved the early learning goals before progressing to Year 1, with the more-able children already accessing the National Curriculum.

Knowledge and understanding of the world

Provision in this area of learning is **good**.

Main strengths and weaknesses

- The teacher makes the most of the learning opportunities arising from children's natural curiosity.

Commentary

39. Children engage in a good range of activities which promote their knowledge and understanding of the world. The teacher took advantage of their curiosity when exploring the immediate locality. They investigated building materials and noticed different styles of buildings by counting floors and windows. They know how to use a 'touch screen' to select words and change graphic tools on the computer before printing for themselves. They switch on the tape recorder and assemble buildings using constructional toys well. Children are likely to achieve the early learning goals by the end of the reception year.

Physical and creative development

Provision in these areas of learning is **satisfactory**.

Main strengths and weaknesses

- Opportunities for outdoor play and the practice of physical skills have improved since the last inspection, but still have limitations.

Commentary

40. Children's physical development has improved since the last inspection, particularly in the use of outdoor equipment. They use the infant and junior playground when possible for free-time play and supervised activities as the reception playground is too small; they use space safely when controlling wheeled vehicles and play sensibly. Whilst preparing porridge, children had a good awareness of a healthy diet. They use scissors safely and have good control when using computer keyboard and mouse.
41. Constraints on time did not allow a judgement on pupils' creative development, but children joined in enthusiastically when singing action songs and enjoyed dressing for role-play when acting out the story of *Goldilocks*.

SUBJECTS IN KEY STAGES ONE AND TWO

ENGLISH

Provision in English is **good**. Pupils attain average standards across the school with above average standards in reading by Year 5. There is good provision for pupils with special educational needs and this enables them to achieve well. Very good improvement in standards has been made since the time of the last inspection, and the school has the capacity to continue that improvement.

Main strengths and weaknesses

- The standards reached represent good achievement for most pupils, but potentially higher-attaining pupils could achieve more.
- The quality of teaching in the school is now good.
- Good quality of support is given to pupils with special educational needs.
- Literacy skills are used well in other subjects.
- The new strength in teaching is not yet reflected in the achievement of junior pupils.
- The effective subject co-ordinator has instigated action on the areas requiring improvement.

Commentary

42. By the end of Year 2, current pupils achieve average standards in all areas of English. By Year 5, standards are average in writing but above average in reading.
43. Speaking and listening standards are average overall, but a small proportion show better than average skills in oral communication. In most classes, pupils listen attentively and are eager to respond to questions, to share information or give their opinions. They show a mature attitude when holding conversations with adults, and are very willing to discuss their work. Suitable opportunities are provided for them to share their work with others in plenary sessions, and they do so with confidence.
44. Standards in reading by Year 2 are average. Pupils read with enjoyment and expression, showing a good level of comprehension. They use a variety of strategies to read unfamiliar words, including phonic sounds, picture and textual clues. They read regularly in class, following a well-structured reading programme, and are supported well by their parents at home. By Year 5, reading standards are above average, and pupils read with great enthusiasm and obvious enjoyment. They talk knowledgeably about what they read, including the main idea of the plot and the characters. They identify their favourite authors and discuss books they have enjoyed. Regular reading opportunities are provided in school, which include the support of parent volunteers. Most pupils read at home, and some make use of the mobile library that visits the village. They know how to use the non-fiction section of the new school library and use it for selecting books for research into topics.
45. Standards in writing are average throughout the school. By Year 2, pupils make steady progress and write for a range of purposes. Pupils' work uses imaginative ideas in writing for different audiences, although their handwriting is not always well presented and letters are not yet joined. Pupils show a feel for punctuation, with basic full stops and capital letters being used accurately. By Year 5, pupils are working securely at the level appropriate for their age. They have many opportunities for writing and express their ideas in thoughtful and interesting ways. Handwriting is not always consistent in style but is mostly joined. Spelling is mostly accurate and supported by regular spelling activities.
46. Teaching is mostly good, although the school has been working at rectifying weaknesses experienced in the Year 4/5 class over the last twelve months, where pupils' rate of achievement has been too slow because of the lack of pace and challenge in lessons. The current, improved teaching has not yet had time to fully impact on pupils' learning. In the better lessons, pupils are achieving well as a result of well-planned, well-taught lessons. Work is marked regularly with helpful comments to enable pupils to make further progress. Targets are

set for all pupils and this ensures that they know what they need to do to in order to improve; however more rigour is required in ensuring that sufficiently challenging work enables all pupils to achieve the higher standards of which they are capable.

47. The recently appointed subject co-ordinator has made a good start by clearly identifying the areas that need improvement and has established structures to ensure that these take place in order to raise standards.

Language and literacy across the curriculum

Literacy skills are **good** and are used well in other subjects including ICT and the humanities¹⁰. This ensures that pupils develop the ability to adapt their writing to a wider audience and for a greater range of purposes. Creative writing in history enhances pupils' understanding of the subject and the use of writing as a tool for broadening communication skills is good.

MATHEMATICS

Provision in mathematics is **good** at the age of seven and **satisfactory** by the age of ten. Overall the provision is **satisfactory**.

Main strengths and weaknesses

- Standards by the age of seven are good.
- Good achievement by the age of seven is not matched by the age of ten, where junior pupils' achievement is only satisfactory.
- Teaching and learning, especially the teaching of number, are good.
- Pupils have a growing understanding of how to work independently and use their skills to solve problems.
- Assessment systems are now securely in place, and targets are being introduced.
- Marking does not inform or challenge pupils to improve.
- Leadership has a clear vision for improvement.
- Computers are not used effectively to support learning.

Commentary

48. Overall, standards in mathematics are average. After the good start in the Foundation Stage, pupils in the infant class do well. Standards and achievement are now good when compared both with similar schools and schools nationally. Observations of teaching and learning and an analysis of work undertaken during 2002-2003 confirm these judgements. There are indications that the high levels of challenge and expectation by the age of seven have not been experienced by pupils in the junior classes where teaching has been less stable. Consequently junior pupils' achievement has been only satisfactory. However, the school has now rectified this situation.
49. Teaching is good and pupils achieve well in their learning. Teachers have secure subject knowledge, pace is brisk and pupils are fully engaged in their activities. Planning is good, and teachers share the lesson's learning intentions with their pupils. On occasions, time is used less effectively in the mixed-age Year 4/5 class due to the need to reinforce previous learning and overcome missing gaps in some pupils' learning. All pupils are enthusiastic and enjoy mathematics, including those with special educational needs. They have good mental arithmetic skills and are beginning to choose from a growing range of strategies to arrive at solutions.
50. The leadership by the new subject co-ordinator is satisfactory. She has an action plan which indicates a clear vision of how to drive up standards. These include more effective use of computer technology to support learning, and strategies to share strengths and weaknesses by observing teaching and learning. The subject has been managed well, consistent assessment procedures are now in place and progress of pupils as they move through the school is being

¹⁰ Humanities includes geography, history and religious education.

tracked. Half-termly assessment is used to identify pupils' abilities, and this information is then used to set targets for improvement, although this lacks the sharpness required. There is a joint determination to raise standards. A recently agreed marking policy is designed to inform pupils of their successes and then how to improve. As teachers become more familiar with these strategies, teaching should become more effective and learning more challenging.

Mathematics across the curriculum

Although mathematical skills contribute to some other subjects, more needs to be done to promote pupils' use of mathematics more effectively. Charts and graphs are occasionally used in science and pupils use scales and co-ordinates when developing mapping skills. Pupils are becoming more adept at interpreting the information recorded in column graphs and pie charts, such as when recording healthy eating patterns.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Subject leadership is very good.
- Management is good.
- Practical and investigative skills have improved since the last inspection.
- Teaching in the infants is good and sometimes very good.
- Good links are made to develop pupils' speaking and listening skills.
- The subject contributes well to pupils' social and personal skills.

Commentary

51. Standards of attainment in science have been maintained in recent years and are above average at the end of Year 2 and pupils' achievement is good. They have been transformed since the previous inspection, particularly in the practical and investigative skills, which have been given the highest priority. Work of pupils in Year 5, indicates that standards are in line with national expectations.
52. In the two lessons seen in Years 1 and 2, teachers had very good subject knowledge and pupils agreed that learning was fun. All were fully engaged in their activities, including those with special educational needs, and no significant differences were evident between boys and girls. Pupils were most enthusiastic and 'bursting' to share their experiences, promoting good speaking and listening skills. In the Year 2 lesson, teaching was very good and pupils were challenged throughout. Relationships were very good and pupils worked very well both independently and in small groups.
53. Teaching is good in Years 1 and 2, but insufficient evidence was available to judge teaching in the junior classes. Infant pupils achieve well as a result of the good teaching that is based on effective planning and teachers' good subject knowledge. Teachers' planning details the skills that are to be acquired and used, and there are now consistent procedures for recording gains in pupils' knowledge and understanding. This information is being used well to share challenging targets for improvement with pupils and parents, although more could be achieved if target setting for individual pupils were more challenging, particularly for higher -attaining pupils.
54. The subject co-ordinator shares her enthusiasm for science and has been innovative in managing a successful team to extend practical and investigative skills. The 'science afternoon' involving a neighbouring school and members of industry had a significant bearing on raising the profile of science. Pupils are proud to boast 'I am a Scientist'. The subject leader has a determined vision for the future that includes building on pupils' experiences, extending the use of computer technology to support learning, and matching challenging targets to individuals to drive up standards. She does not yet have opportunity to monitor teaching and learning in lessons.

55. The school implements a successful programme for pupils' personal, social and health education that includes sex education and raising pupils' awareness of the benefits and misuse of drugs.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils enjoy their activities.
- Leadership of the subject gives a clear vision for improvement and there are effective links with neighbouring schools and establishments.
- The support technician is used most effectively, and professional development contributes significantly to the subject knowledge of teaching and other support staff.
- All pupils receive the same experiences and support is effective.
- Assessment procedures for recording and evaluating successes do not yet inform pupils how to improve.
- Pupils with special educational needs are supported very well.

Commentary

56. Standards are average. Pupils enjoy using computers, and pupils' achievement is good compared to the last inspection when standards were unsatisfactory. Pupils handle the keyboard and mouse confidently and can explain the various functions. In discussion, Year 4 and 5 pupils explain confidently how to apply the skills they have been taught. By the age of ten, pupils have developed satisfactory skills in word processing, data handling and control. The Internet is accessed over safe links and pupils know how to send and receive mail electronically.
57. Training for teachers' professional development, which includes effective support by a technician, has contributed towards the confidence of teaching and non-teaching staff in planning activities. Planning is now secure and support for pupils is effective, enabling all pupils to share the full range of experiences in clearly identified stages. Pupils with special educational needs benefit well from a strong partnership between school and home, and laptop computers are used effectively to improve the quality of their learning. The youngest pupils carefully use a 'paint' program to draw pictures whilst the oldest develop their study skills by using the Internet.
58. Using national guidelines, teachers record progress made but at present there are no systems in place to set individual targets for pupils' improvement. The subject leader has a clear action plan that includes maintaining links with neighbouring schools and other establishments, developing community links and increasing the use of computers to support learning across all other subjects. The recently acquired interactive whiteboard has positively transformed the direct teaching of skills, but the computers in classrooms are not always used to best advantage.

Information and communication technology across the curriculum.

Overall the use is **satisfactory**. Where pupils are encouraged to use their computer skills, there are some good examples of how research and study skills contribute to the quality of learning. Pupils in Years 3, 4, and 5 extend their knowledge and understanding of Roman and Victorian eras by surfing the Internet. Children in Year 1 use 'Paint and Dazzle' programs well to support their study of *Goldilocks* in literacy, and animals in science. Older pupils satisfactorily used a data-handling program to record balanced diets.

HUMANITIES

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Leadership in the subject is good.
- Standards are average in Years 2 and 5 and achievement is good.
- The quality of teaching and learning is good overall.
- Assessment systems are not fully developed.
- The use of ICT is underdeveloped.

Commentary

59. Religious education holds a good position in the school's curriculum. The work is rooted firmly in the guidance provided in the local education authority locally agreed syllabus. Planning is thorough and tied in well to assessment. Pupils' achievements are logged carefully as part of the assessment system, although it is difficult to follow the trends in achievement shown by groups or individual pupils. As yet, the records kept do not track pupils' progress over time in a simple, at-a-glance style. This makes it hard to evaluate whether pupils are meeting the expectations held of them.
60. The curriculum for religious education has good focus on Christianity and all pupils study Islam, with the older ones studying Judaism. The pupils are able to make comparisons between these religions and to identify similarities and differences between them. They learn about the main stories, events and people in the Christian religion and the good links with the neighbouring church ensure that the pupils understand about the main Christian festivals and forms of worship. They study important parts of a church and, for example, recognise that the font is used at a christening. Pupils do not just learn about religion, they learn from it. This is shown in work that focuses on feelings, for instance.
61. Links with a school in a very different, multi-cultural location in Dewsbury foster pupils' good understanding of different faiths and lifestyles. The visit to this school was very much a special event and Flockton pupils in Years 1 and 2 learned much about Mosques and Islamic worship during their time there. The visit also helped promote pupils' spiritual, moral, social and cultural education very effectively.
62. It is very evident from the scrutiny of pupils' past work that religious education is taught well. There is good variety in the tasks completed and the work is increasingly modified according to the needs of particular attainment groups. There are some good opportunities for pupils to write at length and to further develop pupils' basic literacy skills. Although underdeveloped, there is some promising use of computers to help pupils improve their knowledge and understanding of religious education.
63. The subject is led well. There is a clear drive for improvement, particularly where the past weaknesses in provision in the mixed age Years 3/4 class are concerned. The pupils affected by this have been targeted for speedy improvement and the quality of teaching and learning that they are experiencing now they are in Years 4 and 5 is much improved and is leading to good achievement. Management of religious education is satisfactory. The arrangements for subject management are working well and religious education has bright prospects for the future.

GEOGRAPHY

Geography was not a focus for inspection, but an examination of pupils' work in books and on display indicates that provision for the subject is **satisfactory**. Insufficient evidence was available to make a judgement on teaching.

Commentary

64. Standards are about average by the end of Year 2, where provision is less strong, but securely at the level expected by Year 5, where pupils receive greater coverage of the geography curriculum. Adequate provision is in place, using the national guidelines appropriately to meet the needs of pupils of differing ages. Valuable experiences are provided through the use of the local environment and visits to field study centres. 'Focus weeks' on Indian and African topics contribute effectively to supporting pupils' learning throughout the school, as well their cultural development.

HISTORY

Provision for history in junior classes is **satisfactory**. A good range of activities is provided for the older pupils, and this enables them to achieve average standards by Year 5. Teaching in junior classes is satisfactory. It was not possible to make a judgement on standards or teaching in Year 2 because of lack of evidence.

Main strengths and weaknesses

- There is a lack of evidence by Year 2 to be able to make a judgement on standards.
- Good use of writing skills, research skills and ICT supports learning well.
- Visits to museums and use of the local area and field study centres provide enriched learning experiences.

Commentary

65. Junior pupils achieve well in their development of knowledge, skills and understanding by Year 5, and this is a similar picture to that reported at the time of the last inspection. The school has been successful in maintaining this progress and pupils are now achieving average standards. This is largely due to the good quality of the teaching pupils receive, and the good range of experiences and activities provided in lessons.
66. Teachers have good subject knowledge and provide an interesting range of artefacts and resources that capture the imagination of pupils. Useful links are made with Roman art. Pupils are encouraged to use their writing skills to record their findings and to communicate their knowledge. This they do in a creative way: when writing about the 'Battle of Bosworth', for example, they do so in story form to entertain the reader very effectively. They make comparisons about life experiences of children who lived in other periods with life today. Research into Victorian sports links with their findings on the life of Victorian children. They write poems about Remembrance, and use the Internet to carry out their own research. Pupils use the Internet confidently, and are successful in copying, pasting and moving text. They are highly motivated by the use of a newly acquired interactive whiteboard.
67. Teachers plan lessons effectively, and use questioning successfully to evaluate understanding and skills previously acquired. Pupils with special educational needs are fully included and receive a good level of support in lessons. The good links the school has with the National Mining Museum ensures that pupils develop a clear understanding of their heritage, and what life was like from the 1930s. The use of time-lines helps pupils to develop a sense of the order in which events occur over time.
68. In the past the subject has not been satisfactorily led or managed, with insufficient planning being undertaken and insufficient support given to other teachers. The headteacher has already taken remedial action to resolve this concern.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. In art and design, design and technology, music and physical education, insufficient evidence was available to make overall judgements of teaching, as no lessons could be observed. Only

one joint music lesson for reception children and pupils from Years 1 and 2 was seen. Discussions were held with the subject co-ordinators.

70. Those co-ordinators who have been in post for a reasonable period of time lead and manage their subjects well. Even those with only a few weeks experience have a good understanding of their role and a clear view of the strengths and weaknesses of provision. The headteacher has very recently taken strong and effective decisions to resolve the previously unsatisfactory leadership by one co-ordinator, with responsibility for the subjects involved is being shared amongst the remaining teachers.

ART AND DESIGN

71. Displays of natural objects and fabrics around the school stimulate pupils' interest in art and design. The examples of work seen, focusing largely on natural objects, were of satisfactory standard overall, with some good work evident, much of which was above the level expected for the pupils' age. This includes paintings of primulae by Year 5 pupils, which were achieved with very good control of pencil and paintbrushes. Good drawing skills also featured in portraits by Year 3 and studies of twigs by Year 2 pupils. The assistance given in the classroom by a talented and knowledgeable parent adds considerably to pupils' achievements.

DESIGN AND TECHNOLOGY

72. Insufficient design and technology work was available to judge the standards attained or the quality of teaching, although it is clear that suitable experiences are provided as pupils pass through the school. Those in the mixed-age reception and Year 1 class sensibly use tools such as saws and hammers under supervision. The oldest pupils research the pneumatic properties of syringes before designing and making 'moving monsters'.

MUSIC

73. In the one joint music lesson observed for pupils from the reception class, Year 1 and Year 2, the teachers shared the teaching, which was of satisfactory quality. The enthusiastic approach of the adults enthused the pupils who enjoyed making sounds using their bodies and singing action songs such as *The Grand Old Duke of York*. The good expectations of the teachers resulted in pupils beginning to understand simple dynamics and to sing tunefully. In a whole-school assembly, pupils projected their voices well, tunefully keeping in time with the piano accompaniment when singing the hymn *Autumn Days*. More instruments from a wider range of cultures are needed to help develop pupils' appreciation of other musical traditions.

PHYSICAL EDUCATION

74. Provision is largely satisfactory and includes opportunity for swimming for junior pupils. A good range of extra-curricular opportunities is provided for all infant and junior pupils. These activities include cross-country running, football, skipping, swimming and gymnastics. The residential visits to outdoor centres made by Years 3, 4 and 5 significantly enhance pupils' personal development, while the physical challenges they experience increase their ability to work in a team and to learn orienteering skills. The school has good links with the local middle school, where the physical education co-ordinator visits Flockton to give demonstration lessons and guidance to staff.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. The school implements a successful programme for pupils' personal, social and health education that includes the development of the school council, sex education and raising pupils' awareness of the benefits and misuse of drugs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

Overall standards achieved	4
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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