

INSPECTION REPORT

CLOUGH HEAD INFANT AND JUNIOR SCHOOL

Golcar, Huddersfield

LEA area: Kirklees

Unique reference number: 107643

Headteacher: Mr B Fawcett

Lead inspector: Mr M Newell

Dates of inspection: 21st – 23rd June 2004

Inspection number: 266010

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 77

School address: Bolster Moor Road
Golcar
Huddersfield
West Yorkshire

Postcode: HD7 4NW

Telephone number: 01464 222217

Appropriate authority: The Governing Body

Name of chair of Mr Barry Avery
governors:

Date of previous February 1998
inspection:

CHARACTERISTICS OF THE SCHOOL

The school is situated in Golcar, a rural area on the outskirts of Huddersfield in Yorkshire. The school was awarded the Activemark in 2002, gained a school achievement award for high standards and an Investors in People award, both in 2003 and an Artsmark in 2004. There are 77 pupils presently on roll at the school with an almost identical number of boys and girls. The school is much smaller than other primary schools. The percentage of pupils known to be eligible for free school meals is 4 per cent and this is below the national average. There is an average level of pupil mobility overall, although some year groups have high levels of pupil mobility. The vast percentage of pupils attending the school are of white ethnic origin and of the very small percentage of ethnic minority pupils, none are at early stage of acquiring English as an additional language. The percentage of pupils identified as having special educational needs is 4 per cent and this is well below the national average. The percentage of pupils with a Statement of Special Educational Need is below the national average. The nature of special educational needs includes moderate learning difficulties and visual impairment. Attainment levels when children start at the school cover the full ability range and are a little above average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Mr M Newell	Lead inspector	English as an additional language English Science Information and communication technology Art and design Design and technology Music Physical education
15181	Mrs M Hackney	Lay inspector	
29504	Mrs S Herring	Team inspector	Special educational needs Foundation Stage curriculum Mathematics Religious education History Geography Personal, social and health education and citizenship

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	35

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school with some very good aspects. There are, however, significant weaknesses in the quality of learning and aspects of teaching in one of the classes. However, by the time that the pupils leave school they have achieved well overall and attain good, and at times very good, standards in a number of subjects. Much of this is due to the quality of teaching, the good quality of learning opportunities and the very positive attitudes of the pupils in all the other classes. The school provides good value for money.

The school's main strengths and weaknesses

- Standards are well above average in mathematics and science and above average in English and some other subjects by the time that pupils leave school.
- Pupils achieve very well in Classes 2 and 3 because of the very good teaching and the fun and exciting learning opportunities that are on offer.
- The quality of teaching, learning and curriculum provision for the reception aged children and at times for the Year 1 pupils are unsatisfactory and clearly not good enough.
- The leadership of the headteacher is very good.
- Provision for pupils with special educational needs is good and teaching assistants make a significant contribution to how well pupils learn.
- Many pupils in school are very keen and enthusiastic learners and their behaviour is of a high standard.
- The provision made for pupils' personal development in most classes is very good.
- The school places a high priority on pupils' care and welfare.
- The good links with parents and the very good links with the community and other schools add much to the quality of pupils' learning experiences.
- Assessment of the foundation subjects is not rigorous enough and more could be done to involve pupils in setting and reviewing their own targets across all subjects of the curriculum.

Improvement since the last inspection has been satisfactory. There have been significant improvements in standards, achievement, aspects of teaching and many of the school's identified strengths have been maintained or built on. However, despite the continuous, protracted and significant efforts of the school to address weaknesses in teaching in the class with the youngest children and Year 1 pupils, circumstances beyond the school's control have prevented this weakness from being fully addressed. All other key issues from the last inspection have been tackled in a most effective manner.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2001	2002	2003	2003
English	D	A	C	E
mathematics	E	A*	B	E
science	E	A	B	D

Key: A* - very high; 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.

Overall, pupils achieve **well** despite the less than satisfactory start children are making in the class containing the youngest children and most Year 1 pupils. Other Year 1 pupils and pupils in Years 2-6 achieve very well and attain good and in some subjects very good standards. The above table shows that on the basis of the 2003 National Curriculum tests for Year 6 pupils, attainment was above the national average in mathematics and science and in line with the national average in English. When compared to similar schools attainment was below average in science and well below average in English and mathematics. There are only a small number of pupils assessed each year because of the small year group sizes and so comparisons with the national picture and other schools are unreliable. Results fluctuate from year to year as can be seen from the 2002 results where the school attained some of the best results in the country. Inspection evidence shows that standards at the end of Year 6 are well above average in mathematics and science and above average in English. Standards are above average in information and communication technology, art and design, design and technology and aspects of physical education. Standards at the end of Year 2 are well above average in mathematics and above average in English, science, information and communication technology, design and technology and aspects of art and design.

The picture is not as positive in the Foundation Stage where children do not always achieve well enough. Attainment when children start school is a little above average and whilst most children exceed the nationally recommended early learning goals in mathematical development and attain the early learning goals in communication, language and literacy, knowledge and understanding of the world and in physical development, achievement and attainment levels should be higher. This is particularly the case in children's creative development which is below the expected level.

The provision made for pupils' spiritual, moral, social and cultural development is **good** overall and very good for pupils' social and moral development. The attitudes and behaviour of many pupils in school are of a high standard and this adds much to the ethos of the school. Most pupils love coming to school and this is reflected in the attendance rates which are well above the national average. Punctuality is also very good.

QUALITY OF EDUCATION

The quality of education provided by the school is **good** overall because of how well the pupils achieve by the time that they leave school despite the significant weaknesses in teaching and learning for children in Class 1. Teaching and learning are **good** overall. Teaching and learning for some Year 1 pupils and for pupils in Years 2-6 are very good. Teaching and learning for the reception aged children in the Reception/Year 1 class are unsatisfactory. Assessment is good overall. However, assessment procedures in the foundation subjects are not rigorous enough. In addition, pupils are not involved enough in setting and reviewing their own targets across the curriculum. Although the curriculum and learning opportunities on offer for the majority of pupils in Years 1-6 are good, curriculum provision for children in the Foundation Stage is unsatisfactory. The care provided for pupils is good, as is the provision made for pupils' involvement in the life of the school. The school recognises and celebrates the individuality of pupils. The very good links, which have been established with the local community and with other schools, and the good links with parents add much to the sense of community that pervades the life of the school.

LEADERSHIP AND MANAGEMENT

Overall leadership and management are **good**. The headteacher manages and leads the school very well and has an excellent grasp of the school's strengths and weaknesses.

Leadership and management of some subjects and aspects of school life are good and in some instances very good. However, leadership and management of the Foundation Stage are unsatisfactory. Governance of the school is satisfactory with some good aspects.

PARENTS AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very happy and are very appreciative of the quality of education that the school provides. Many feel that their child achieves well and attains high standards because of the good quality of teaching. Parents find staff to be very approachable. A small number of parents felt that their children were not making the progress they expected. Many pupils thoroughly enjoy school and all it has to offer. A small number of younger children find learning less fun. Pupils feel that their views are listened to and acted upon very well and feel comfortable and confident about approaching any member of staff if they have any worries or concerns.

IMPROVEMENTS NEEDED

The most important things that the school should do to improve the quality of education are:

- Improve the quality of teaching, learning and curriculum provision in the Reception/Year 1 class.
- Improve the assessment procedures in the foundation subjects and involve pupils more in setting and reviewing their own targets in all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are **good** and at times very good by the time that pupils leave school. Achievement overall is **good**. Pupils in two classes achieve **very well** whilst achievement is at times **unsatisfactory** in the class with the youngest children and pupils.

Main strengths and weaknesses

- Standards are well above average in mathematics and science by the time that pupils leave school and above average in English and a number of foundation subjects.
- Some Year 1 pupils and all pupils in Years 2-6 make very good progress and achieve very well but the achievement of children and pupils in the youngest class is not good enough.

FOUNDATION STAGE

1. Attainment levels when children start school are slightly above average. The curriculum provision that is on offer is not best suited to how young children learn. There are too few opportunities for children to learn through practical, hands on and investigative tasks where they can find things out for themselves. By the end of the reception year, nearly all children have attained the nationally recommended early learning goals in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and physical development but the lack of vibrant learning opportunities and at times unsatisfactory teaching, prevents standards and achievements from being better in some aspects of these areas of learning. Children attain better in their mathematical development and by the end of the reception year standards exceed the early learning goals. Too few children attain or exceed the early learning goals in their creative development and both attainment and achievement in this area of learning are unsatisfactory.
2. In Key Stage 1 and Key Stage 2 there are only a small number of pupils assessed each year and so comparisons with national test results need to be treated cautiously. In addition there are a varying number of pupils with special educational needs in the different year groups and there are times when there is a significant level of pupil mobility in particular year groups. All of these factors help to explain the fluctuating pattern of attainment from year to year.

KEY STAGE 1

3. On the basis of the 2003 National Curriculum tests and teacher assessments for Year 2 pupils, standards were above the national average in reading and mathematics and in line with the national average in writing and science. When compared to similar schools, attainment was average in reading, below average in mathematics and well below average in writing. The trend of improvement has been slightly below the national trend. Inspection findings show attainment to be well above average in mathematics, above average in reading and speaking and listening, average in writing and above average in science. Achievement overall at this key stage is good because of the very good progress that some Year 1 pupils make and the very good progress of the Year 2 pupils. However this does not tell the full story. The Year 1 pupils who are taught with

the reception children only make satisfactory progress and on occasions do not achieve as well as they could because of a lack of challenge. Standards in religious education are satisfactory and in line with the requirements of the locally agreed syllabus and for most pupils achievement is satisfactory. Standards in information and communication technology, design and technology and aspects of art and design are above average by the end of Year 2 and achievement is good overall, although again there are times when the achievement of some Year 1 pupils could be better. Standards in all other inspected subjects are at an average level and achievement overall is satisfactory. There is no significant evidence of differing levels of achievement between boys and girls across any subjects.

Standards in national tests at the end of Year 2- average points score in 2003.

Standards in:	School results	National results
Reading	16.7 (16.3)	15.7 (15.8)
Writing	14.5 (14.7)	14.6 (14.4)
Mathematics	16.8 (16.5)	16.3 (16.5)

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

KEY STAGE 2

- All pupils make very big strides in their learning in Years 3-6 and achieve very well. By the time that pupils leave school they are very well rounded individuals who are working to their full potential because of the high quality of teaching that they receive. On the basis of the 2003 National Curriculum tests for Year 6 pupils, attainment was above the national average in mathematics and science and in line with the national average in English. When compared to similar schools, on the basis of prior attainment, the school's performance was below average in science and well below average in English and mathematics. Inspection evidence shows that standards are well above average in mathematics and science and above average in English overall, with reading standards being very high. The trend in the school's improvement is broadly in line with the national trend. A strength of the school is that there is not an over emphasis given to the core subjects and, consequently, there are strengths in other areas of the curriculum. Standards are above average by the end of Year 6 in information and communication technology, art and design, design and technology and aspects of physical education. All pupils achieve well in these subjects. Standards in religious education are in line with the expectations of the locally agreed syllabus and achievement is satisfactory. Standards in all other inspected subjects are at an average level and achievement satisfactory.

Standards in national tests at the end of Year 6- average points score in 2003.

Standards in:	School results	National results
English	27.0 (29.0)	26.8 (27.0)
Mathematics	27.7 (30.6)	26.8 (26.7)
Science	29.7 (29.8)	28.6 (28.3)

There were 9 pupils in the year group. Figures in brackets are for the previous year.

5. Pupils with special educational needs achieve well overall against the realistic targets set in their individual education plans. Achievement is very good in Year 2 to Year 6 because work is very well planned to suit individual needs and because teaching assistants contribute a great deal to how well pupils learn. The higher-attaining pupils generally achieve well and at times very well because work that is set is challenging and demanding. The exception to this is the tasks that are set for some Year 1 pupils, which at times are just too easy, unsatisfactory and prevent pupils' learning from being stronger.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes overall to learning and the vast majority of pupils behave **very well**. The overall provision made for pupils' spiritual, moral, social and cultural development is **good**. Attendance and punctuality are **very good**.

Main strengths and weaknesses

- The attitudes and behaviour of most pupils contribute significantly to the learning ethos of the school.
- The quality of relationships adds a great deal to the community feeling of the school.
- The quality of provision made for pupils' moral and social development adds much to their personal development.
- Although many pupils love coming to school, and attendance rates are high, some younger pupils find learning and school less fun.

Commentary

6. On the whole very good relationships exist across the school. Most pupils show high levels of respect to adults and to classmates. This, together with the very good behaviour of many pupils, helps to create an effective learning environment where pupils want to do well. Behaviour in class, in assemblies and in the playground is often of a high standard and pupils show high levels of responsibility and self-discipline. Extensive discussions with pupils indicate that bullying is not an issue in school and if it was pupils are confident that it would be dealt with quickly and sensitively. There have been no exclusions during the last 12 months.
7. Most pupils in school take part very enthusiastically in all that the school has to offer and show a real thirst for new knowledge and skills. Pupils with special educational needs often develop equally good attitudes to learning and to school because work is interesting and well matched to their needs in most classes. A good feature is that pupils are involved in assessing and developing their own targets, and this improves their confidence and self esteem well. However, this good practice is not consistent for other pupils in school who are not actively enough involved in setting and reviewing their own personal targets. A small number of Year 1 pupils find learning less fun and do not always behave as well as they could or participate fully and maturely in some lessons. This is often linked to the quality of the teaching and is the exception rather than the norm. The attitudes and behaviour of children in the Foundation Stage are satisfactory. Improvement since the last inspection has been good with many of the strengths maintained and the school always tackling any weaker aspects in an effective and rigorous manner.
8. The provision that is made for pupils' personal development is very good in most classes because of the very positive way in which pupils are encouraged to become

independent learners, to carry out tasks and jobs and to make a major contribution to the life of the school as a community. Often the pupils rise to the challenge. Very good provision is made for pupils' social and moral development and good provision made for their spiritual and cultural development. Visits, residential trips, a diverse array of learning opportunities and the school council add much to pupils' personal development. Moral development is nurtured very well through discussions of wide ranging issues in lessons and in assemblies. As a result, pupils show a very mature awareness of what is right and wrong and of their responsibility to others. Good opportunities are provided for pupils to explore and celebrate their own culture alongside the study of many different and diverse cultures and beliefs from around the world. Spiritual development is fostered well, not only in assemblies but in lessons where pupils are encouraged to share their feelings and emotions, knowing full well their contributions will be respected and valued.

Attendance

- The vast majority of pupils clearly love coming to school and this is reflected in the attendance rate which is very good and well above the national average. There are a significant number of pupils whose attendance record is maintained at 100 per cent. Holidays taken during term time account for most authorised absence. There is no unauthorised absence. Punctuality is very good and this allows lessons to get off to a brisk start.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	3.2	School data:	0.0
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

- The school provides a **good** quality of education. Teaching and learning are **good** overall. Assessment is **good**. The curriculum is **satisfactory** overall. Accommodation and resources are **satisfactory**. The care and guidance provided for pupils are **good**. The involvement of pupils in the life of the school and decision-making processes are **good**. Links with parents are **good** and **very good** with the wider community and other schools.

Teaching and learning

The quality of teaching and learning are **good** overall with teaching **very good** for a minority of Year 1 and all pupils in Years 2-6. Teaching in the Foundation Stage is **unsatisfactory** and **satisfactory** with weaknesses for the majority of Year 1 pupils. Assessment is **good**.

Main strengths and weaknesses

- The quality of teaching for most pupils in school is of a high standard and contributes much to the standards they attain by the time that they leave school.

- Teaching for children in the Foundation Stage is not good enough to enable all children to achieve well.
- Literacy and numeracy skills are taught well.
- Support assistants play an important role in helping pupils to achieve well.
- There are strengths in teaching in different subjects of the curriculum.
- Although assessment has many strengths, there is room for further improvement in the foundation subjects and in how involved pupils are in the process.

Commentary

11. Teaching and learning are good overall because of the high standards and how well pupils achieve by the time that they leave school. However, the picture is more complex and variable than this overall judgement suggests. Reception aged children are taught alongside most Year 1 pupils. Teaching and learning for the reception-aged children are unsatisfactory and satisfactory with some weaknesses for the Year 1 pupils in this class. Teaching and learning improve significantly for pupils in Years 2-6 and are of a high standard. The consistency of very good teaching in these year groups gets all pupils back on track and helps to ensure that standards and achievement are high by the time that pupils leave school. Improvement since the last inspection has been satisfactory. Despite continued and concerted efforts by the school, and the headteacher in particular, weaknesses in the same aspects of teaching remain whilst teaching in other classes has gone from strength to strength.
12. The quality of teaching and learning for children in the Foundation Stage is unsatisfactory overall although satisfactory in children's mathematical and physical development. The main area of weakness is that the curriculum taught does not adequately recognise how young children learn best. Planning is often detailed and satisfactory in terms of what is to be learnt, but activities are not consistently provided whereby children can learn through practical, hands on and investigative tasks. Learning is at times mundane and lacks a sense of sparkle or vibrancy. In addition, the direct teaching of some key literacy skills or skills of how to develop painting or cutting techniques are not taught in a systematic or rigorous enough manner. When teaching is satisfactory, lessons capture the interest of the children more readily and learning activities have a particular focus, which is challenging and demanding.
13. Teaching in the core subjects of English, mathematics and science is very good overall, although satisfactory for the Year 1 pupils. Reading and writing skills are taught very well in Years 2-6 and satisfactorily in Year 1. Overall there is a very good emphasis given to the systematic development of these skills, although it is not as rigorous for Year 1 pupils. This means that younger pupils have a wide range of strategies to tackle new words, whilst the oldest pupils skim and scan text with ease. Teaching ensures that pupils are confident writers for a range of different audiences and purposes by the time that they leave school. Although much of the teaching is successful in developing pupils' speaking and listening skills, teaching for the youngest pupils in school is not as successful because pupils are not always encouraged to use an expressive vocabulary and the importance of listening to others is not reinforced enough. In mathematics, teaching usually provides lots of opportunities for pupils to learn through problem solving and investigative tasks. Lessons are often demanding and challenging and put pupils' numeracy skills to the test well. When teaching and learning are satisfactory for Year 1 pupils, lessons lack pace or a real sense of urgency or challenge. In science, teaching in the most instances insists on pupils putting their scientific knowledge to the test to help them make informed hypotheses or evaluations. A very good balance is struck between the direct teaching of scientific knowledge and opportunities to experiment and investigate. This helps pupils to become confident scientific investigators by the time that they leave school, although there are occasions for the youngest pupils in school when work is over directed by the teacher and opportunities for pupils to discover things for themselves are lost.
14. Teaching in information and communication technology is good overall. Key skills are generally taught well and computers are becoming an increasingly integral part of pupils' learning. Some very good examples were observed of pupils' computer skills being put to good use in different subjects of the curriculum, such as history and

science but there are still occasions when opportunities are missed. Most teachers make good use of computer technology to present learning in different, exciting and very visual formats which hook in well to how different pupils learn. Best use is not always made of the interactive whiteboard in the reception/ Year 1 class as the volume at which programs are set is at times a barrier rather than an aid to learning. Teaching is often good in art and design and design and technology and this adds much to how well pupils attain and achieve. Tasks in these subjects are often fun and exciting. Pupils are provided with many opportunities to work with a wide range of different materials, key skills are taught well and pupils are expected to evaluate and appraise their work and that of others. Good use is made of the specialist skills of outside teachers such as dance teachers and as a result pupils' performance and levels of attainment are enhanced.

15. The teaching and learning for pupils with special educational needs is good overall and at times very good. Individual education plans are of a good standard and contain challenging but achievable targets. Teaching assistants play a pivotal role in supporting these pupils. Their contribution is often of a high standard and adds much to the quality of pupils' learning and in helping to ensure that they achieve as well as their classmates. Teaching and learning for the higher-attaining pupils is very good for pupils in Years 2-6 and satisfactory for Year 1 pupils where at times the work that is set is simply too easy.

Summary of teaching observed during the inspection in 23 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	5	6	3	0	0

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

16. Assessment overall is good. Very good procedures are in place for assessing and tracking pupils' progress in the core subjects. The information is used well to identify areas for improvement and to inform the target-setting process. Assessment procedures in the Foundation Stage are satisfactory, but the information is not used well enough to guide and inform planning to ensure that tasks that are set consistently match the individual needs of all children. Assessment procedures in the foundation subjects are satisfactory, but are not yet detailed or formalised enough to have the best possible impact on tracking pupils' achievements or in helping to further raise standards. The marking of pupils' work is good overall and there are some very good examples. Pupils are only too willing to take on board the comments, but at present not enough emphasis is given to the role that pupils could play in setting and reviewing their own academic targets or in making clear to pupils exactly what is needed to attain at a particular level.

The curriculum

The curriculum is **satisfactory** overall, **good** in Years1-6 but **unsatisfactory** in the Foundation Stage. **Good** opportunities for enrichment are on offer. The accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The curriculum on offer for children in the reception year is unsatisfactory.
- Pupils' literacy and numeracy skills are put to good use in different subjects of the curriculum.
- The provision that is made for pupils with special educational needs enables pupils to achieve well.
- A wide range of sport, the arts and other learning activities enrich the curriculum.
- The school does much to promote pupils' personal development.

Commentary

17. The curriculum in Years 1-6 has improved well since the time of the last inspection. The school teaches all subjects in depth, pays good attention to the core subjects' curriculum and fully meets statutory requirements. The national strategies are used effectively to plan work in literacy and numeracy and are being adapted skilfully to meet the pupils' needs. Across different subjects, planning is of a good standard for Year 2 – 6 pupils because it ensures the needs of different groups of pupils in the mixed aged classes are catered for well and this contributes much to how well pupils achieve by the time that they leave school. Good opportunities are provided for pupils to develop their writing and speaking and listening skills across different subjects. Planning also takes good account of the way in which pupils can use their numeracy and computer skills in many subjects but computers are not used as much as they could be to enhance pupils' learning in the youngest class. These opportunities are relevant and meaningful and add much to the quality of pupils' learning.
18. The curriculum for children in the Foundation Stage is unsatisfactory as there are insufficient opportunities planned for children to learn from first hand and practical experiences. Planned activities lack a sense of sparkle and vibrancy, are mundane and are not interesting enough to motivate young children to learn. As a result, children do not always achieve as well as they could.
19. Provision for pupils with special educational needs is good. Good procedures are in place for the early identification of pupils who may have learning difficulties. Individual education plans are of a good standard and are closely matched to the needs of the pupils and there is a good level of classroom support which impacts significantly on pupils' learning. The needs of pupils identified as gifted and talented are also catered for well, with some pupils joining older age groups for some lessons.
20. The school organises a good range of visits and visitors to enhance the quality of pupils' learning. The school's achievement of the Artsmark and Activemark recognises the school's commitment to art and sport. Pupils thoroughly enjoy the many opportunities to take part in sporting activities, such as football and cricket outside of the school day, enter many inter school sporting competitions and tournaments and participate well in the arts through, for example, clubs for dance, design and technology and French. They also benefit from a residential trip and other visits, all of which add much to the quality of educational experiences on offer.
21. The school makes good provision for personal, social and health education and citizenship through an emphasis on healthy eating, providing suitable instruction and discussion on sex education and relationships and by making pupils aware of the dangers of alcohol and drug abuse. Pupils are prepared well for citizenship through a strong sense of belonging to a community and through participation in the school

council. These are all strong factors in helping to prepare pupils very well for the next stage of their educational lives at high school.

22. The number and match of support staff are good and the individual skills of support staff are used well to enhance the quality of pupils' learning. Accommodation is satisfactory overall. Resources across the school are satisfactory overall although at times the interactive whiteboard is not always used to its fullest potential to create an exciting and stimulating learning environment. There is a shortage of artefacts to support pupils' learning about different world faiths

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. Pupils receive **good** support, advice and guidance. **Good** provision is made for pupils to be involved in decision making about the life of the school.

Main strengths and weaknesses

- The school is a safe environment where pupils are happy and well cared for and where their health and safety is given a high priority.
- Staff recognise and celebrate pupils' individuality and relationships are very good.
- Good induction help children to settle into school quickly.
- Pupils are involved well in decision-making through the school council.
- The school is working hard to achieve the 'Healthy School Award'.

Commentary

23. The school has good procedures for ensuring pupils' safety and well-being. Improvement has been good since the last inspection. Health and safety aspects are monitored well by staff and governors, and all issues identified at the time of the last inspection have been dealt with well. The school's procedures for child protection are good and all staff are aware of their responsibilities. All pupils, including those with special educational needs, are well supported by staff who know them and many of their families very well. This enables teachers to offer pupils well informed advice and guidance to support their learning and personal development. Pupils have very good and trusting relationships with their teachers and this helps them to gain confidence. The school has good induction procedures to ensure that children entering the Foundation Stage are well cared for and are helped to settle quickly into school routines.
24. Pupils with special educational needs receive a good level of support and care in school and from outside agencies where needed. Assessment procedures are thorough so that pupils' progress can be tracked readily and support can be targeted effectively.
25. The school council is well established and provides a good forum for pupils to have a voice. Pupils in all classes value the opportunity to share their ideas for improvements to the school environment. They are proud that the school listens to them and has often acted upon their suggestions for additional activities and resources. At present pupils are very involved in achieving the 'Healthy School Award' and they take their responsibilities seriously in making the school a healthy place to be. In addition to the school council, pupils are given every chance to make their views known in lessons and in assemblies. Pupils feel very confident in approaching any member of staff should they have any worries or concerns.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. Links with the community and with other schools are **very good**.

Main strengths and weaknesses

- The school does much to encourage parents to be involved in the life of the school and to support their child's learning.
- Regular newsletters and curriculum information keep parents well informed, but reports are inconsistent in the quality of information about pupils' progress.
- The school's links with the community and with other schools make a very strong contribution to learning.

Commentary

26. The school is very welcoming to parents and works hard to involve them in the life of the school. Most parents are very supportive and interested in their children's learning. Parents feel comfortable about approaching the school with questions or concerns and feel that staff are approachable. The school follows good procedures to ensure that any problems are dealt with to parents' satisfaction. The school seeks parents' views through a two-yearly survey, and the outcomes and action to be taken are clearly displayed in school. For example, the school has reviewed the lunchtime arrangements following a recent parental survey. Parents feel well informed about activities and changes in organisation through the regular and good quality newsletters and are provided with helpful information as to how they can help their child's learning at home. The annual reports for parents are personalised and contain teacher assessment grades and areas for development. However, there are inconsistencies between classes in the amount of clear information provided about progress across the curriculum and areas of learning in the Foundation Stage. Parents of pupils with special educational needs are encouraged to be involved and attend regular review meetings. A small number of parents help regularly in classrooms, and the school is very keen to use parents' skills and expertise for assemblies and other activities. The Friends of Clough Head School is a very supportive group of parents that organises social and fundraising events to provide the school with a good range of additional learning resources.
27. The school has very good links with the community who make a considerable contribution to pupils' achievements and experience. The school works closely with the Bolster Moor Community Association and pupils take part in joint visits and activities with members of the local community. The close links with the church provide very good support for religious education and assemblies with regular visits from the clergy. Members of the local community regularly help to enrich the curriculum, as for example, a senior citizen who visited to tell pupils about the local area at the time of World War II.
28. The school works very closely with a number of other small primary schools and the secondary school to which most pupils transfer and mechanisms for the transfer of pupils are very good. Pupils in Year 6 speak very enthusiastically about their recent attendance at the 'Big Arts Day' at the secondary school. Through the 'pyramid' of schools, pupils benefit from the well-organised joint sports and opportunity to take part in performances at a Huddersfield theatre. The very good liaison with other small schools has resulted in teachers sharing training sessions and this has made a strong contribution to the improvement of teaching and learning.

LEADERSHIP AND MANAGEMENT

The overall leadership of the school is **good**. Leadership and management of the headteacher are **very good**. Leadership by staff with key responsibilities is **good** overall but **unsatisfactory** in the Foundation Stage. Overall management of the school is **good**. Governance of the school is **satisfactory**.

Main strengths and weaknesses

- The leadership and management of the headteacher are strengths of the school.
- Despite the best and concerted efforts of the headteacher, circumstances beyond his control have prevented weaknesses in teaching being addressed effectively.
- Good procedures are in place for monitoring the quality of teaching and for analysing test and assessment data.
- Key subjects and aspects of school life are led and managed well and in some instances very well, but there are weaknesses in the leadership and management of the Foundation Stage.
- Financial planning and monitoring are good and spending matches identified educational priorities well.
- Governors are playing an increasingly active role in the strategic development of the school but procedures to formally monitor the work of the school are not yet rigorous enough.

Commentary

29. The headteacher has played a significant and pivotal role in the high standards that the pupils reach by the time that they leave school. He leads teaching very well by example and has an excellent grasp of the school's strengths and weaknesses. He is open, honest and frank and constantly seeks ways of developing the school further. His enthusiasm, motivation and inspiration have helped to create a strong team spirit and won him the full respect of staff, governors, parents and pupils. He does not shirk difficult decisions and, for example, set about tackling weaknesses in teaching through a series of supporting strategies and through formal procedures. Circumstances over time, which were totally outside the headteacher's control, prevented the issue from being fully addressed but the head and governors are again tackling the issue in a highly effective and professional manner. The vision of excellence that the head strives for is shared by many staff who are committed to providing the best education they can for all pupils.
30. Teaching and learning in the core subjects are monitored well by the headteacher and other members of staff. The information gained from lesson observations and scrutiny of pupils' work and teachers' planning is used well to identify areas for development and improvement and to set educational priorities which are clearly and concisely outlined in the very good school development plan. Good procedures are in place for analysing test and assessment data and very good procedures are in place for setting targets and tracking pupils' progress in the core subjects. The leadership and management of the foundation subjects are satisfactory overall. Teachers carry out scrutiny of pupils' work and teachers' planning and opportunities are provided for them to monitor teaching and learning when a subject is an identified priority area on the school development plan. Assessment in the foundation subjects is not rigorous or formalised enough to help raise standards.

31. Provision for pupils with special educational needs is managed well. The quality of pupils' individual education plans is good and this helps teachers to plan and target work efficiently. There are very good links with outside agencies to provide specific expertise for the benefit of pupils and support within school is managed and targeted in such a way as to ensure that help is provided where the need is greatest. Leadership and management of the Foundation Stage are unsatisfactory because of the lack of knowledge and expertise of the co-ordinator and because the curriculum on offer does not adequately meet the needs of how young children learn best. The school is addressing this weakness in a rigorous and effective manner.
32. All staff are provided with very good opportunities to enhance their professional development through attending courses and for example, secondments to other schools to develop their knowledge and expertise. Whilst many staff benefit significantly from these opportunities, there are occasions when best use is not made of the opportunities to enhance the individual's confidence and expertise and to enhance the quality of children's learning opportunities on return to the school.
33. Governance of the school is satisfactory. Governors are very supportive of the work of the school and fulfil their statutory duties well. Relationships between staff and governors are very good. Governors are kept very well informed about standards, pupils' achievements and the life of the school, through the headteacher and through teachers' presentations at governors' meetings. Governors play an active role in target setting, school development planning and budget monitoring. Some governors visit the school on a regular basis, but at present procedures to monitor the work of the school formally and to hold the school to account are not rigorous enough so that all governors can have a firm grasp of the school's weaknesses as well as strengths.
34. Financial planning and budget control are good. The school ensures that the principles of best value are applied well when purchasing goods and services. Good procedures are in place to ensure that the cost effectiveness of major spending decisions is assessed and evaluated. Financial planning is closely matched to educational priorities and the day-to-day monitoring of finance and school administration is carried out efficiently and effectively by the recently appointed school secretary. Taking all factors into account, the school provides good value for money.

Financial Information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	236 604
Total expenditure	237 915
Expenditure per pupil	2 866

Balances (£)	
Balance from previous year	12 910
Balance carried forward to the next	11 599

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **unsatisfactory**.

Main strengths and weaknesses

- The curriculum does not take sufficient account of the fact that young children learn best from first-hand experiences.
- Some basic skills are not taught systematically.
- Provision for mathematical development is better than for other areas.
- The teaching assistant is deployed well and makes a good contribution to children's learning.
- Class rules are not applied consistently and so the noisy behaviour of older pupils sometimes disrupts learning.

Commentary

35. At the time of the inspection there were nine full-time reception children who are taught in the same class as ten Year 1 pupils. Children start in the reception with a wide range of pre-school experiences and skills but, overall, their attainment is slightly above average. Though children attain the early learning goals in personal, social and emotional development, communication, language and literacy and knowledge and understanding of the world and physical development by the end of the reception year, achievement is not always satisfactory given children's attainment on entry to the school. Children exceed the early learning goals in mathematical development and achievement is satisfactory. Achievement is unsatisfactory in creative development and children do not attain the early learning goals in this area of learning.
36. The curriculum is unsatisfactory. Whilst activities are planned across all areas of learning they are not based firmly on young children's need to learn from first-hand experiences. Consequently, children do not become involved sufficiently in activities and this inhibits their learning. For example, the children were invited to write about the teacher's adventure rather than write from their own experience. This inhibits learning and the children choose to colour in the title, as they could not relate to the writing task. The activities for continuous provision in the afternoons sometimes lack a clear focus for learning. There is too little adult intervention to support the activities, so children quickly become disinterested and gain little from the tasks. Whilst the teacher's planning itself is detailed and of a satisfactory standard, the delivery lacks vibrancy and drive and so learning is not as effective as it could be.
37. Teaching is unsatisfactory overall, although satisfactory in mathematical development and physical development. Expectations of the children at times are too low so they do not learn as well as they can. This was seen when planting seeds. There was no attempt by the teacher to question the children about the conditions needed for growth that would be relevant to children in this rural area. Strategies for keeping discipline are not always applied consistently and some older pupils call out regularly. This loud behaviour affects reception children's learning and also inhibits them from contributing to class discussions. When the teacher insists on better levels of good behaviour there is an immediate improvement in the learning environment and in the knowledge or skills

children acquire. Lessons in mathematical development are satisfactory because they are clearly based on the structure of the National Numeracy Strategy and often have a more defined focus. At times, work is demanding enough to meet the needs of all children. However, a weaker element of teaching is that it lacks a rigorous and systematic approach to developing phonic and writing skills and so the rate of learning is unsatisfactory. The teaching assistant proves effective when working with the reception children as a separate group in literacy and numeracy lessons and this helps their learning move along at a good rate. Procedures for assessing children's learning are satisfactory, but the information is not always used well enough to track children's progress and to plan the next stage in their learning.

38. Leadership and management of the Foundation Stage are unsatisfactory because of the lack of understanding of how young children learn. The classroom is spacious but there is little evidence of the celebration of children's work through display. Improvement since the last inspection has been unsatisfactory. The issue related to the deployment of teaching assistants has been fully addressed, but teaching has failed to keep pace with the national developments in the Foundation Stage.
39. Achievement is unsatisfactory in the area of **personal, social and emotional development**. All children attain the early learning goals by the end of the reception year, but attainment could be higher. Teaching is unsatisfactory as many activities are unexciting and fail to gain children's interest and attention and it is a credit to the children that they behave as well as they do. Children do respond well to praise when it is given as was seen when one child received a silver award for achievement in the headteacher's assembly. There are sufficient resources but they are not arranged in a way to encourage children to choose what they need and so develop independence. When teaching is more effective it is because children are given the opportunity to be more independent, to think for themselves and to be more self-reliant.
40. Achievement is unsatisfactory in the area of **communication, language and literacy** and teaching is unsatisfactory. Most children achieve the early learning goals overall but they could do better. Introductions to lessons are often dominated by the loud voice on the interactive programs and this inhibits dialogue between the teacher and children which could enhance learning. When there is good interaction between adults and children, particularly with the support assistant, children's communication skills develop well because of the effective questioning which expects children to answer using an expressive vocabulary. Regular handwriting practice concentrates on the formation of individual letters in a handwriting book well, though children need far wider experiences to develop their writing skills well. There are few aids or prompts in the writing area or elsewhere to help children to write independently or to be more imaginative and creative. The development of phonic skills is included in the daily literacy session, but there is little evidence of these skills being developed systematically at a higher level. Children read their graded book to parents at home and sometimes to helpers in school, but children do not read to the teacher individually or in groups on a regular basis and so individual difficulties are not identified.
41. Achievement is satisfactory in the area of **mathematical development** and many children are working beyond the early learning goals expected, by the end of the reception year. Teaching is satisfactory as the structure of lessons is based firmly on the outline of the National Numeracy Strategy. Children develop good counting skills through regular daily practice and most count successfully in twos and fives. Children use a good level of mathematical vocabulary when talking about their work. Although there is access to sand, water and construction materials, and children thoroughly enjoy using these resources, learning activities lack a specific focus which would really

push on children's learning. Children record quite a lot of work in workbooks and this gives an insight into the progress that children are making. However, there are too few opportunities for children to learn through practical, hands on activities or the solving of everyday problems where they could put their undoubted numeracy skills to more imaginative and meaningful use.

42. Achievement is unsatisfactory in the wide area of **knowledge and understanding of the world**. Teaching is unsatisfactory because learning is not based on children's first hand experiences of exploring and investigating the spectacular world around them. Although children learn and have a secure knowledge of plants and habitats, and materials, there are not enough opportunities for children to explore or to find things out for themselves in order to satisfy their natural enthusiasm and curiosity. Lessons are shared with Year 1 children and the content is often more suited to these older pupils, for example when looking at the uses of electricity. The activities during the continuous provision in the afternoon are not sufficiently appealing or focused to promote learning. The idea to create a rock pool in the sand tray was appropriate for the pirate theme. However, it had not been tidied each day and so children regarded it as unpleasant and did not want to use it. Children have a good sense of chronology and recognise some differences between the past and present. Opportunities are provided for children to use construction kits but the challenge could be made more difficult by setting a specific task such as " Build a ... only using ... and ... ". There is some use of computers and children have developed satisfactory skills. However, there are missed opportunities to use computers to enhance children's learning. The teacher uses an interactive whiteboard to support her teaching, but it is not always used to best effect and the children are not given enough guidance as to how to use it as part of their learning. The teacher's plans show that children use the programmable robot, which is well suited to their needs. The teacher ensures that some discussions take place about feelings and happenings in children's lives and the lives of others. This helps to foster an early awareness of the importance of the need for care and respect for the beliefs and traditions of others.
43. Achievement is unsatisfactory in the area of **creative development** and children do not attain the early learning goals by the end of the reception year. Scrutiny of the work on display shows a very limited range, including making seed packets and a collage of mermaids, and children cannot recall using paints on any regular basis. Drawings in children's books show below average skills with little improvement over time because key skills are not taught in a systematic manner. In a music lesson, children used percussion instruments to follow the teacher's conducting, and did so satisfactorily, but there was no opportunity for them to explore or investigate the sounds that could be made. There is a satisfactory range of imaginative play activities, such as the pirate ship, but the lack of adult intervention reduces their effectiveness.
44. Achievement is satisfactory in children's **physical development** and all children attain the early learning goals by the end of the reception year with a good number exceeding them. Teaching is satisfactory. Children quickly develop their ability to move with satisfactory control and co-ordination. They show a good awareness of space and the needs of others when at play outside. The school has plans to develop regular use of a secure outdoor area to improve learning opportunities. Children sometimes use the large hall to develop control and co-ordination in formal physical education lessons and in dance activities. When given the opportunity children are confident at performing action rhymes. Children handle a range of small tools, scissors and pencils appropriately but there are simply too few opportunities provided where children can use these skills in an imaginative, creative and thoroughly enjoyable manner.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well and attain above average standards by the time that they leave school.
- Reading standards are particularly good by the end of Year 6.
- Teaching assistants contribute much to how well pupils learn and achieve.
- Reading and writing skills are generally taught in a direct and systematic manner.
- The achievement of most Year 1 pupils is not as strong as for other pupils in school.
- Leadership and management of the subject are strong and contribute much to pupils' achievement.
- Pupils are not proactive in setting and reviewing their own targets.

Commentary

45. On the basis of the 2003 National Curriculum tests for Year 2 pupils, attainment was above the national average in reading and in line with the national average in writing. When compared to similar schools, attainment was average in reading and well below average in writing. The National Curriculum tests for Year 6 pupils show attainment to be in line with the national average and well below average when compared to similar schools on the basis of prior attainment. The small number of pupils assessed each year and the changing number of pupils in each group with special educational needs means that comparisons with national data are not always reliable. Inspection findings indicate that by the end of Year 2 standards overall are above average, although writing standards are at an average level. By the end of Year 6, standards are above average with reading standards well above average. Standards in speaking and listening are above average by the end of Year 2 and Year 6. Achievement overall is good and very good for pupils in Years 2-6. The achievement for most Year 1 pupils is satisfactory overall, although there are occasions when achievement is unsatisfactory and could be better. There are no significant differences in the achievement of boys and girls. Improvement since the last inspection has been good overall because of the rise in standards and better leadership and management of the subject, although some previously identified weaknesses in teaching remain.
46. By the end of Year 2, many pupils are confident readers who have a good battery of reading strategies at their disposal to help tackle unfamiliar words and phrases. Pupils are confident and expressive readers who locate information quickly. Speaking and listening skills are promoted frequently and pupils are encouraged to justify their views and opinions and to listen well to the contribution of others. Writing skills are an identified area for improvement. Whilst pupils tend to write technically quite well, the vocabulary that they use lacks a sense of imagination or vibrancy or writing tends to fade after a good start. Pupils achieve very well in Year 2 but achievement is only satisfactory in Year 1 and pupils get off to a slow start because early reading and writing skills are not always systematically developed enough. In addition, at times, not enough is expected of Year 1 pupils in terms of the vocabulary they could use and the importance of listening to the contributions of others.
47. Pupils' progress really starts to accelerate during their time in Year 2 and then throughout Years 3-6. Reading and writing skills are taught very well and very

thoroughly. By the time that pupils leave school, many are very good readers who skim and scan for information, read with a high level of expressiveness and who are developing the ability to read for inference and to understand beyond the literal level. Although writing standards are not quite at the same high level as reading standards, they are good nevertheless. Pupils are equipped with the necessary skills to write for a good range of audiences and purposes. Pupils write well and use a good vocabulary. Occasionally, pupils have a little more difficulty in sustaining the plot or characterisation over an extended piece of work. Pupils' speak well and have a well- developed and expressive vocabulary and are always ready to listen to and respect the contributions and views of others.

48. Teaching and learning are good overall and very good for pupils in Years 2-6. Teaching for the youngest pupils in school is satisfactory because at times there is not a high enough level of challenge or lessons simply lack a spark or a vibrancy that captures and maintains the interest of pupils. In contrast, teaching in Years 3-6 zips along at a fast rate, expectations are high and the enthusiasm of the teachers lights up the room. Texts are chosen well and enthuse the pupils. Pupils are only too eager to read out loud, to share their work and to put a great deal of effort into all that they do. Teachers explain tasks well and are very effective at outlining the specific skills that are needed to write well for different purposes. Pupils respond very well to this style of teaching and learning and utilise the techniques very well to produce work of a good standard. The teaching assistants play a significant role in enhancing pupils' learning. Their support is challenging and demanding, but sensitive to the individual needs of the pupils. The marking of pupils' work is often of a good, and at times very good, standard. Pupils readily take on board constructive comments, but at present opportunities are not always provided for pupils to take a more proactive role in setting and reviewing their own academic targets.
49. The subject is very well led and managed. Procedures for monitoring teaching and learning are firmly embedded in school practice and have played an important part in helping to raise standards and to improve the quality of teaching, although there is still work to be done in improving teaching in Year1. The co-ordinator is very enthusiastic and provides a very good role model in terms of her teaching. Very good procedures are in place for assessing and tracking pupils' progress, and good and rigorous procedures are in place for analysing the data to help inform curriculum planning and target setting.

Language and literacy across the curriculum

50. The use of language and literacy across the curriculum is good overall, but could be better for Year 1 pupils. Elsewhere in the school, teachers capitalise on many opportunities to develop pupils' writing skills in subjects such as science, history, geography and religious education and use many subjects as vehicles for enhancing pupils' discussion and listening skills. This is not always the case for Year 1 pupils as too many opportunities are missed and, as a result, pupils' learning is not as strong as it could be.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching provides very well for the needs of different groups of pupils from Year 2 to Year 6 in mixed-age classes and helps them to achieve very well.
- The thorough analysis of results by the co-ordinator is used very well to identify and remedy areas of comparative weakness.
- The very good pace of the mental arithmetic sessions helps pupils to develop very good numeracy skills by the end of Year 2 and Year 6.
- Pupils' numeracy skills are developed well in other subjects of the curriculum.
- The pace of learning is slower in Year 1 where lessons sometimes lack sufficient challenge.
- Marking and pupils' involvement in target setting is not always as good as it could be.

Commentary

51. On the basis of the 2003 National Curriculum tests for Year 2 pupils, standards were above the national average and below the national average when compared to similar schools. National Curriculum tests in 2003 for Year 6 pupils indicate that standards were above the national average and well below average when compared to similar schools on the basis of prior attainment. The small number of pupils assessed each year makes comparisons with national data unreliable and the ability of year groups differs from year to year. Inspection findings show that standards are well above average at the end of Year 2 and Year 6. The achievement of pupils is good overall. The achievement of Year 1 pupils is satisfactory but could be better because at times work is not challenging enough. Pupils' progress accelerates significantly in Years 2-6 and all pupils achieve very well after the slower start in Year 1. There has been a good overall improvement since the last inspection when standards were judged to be average in Year 2 and above average in Year 6.
52. Pupils across the school develop very good numeracy skills through regular challenge and practice in the mental agility sessions, which are a feature of many lessons. In Year 2 most pupils multiply by numbers up to five whilst pupils in Year 6 have a very good recall of number tables and use this well to work out fractions and percentages of amounts. Pupils in Year 2 measure accurately in centimetres and older pupils have a very good understanding of the full range of standard units for measuring and display information well in a good variety of graphs. Data handling skills are good for the younger pupils in school and by the time that pupils leave school they have a very good understanding of probability. In a very careful analysis of standards of pupils' work and test results, the school has identified the need for pupils to use and apply their mathematical skills more extensively in problem solving and investigative tasks. This emphasis is now very evident in lessons with pupils explaining how they have worked things out and with pupils in Year 6 using their own strategies for finding percentages quickly.
53. Teaching and learning are good overall and are consistently very good in Year 2 to Year 6. Though satisfactory, teaching and learning are at times less successful for pupils in Year 1 because the pace of lessons is slower and there is less expectation for pupils to do their best. Learning proceeds at a very fast rate in the other classes where pupils respond very well to the high expectations of behaviour and questions are well

structured to challenge all pupils to think. Lessons are very well organised to take full account of the needs of different age groups in each class. A strong feature is the way in which teachers challenge and support individuals so that some pupils work in class with pupils from a different age group. This helps pupils with special educational needs and those identified as gifted and talented to achieve very well. Relationships in the older two classes are very good and sometimes excellent and there is a real sense of fun and enjoyment, which greatly enhances learning. Teaching assistants contribute much to enhance pupils' learning. Laptops and overhead projectors are used well in most lessons to illustrate clear explanations and this helps pupils to understand. The marking of pupils' work is usually good, particularly for the older pupils, although there are occasions elsewhere in school where what is needed to improve is not stated or praise is given too easily. Although pupils are set targets there are not enough opportunities for pupils to take a more active role in setting and reviewing their own targets.

54. Leadership and management are very good and this is a significant factor in the high standards. The co-ordinator provides a very good example of teaching for colleagues and the quality of lessons, pupils' work and teachers' planning is monitored regularly. Very good procedures are in place for assessing and tracking pupils progress and the information gleaned from data analysis is used well to set targets for individual pupils and for different year groups.

Mathematics across the curriculum

55. Numeracy skills are used and developed well in other subjects. In history, pupils place events on a time line. They measure carefully and accurately in design and technology and in science they display and interpret information well in graphical form.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are high by the time that pupils leave school and most pupils achieve well and at times very well although there is some variability
- A good balance is struck between the teaching of scientific knowledge and the development of investigative skills.
- The subject is used well to enhance pupils' literacy and numeracy skills.
- The manner in which the subject is led and managed contributes much to the standards attained.
- The marking of pupils' work and involvement of pupils in target setting could be better.

Commentary

56. The 2003 teacher assessments for Year 2 pupils indicate that attainment was in line with the national average. On the basis of the 2003 National curriculum tests for Year 6, pupils' attainment was above the national average and below average when compared to similar schools on the basis of prior attainment. The small number of pupils assessed each year and the fluctuating number of pupils with special educational needs makes comparisons with national results unreliable. Inspection evidence indicates that standards are currently above average by the end of Year 2 and well above average by the end of Year 6. Overall, the achievement of pupils is good but it

does not follow a consistent pattern. Whilst achievement in Years 2-6 is very good, in Year 1 it is no more than satisfactory. Despite the fact that there are still some shortcomings in teaching and learning, improvement has been good since the last inspection because of significant improvements in standards, and teaching and the leadership of the subject are better.

57. By the end of Year 2, pupils have a good level of scientific knowledge across all elements of the subject. Topics are covered in depth and so pupils' knowledge of habitats, materials, electricity and healthy life style is all good. Pupils in Year 2 are provided with many opportunities to take part in practical and investigative tasks and many already understand the principles of fair testing. The progress that pupils make in Year 1 is not as good because topics are not always covered in enough depth to give pupils a secure knowledge base and investigative work lacks challenge and is too simplistic. Pupils make very good progress in Years 2-6 and, as a result, pupils leave school as very good scientific investigators and with a high level of scientific knowledge about topics such as keeping healthy, reversible and irreversible change, filtration and sound and light. The most able pupils plan and instigate investigations independently and are very adept at using their scientific knowledge to inform their hypotheses and predictions.
58. Teaching and learning are good overall, very good for Year 2-6 pupils and satisfactory for Year 1 pupils. Teaching is at its best when high expectations are set and where pupils are given every opportunity to develop their investigative skills through practical activities. New concepts and topics are clearly explained and good attention is paid to pupils' previous learning. Teachers often expect pupils to use their knowledge to make informed choices and predictions rather than making guesses at outcomes. Pupils thoroughly enjoy scientific investigations and rise to the challenges set with a sense of determination and a natural curiosity to explore why things happen as they do. Teaching is not at this level for Year 1 pupils because at times it is not challenging enough and the way in which activities are introduced does little to enthuse the pupils. The subject is used well to enhance pupils' literacy and numeracy skills through presenting findings in a range of different formats and through the insistence on accurate measuring and recording techniques. The marking of pupils work is satisfactory overall, although at times clear enough guidance as to what is needed to improve is not stated and pupils do not play an active enough role in setting and reviewing their own targets.
59. The subject is very well led and managed. The co-ordinator has a very good grasp of the subject's strengths and areas for development because of the good quality of the monitoring of teaching and learning that has taken place over time. Good procedures are in place for assessing pupils' attainment and progress and the information from this and the analysis of test and assessment data are used well to inform curriculum initiatives and planning and to help set targets for individual pupils and year groups. The contribution of the co-ordinator has impacted positively on the standards attained by pupils but recognises that there is still room for improvement in how well Year 1 pupils achieve.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils generally achieve well and reach good standards by the end of Years 2 and 6.
- Key skills are taught well.
- All aspects of the subject are covered in sufficient depth.
- Not enough consistent use is being made of computers to enhance pupils' learning across the curriculum.

Commentary

60. Standards are above average by the end of Year 2 and Year 6. Pupils are generally achieving well, although achievement is satisfactory for Year 1 pupils. Improvement since the last inspection has been good.
61. By the end of Year 2 pupils know how to save and retrieve work, how to change font size and can merge pictures and text together. Pupils recognise that different icons have different functions and are beginning to present information in tables and charts as well as in text form. Discussions with pupils indicate that they have a good awareness of how instructions may be written for programmable toys and use a good level of technical language when they talk about their work. Pupils continue to develop skills at a good rate as they move through Years 3-6. By the time that pupils leave school they are confident computer users. Pupils interrogate databases and know how to set up spreadsheets. They have produced storyboards and made PowerPoint presentations, communicate using electronic mail and have a good understanding of control and graphical modelling. Computers are used frequently for research purposes and are an integral part of learning for the older pupils in school. Pupils are good at word processing, although there are times when computers could be used for editing and drafting work but are not.
62. Teaching and learning are good overall although they are stronger for some groups of pupils than others. Teachers in Years 2-6 have good, and in some instances very good, subject knowledge. This means that any technical problems can be dealt with quickly with little teaching time being lost. A particular strength is that key skills are taught in a direct manner before giving pupils the opportunity to put these skills to the test. A good balance is struck between the imparting of clear instructions and then allowing sufficient time for pupils to try things out for themselves. Pupils really enjoy working on computers and work very well with high levels of independence and self-motivation. Most teachers make good use of overhead projectors and laptops to make learning more interesting and visually attractive. There are times, however, when computers are not used enough for the youngest pupils in school and the teacher's use of the interactive whiteboard adversely impacts on learning because the programs are too loud or subject knowledge is not strong enough to have the biggest possible impact on learning.
63. The subject is well led and managed. The co-ordinator has strong subject knowledge and has carried out lesson observations and regular scrutiny of pupils' work and teachers' planning. Assessment procedures are satisfactory and developing well but have not yet sufficiently embedded in school practice to have the biggest possible impact on standards and in closely tracking and analysing pupils' attainment and progress.

Information and communication technology across the curriculum

64. The use of information and communication technology across the curriculum is satisfactory. Some good examples were seen during the inspection in subjects such as history, science and mathematics. Digital cameras are often used well to record

examples of pupils' work. However, there are occasions when opportunities are missed to support and enhance pupils' learning across the curriculum or computers are not turned on in lessons or the programs that are utilised are too easy. The more developed and systematic use of computers across the curriculum is an identified area for improvement in the school development plan.

HUMANITIES

65. Timetable constraints meant that insufficient teaching was observed to make a judgement on the overall quality of provision in geography. However, work in the subject was sampled.
66. Evidence from pupils' work, scrutiny of teachers' planning and discussions with pupils and teachers indicate that standards in **geography** are at an average level by the end of Year 2 and Year 6. Pupils' work shows that the different aspects of the subject are covered in sufficient depth over the course of the year. By the end of Year 2, pupils have developed satisfactory mapping skills and recognise simple geographical features and landmarks. Their knowledge of the locality is secure as is their awareness of the wider world in which they live. By the end of Year 6, pupils draw accurate and detailed maps of the school and local area, have a satisfactory knowledge of rivers, mountain ranges and coastlines and many name the continents of the world. They are less aware of capital cities of the world. Pupils recognise the impact that tourism, pollution and conservation can have on the world in which they live. In a good lesson observed in the class for pupils from Year 2/3/4, the teacher built well on pupils' previous knowledge. She made good use of a well-illustrated book to introduce the new topic on rainforests in an interesting way and this captured the attention of all groups well. Teachers make very good use of the local, rich environment to develop pupils' geographical awareness, as when pupils conducted a traffic survey on the nearest major road and compared the traffic flow with the local country lanes. Discussions with the co-ordinator indicate that leadership and management of the subject are satisfactory. Although assessment procedures are satisfactory, the school has identified the need to ensure that procedures need to be formalised and made more rigorous so that the progress and attainment of individual pupils can be tracked more closely and accurately.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of Christianity.
- Pupils have the chance to visit different places of worship.
- More artefacts are needed to enhance learning about different world faiths.

Commentary

67. Pupils attain standards that are broadly in line with the expectations of the locally agreed syllabus by the end of Year 2 and Year 6. Achievement for all pupils across the school is satisfactory. Improvement since the last inspection has been satisfactory.
68. Pupils have a good knowledge and understanding of Bible stories by the end of Year 2 and have a satisfactory awareness of important Christian festivals and ceremonies.

Pupils are developing a sound understanding of Islam and make good comparisons between the Moslem and Christian beliefs on the creation of the world. Pupils make satisfactory strides in their learning as they move through Years 3-6. By the time that pupils leave school, their knowledge and understanding of Christianity are good. This understanding of different faiths is extended and pupils have a sound understanding of Sikhism and Judaism. Pupils know that there are different names of places of worship for different faiths and recognise that light is an important symbol in many different faiths.

69. Teaching and learning are satisfactory overall with some good aspects. Topics are introduced well and pupils are provided with plenty of opportunities to discuss their feelings and beliefs and compare them to other cultures and traditions. The amount of recorded work does not always match the level of discussion. Although there are some good examples in evidence of pupils' writing skills being enhanced, this good practice is not as consistent as it could be. Pupils enjoy the subject and know that their opinions and views will be listened to and respected. Teaching is good when work is adapted to suit different needs in mixed-age classes. This was seen in the class containing pupils from Year 2 to 4 when different versions of the Bible were provided to suit pupils' different literacy skills and understanding. As a result, advances in pupils' understanding and learning were good. Teaching is also good when the subject is brought to life through visits to different places of worship, such as the Chapel and a Sikh Temple, and by visitors to school. Resources are adequate overall but more artefacts are needed to develop pupils' learning about different world faiths and to make learning more visually attractive and enjoyable.
70. Leadership and management of the subject are satisfactory. The co-ordinator has monitored teachers' planning but little opportunity has been provided to monitor teaching and learning in the classroom directly. The co-ordinator has a sound understanding of the strengths and weaknesses of the subject. A satisfactory start has been made on developing assessment procedures, but these are not yet embedded in school practice to have the biggest possible impact on further raising standards.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The good use of artefacts enlivens learning.
- There are good examples of the subject being used to develop pupils' writing skills although at times there is an over reliance on worksheets.
- Assessment procedures are in the early stage of development.

Commentary

71. Standards are broadly average by the end of Year 2 and Year 6. The achievement of all pupils is satisfactory. There has been satisfactory improvement since the last inspection.
72. By the end of Year 2, pupils have a sound understanding of Romans and of Roman Britain and of other periods of history that they have studied. Their awareness of chronology is satisfactory. Pupils know that objects can tell them about the past. By Year 6, pupils have extended their understanding of different empires and civilisations to include the Aztecs and the Greeks and their knowledge is at a satisfactory level.

Pupils' knowledge of the Victorians is good and they show a good appreciation of the changes in Europe in World War 2 and the hardships, such as rationing, people experienced. Pupils are aware of primary and secondary sources of evidence and that events in history may be interpreted differently by different people.

73. The quality of teaching and learning is satisfactory with some good features. Topics are covered in sufficient depth which helps to give pupils a better understanding of periods of history they are studying. There are some good examples in Years 2-6 where the subject is used well to enhance and develop pupils' writing skills. In contrast there are times when unimaginative and simplistic worksheets are used for Year 1 pupils. These do little to enthuse pupils and provide insufficient challenge. Good opportunities are also provided for pupils in Years 2-6 to carry out individual research. Pupils thoroughly enjoy this and see themselves as historical investigators. In a good lesson observed for pupils in Years 4-6, the teacher used her good knowledge of World War Two to capture pupils' interest in aspects such as "Dig for victory!" and "The black market!" The teacher made good use of resources, such as appropriate food showing the weekly ration, to help pupils to understand the implications of rationing and to make learning more fun.
74. Leadership and management are satisfactory overall. The co-ordinator monitors teachers' planning and scrutinises pupils' work and has plans to monitor teaching in the classroom when the subject is an identified priority area. Procedures for assessing pupils' progress are in the early stages of development and, although satisfactory, are not yet fully impacting on pupils' achievement or attainment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

75. Not all subjects were taught in sufficient depth during the week of inspection and the limited amount of evidence in music and physical education meant that it was not possible to make a judgement on provision in either subject.
76. In **music**, evidence from teachers' planning, other school documentation and discussion with teachers and pupils indicates that standards are at an average level by the end of Year 2 and Year 6. Planning indicates that all aspects of the subject are covered in sufficient depth over the course of the year. Singing in assemblies is of a satisfactory standard. Younger pupils know the names of different instruments of the orchestra and talk confidently about how music has different "speeds" and can evoke very different feelings. Discussions with the older pupils indicates that they have listened to music from different cultures and are provided with opportunities to appraise different pieces of music as well as composing their own music and, in some instances, adding lyrics. Older pupils have a good knowledge of famous composers. Pupils' learning is enhanced by visits from musicians and pupils are given the chance to perform in concerts and assemblies for parents and the wider community. The school offers pupils the chance to learn to play a musical instrument and peripatetic teachers provide good quality tuition.
77. In **physical education**, scrutiny of teachers' planning, photographic evidence, discussions with teachers and pupils, and limited lesson observations indicate that standards are at an average level by the end of Year 2 and Year 6 with some aspects above average by the time that pupils leave school. Scrutiny of teachers' planning indicates that over the course of the year all elements of the subject are taught and covered in sufficient depth. Pupils regularly take part in gymnastics, dance, games or athletic activities. Residential visits provide pupils with the opportunities to take part in

outdoor pursuits. Evidence indicates that all pupils leave the school being able to swim at least 25 metres with many pupils swimming well beyond this distance. Swimming standards are therefore above average. The school makes good use of outside sporting coaches and a dance teacher. A good example was observed during the inspection of a dance teacher's specialist skills being put to good effect to teach the older pupils a complex dance routine. The pupils responded very well and produced a creative and good quality level of performance. Discussions with pupils show that they really enjoy taking part in sporting activities, both within school and against other schools. The pupils also have a good awareness of the contribution that taking part in sport can make to healthy living. The school's commitment to sport is supported by it being awarded the Activemark.

Art and design

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

Main strengths and weaknesses

- Most pupils achieve well and produce work that is of a consistently good standard by the time that they leave school, although expectations are not high enough for most Year 1 pupils.
- Many opportunities are provided for pupils to work with a wide range of materials and media.
- All aspects of the subject are covered in depth and artistic skills and techniques are taught well, except for the pupils in the youngest class.
- Assessment procedures are not well developed.

Commentary

78. Standards are above average by the end of Year 6 and average with some good aspects by the end of Year 2. Many pupils achieve well although achievement for most of the Year 1 pupils is only satisfactory as at times there is not enough challenge for them to be creative and imaginative in their work. Improvement since the last inspection has been good, and the school's commitment to further improving provision in art and design is reflected in the school gaining the Artsmark in 2004.
79. By the end of Year 2, pupils' observational art skills are good. They have a good satisfactory understanding of how to mix colours to produce the desired effect and are becoming more confident at working in both two and three-dimensional formats. Pupils already have a secure knowledge of the work of famous artists and produce some good work in the style of Van Gogh, but with their own stamp of originality firmly on it. By the time that pupils leave school many are good artists. Teaching provides them with opportunities to use paints, pastels, and fabrics and to work with clay and wire to name but a few. Pupils produce paintings, sketches, sculptures, masks, silk paints, glasswork and tiles that are of a good standard and show good levels of creativity. Pupils have a wide knowledge of the work of famous artists and of techniques and movements such as Pointillism and Impressionism.
80. Teaching and learning are good overall and satisfactory for most of the Year 1 pupils. Teaching generally ensures that all aspects of the subject are covered well. A particular strength is that in most classes artistic skills are taught in a direct and systematic manner. This is not consistently the case for pupils in the youngest class where the lack of such teaching prevents pupils from being creative and inventive as they could be. However in other classes, whether it is colour-mixing techniques, shading, the

importance of perspective or modelling techniques, all are taught well, but not at the cost of pupils' own creativity and imagination. Displays around the school are often good and promote art from different cultures. During the inspection, a good lesson was observed where the pupils were studying the techniques in Aboriginal art. Pupils' artistic skills are often put to good use in other subjects of the curriculum such as history and some good use is made of computers to produce work in the style of famous artists. Pupils have sketchbooks, although on occasions they are not used enough to experiment with different ideas and techniques.

81. Leadership and management of the subject are satisfactory. The co-ordinator is knowledgeable and enthusiastic and monitors teachers' planning and school displays on a regular basis. Little formal monitoring of teaching has taken place but this will happen when the subject is an identified priority area on the school development plan. Assessment is satisfactory but procedures are not rigorous or effective enough for accurately tracking and recording the attainment and achievements of individual pupils.

Design and technology

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

Main strengths and weaknesses

- Pupils achieve well in the subject.
- Pupils are provided with a wide range of learning activities to develop their skills.
- Key skills are taught well.
- The subject is used well to enhance pupils' literacy, numeracy and scientific skills, but on occasions opportunities to use computers are not capitalised on.
- Assessment procedures could be stronger.

Commentary

82. Evidence from pupils' work, discussions with pupils and teachers and other evidence indicate that standards are above average by the end of Year 2 and Year 6 and all pupils achieve well. Improvement since the time of the last inspection has been good.
83. By the end of Year 2 pupils have been provided with many opportunities to work with a range of different materials. They know how to fasten and join things together and finished products are often of a good standard. Pupils are already conversant with the importance of the designing element of their work. The good start that is made in Key Stage 1 is built on and developed as pupils move through school. Pupils have made lights and torches, shoes, controllable vehicles, fairground rides, containers, photograph frames and many other products, which are often of a good standard. Food technology is given a high priority and pupils have made a variety of different foods. The designing and evaluating elements of the subject remain important aspects in the eyes of pupils as well as staff and pupils always want to do their best.
84. Teaching and learning are good. Planning shows that the subject is taught often and in sufficient depth to make learning meaningful. A strong feature of teaching is that planning clearly identifies the skills that pupils are to learn when undertaking different projects. The quality of teaching is often reflected in the quality of the finished products where fixings and fastenings are often strong and secure. Teaching not only places a good emphasis on the designing and evaluating aspects of the subject, but also stresses the need to be imaginative and creative with the result that finished products are not uniform or identical but have the pupils' stamp of originality. Teachers often ask

pupils to write clear instructions, to label accurately and to measure accurately and to scale. Good links are also made with science where pupils, for example, have designed a torch that includes a circuit. These expectations add to and enhance pupils' literacy and numeracy skills, although there are other occasions when computers could be used to enliven learning but are not. The pupils thoroughly enjoy the subject and take part in it with high levels of enthusiasm, endeavour and perseverance when things do not go to plan.

85. Leadership and management of the subject are satisfactory. The co-ordinator monitors planning and displays around the school. The subject will be monitored in more depth when it is an area for improvement on the school development plan. Assessment procedures are satisfactory, but not yet developed enough to have their biggest possible impact on standards or in monitoring the progress of individual pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

86. Very good relationships between children and adults ensure that pupils have every opportunity to grow in confidence and develop as valued members of their school and the wider community. Personal, social, and health education is tackled through a variety of subjects, such as science, geography and religious education, with teachers taking opportunities to introduce and explore ideas and issues as and when they arise. The responsibilities that pupils have around the school, and their participation in the school council and assemblies, all contribute well to pupils' development in these areas. Sex and relationships education adds well to older pupils' understanding and there is good attention paid to the dangers of drug and alcohol abuse. The openness with which lessons are conducted, especially the way in which teachers listen to and value pupils' opinions, also makes a significant contribution to promoting pupils' confidence and self-esteem. The school has achieved an Activemark, which is testament to its commitment to encouraging exercise and healthy eating.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

The leadership of other key staff	3
The effectiveness of management	3