

INSPECTION REPORT

BARKISLAND C of E (VA) PRIMARY SCHOOL

Barkisland, Halifax, West Yorkshire

LEA area: Calderdale

Unique reference number: 107552

Headteacher: Mrs S Sutton

Lead inspector: Mrs J Barnes

Dates of inspection: 20 – 22 September 2004

Inspection number: 266362

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

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	140
School address:	Scammonden Road Barkisland Halifax West Yorkshire
Postcode:	HX4 0BD
Telephone number:	01422 823324
Fax number:	01422 825982
Appropriate authority:	Governing Body
Name of chair of governors:	Mr N Oddy
Date of previous inspection	04/05/1999

CHARACTERISTICS OF THE SCHOOL

Barkisland CE (Aided) Primary School is housed in a well established stone building, part of which has listed status, in the village of Barkisland in the Pennine hills about five miles west of Halifax. There are 140 pupils on roll aged from four to eleven years and entry into the reception year group is usually fully subscribed. Numbers have increased significantly in recent years, due mainly to new building in the locality, and the school has provided several additional facilities for the pupils with more developments planned for the near future. The school is a key part of village life and has links with the local church. An independent committee of parents provides a fee paying care facility for pupils before and after school hours in the school buildings. Although most pupils stay at Barkisland Primary from their early years to the time they enter secondary education, there has been an increase in the number of pupils entering other than in the reception year. Almost all families are of white British origin, and have at least one parent in paid employment. Entitlement to free school meals is well below the national figures, although not all employment in the area is well paid. Although the school does not have a nursery, most pupils have had some pre-school experience which varies from occasional attendance at play-groups to full-time nursery education paid for by parents. The majority of pupils arrive at school with good, and sometimes very good, competence for their age. Throughout the year groups, the school has identified about one in ten pupils who have special educational needs, mainly related to learning difficulties, which is below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
32073	Mrs J Barnes	Lead inspector	Science Art and design Design and technology English as an additional language
11457	Mrs J C Beattie	Lay inspector	
27777	Mr R L Greenall	Team inspector	English Information and communication technology Physical Education Special educational needs
32136	Mrs L M Brookes	Team inspector	Mathematics Geography History Music Areas of learning in the Foundation Stage

The inspection contractor was:

Nord Anglia School Inspection Services
 Anglia House
 Carrs Road
 Cheadle
 Stockport
 SK8 2LA

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	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, SUBJECTS AND COURSES	21
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 satisfactory school that has the potential to be a good school. The pupils achieve well in the reception year. Overall standards are above average and pupils' achievement is good. There is capacity for further improvement in standards. Teaching is good. Pupils behave well and the school has a positive atmosphere. Leadership and management are satisfactory overall with good leadership by the headteacher. The school's links with the community are excellent and there is good contact with parents. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Good teaching leading to improved standards in Years 5 and 6.
- Standards in ICT are below expectations for the age group in Year 6, but are improving quickly.
- The link between assessing pupils' needs and planning for their progress is not secure for a small minority of pupils, and this slows their progress.
- The headteacher and governing body provide good overall leadership.
- Excellent links with the community contribute to pupils' positive attitudes and good behaviour.
- The curriculum includes enjoyable activities but the leadership and management is not sufficiently clear or focused on pupils' progress.
- The pupils have too few opportunities to make decisions and play an active part in managing their own learning.

The school has made satisfactory progress since its last inspection in May 1999. The strengths in pupils' attitudes, behaviour and personal development have been maintained, as have the supportive relationships and care of pupils even though the number of pupils has increased. Teaching has improved significantly in the junior classes. Pupils' cultural education is now good. Although the good standards and achievement in Year 6 have not been consistent since the last inspection, this situation is improving. Not enough progress has been made in planning the curriculum to promote pupils' progress in all subjects. Standards in ICT have improved. The quality of pupils' writing remains an issue. The school's improvement plans have been slowed by a period of instability in staffing.

STANDARDS ACHIEVED

Overall achievement is good. The school has a capable intake and achievement by the end of the reception year is good. Standards by Year 6 are above average in the core subjects of English, mathematics and science. In physical education standards are above national expectations, although in information and communication technology (ICT) they are below but improving rapidly. In other subjects observed, standards are in line with national expectations. Most pupils are competent and eager readers. Their progress in some aspects, such as writing, is too slow. Recent improvements in teaching have led to a brisker pace of learning in Year 3 to 6 and most pupils' progress is now at least steady, although some pupils are not yet achieving as well as they should. The achievement of pupils with special educational needs is satisfactory.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003

English	C	E	A	C
Mathematics	C	E	C	E
Science	B	C	D	E

Key: A - well above average; B – above average; C – average; D – below average; E – well below average. Similar schools are those whose pupils attained similarly at the end of Year 2.

National test results in 2003 for Year 2 in reading, writing and mathematics, compare very well with all schools nationally and with similar schools, with at least half the pupils achieving the higher Level 3 in reading and mathematics. The lowest results are in writing, although these are still above the results of similar schools. Results for Year 6 show an erratic pattern of attainment over time, partly due to the small size of year groups, but also to the quality of the school's provision. However, the school has taken steps to maintain the results achieved at Year 2 through Years 3 to 6 and standards have now risen in the junior classes with further improvement possible.

Pupils' personal qualities and their spiritual, moral and social development are good.

Pupils behave well, respect themselves and adults, are well cared for and enjoy school. Attendance is very good and pupils have positive attitudes to school which contribute effectively to their learning.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good overall and very good in the reception year. The new teaching team works well together; professional development features regularly and teaching in lessons is carefully prepared. Staff work hard and are committed to improvement. Most pupils learn effectively in individual lessons, enjoy the activities and are keen to learn. However, over time their learning is not planned or checked well enough to ensure consistently high achievement. Improved assessment procedures are in place and the data is well used but not fully complete as pupils' individual strengths and weaknesses are not yet included. As a result, pupils' work is occasionally not well matched to their needs and this slows their progress. **The school's curriculum is satisfactory** and provides many interesting activities for pupils that add considerably to their enjoyment, but do not always ensure that in all subjects there is methodical progression in their skills and understanding through the school. **The good partnership with parents and excellent links with the community** support pupils' positive attitudes to their work.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership provided by the headteacher and governors is good, and has been a major factor in the school's recovery from staffing issues that were beyond its control. The leadership and management of the curriculum and pupils' learning, although satisfactory, are not sufficiently focused on making sure pupils achieve well. Day-to-day routines run smoothly, finance is linked well to priorities and the school is a happy place.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Many parents know each other well. They are alert to the need to raise standards and they recognise the inconsistencies of some of the school's practices, such as the provision of homework, but they have confidence in the school and are supportive. They appreciate the ready contact with staff and the headteacher. Pupils are very enthusiastic about their school, and their views and suggestions for change are directly presented through regular meetings of

the School Council. This independence is only occasionally used to enable pupils to take an active part in their own learning.

IMPROVEMENTS NEEDED

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

- Further raise standards of attainment, especially in subjects other than English, mathematics and science, giving particular attention to ensuring individual pupils consistently achieve as well as they can.
- Use the information produced by both the improved procedures for assessment and teachers' knowledge of the pupils, to ensure both the teaching and tasks in lessons are well matched to the different needs of pupils and lead to suitably high standards for all pupils.
- Revise the leadership and management of the overall curriculum to provide clear and progressive learning opportunities for all pupils.
- Enhance the already good personal development of pupils by enabling them to gain the self-confidence and skills to participate actively in their own learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, standards are above average and achievement is good. By the end of the Foundation Stage pupils attainment overall is better than expected for the age group and they make good progress. In Years 1 and 2, standards are above average and achievement is good. In Years 3 to 6, standards have improved recently in English, mathematics and science, and are above average overall, with the potential for further improvement. Achievement is satisfactory.

Main strengths and weaknesses

- Most pupils enter the school with a good basis for further learning, although a small number of pupils need support to reach the standards expected for their age.
- Standards in reading are above average overall, although library skills are limited especially in the older classes.
- Good progress is made by the most competent pupils in reading and mathematics, although progress in writing is too slow as there are too few opportunities to develop writing skills independently.
- Pupils' achievement in the junior classes has accelerated due to good teaching.
- In writing and science, although standards are above average overall, too few pupils attain the higher levels.
- Standards in ICT have improved rapidly and most pupils achieve the standards expected for their age, but standards by Year 6 remain below those expected for the age group.
- Most pupils with special educational needs do well, but a few underachieve.

Commentary

1. The school does not have nursery provision but most pupils have had useful pre-school experiences varying from occasional attendance at a pre-school to full time nursery. When pupils enter the school in the reception class there is a wide range in their competence, especially in their social development, but overall most have at least the competence expected for their age and some exceed this. By the end of the Reception year, the school's test results for last year in mathematics and reading indicated that overall achievement was good and most pupils met the expectations for their age group, with several well exceeding these expectations. In other areas of learning, most pupils achieved at least the goals expected for their age or were close to doing so. Currently pupils have only been in the reception class a very short time, but they are achieving well especially in personal and social development, and their understanding of number.
2. The school's national test results vary significantly from year to year, influenced by the proportion of pupils who have special educational needs and the small size of some year groups, as well as by the school's provision. The trend of the school's results over time for seven year olds is above the national trend; for eleven year olds the trend up to 2003 is below the national trend.

3. The 2003 test results for seven year olds were well above average compared with all schools nationally in reading, writing and mathematics and compared well with the results of schools with a similar entitlement to free school meals. The proportion of pupils attaining the higher Level 3 was particularly strong in reading, but also above average in writing and mathematics. Unconfirmed results for 2004 indicate results remain well above average with almost all pupils attaining the expected Level 2 for their age. In reading and mathematics about half the pupils attained the higher Level 3 which was above other schools nationally and compared well with similar schools. However, in writing no pupils attained the higher Level 3 which was well below the results of schools nationally and similar schools.

4. In science, the results for national assessment are based on teachers' judgements. In both 2003 and 2004 all pupils achieved the expected Level 2 in science, which is better than the national figures. Level 3 results in science were below average in 2003. In 2004, no pupils were assessed as achieving Level 3, although in the samples of work seen during the inspection there were examples of work at this level in the books of a small minority of pupils.
5. In English, the school's results in the 2003 national tests for 11 year olds were well above average overall. The proportion of pupils attaining the Level 4 expected for their age was about the same as other schools nationally, although well below that of similar schools. However, about half the pupils achieved the higher Level 5 which compared well with schools nationally and similar schools. The unconfirmed English results for 2004 show a considerable improvement in the proportion of pupils attaining the expected Level 4, and are significantly above the national results and about the same as those of similar schools. At the higher Level 5 the results in all the core subjects were lower in 2004 than in 2003, which was anticipated by the school for this year group; in English, the Level 5 results were below the national results.
6. In mathematics, the school's national test results in 2003 were below average and well below similar schools, with only two thirds of the pupils achieving the Level 4 expected for their age. The unconfirmed 2004 results are much better, being above the national figures at Level 4. At the higher Level 5, the 2003 results were above average when compared with schools nationally and similar schools. In 2004 the results for Level 5 were lower than in 2003 and lower than those of similar schools, but were still above the results for other schools nationally and above the targets set by the school for this year group. This reflects the improved progress made by many of the pupils last year. In science, the 2003 results were below average and well below those of similar schools both at Level 4 and Level 5. In 2004 there was a significant improvement in the proportion of pupils achieving the expected Level 4 for their age, which was above average. Level 5 results were below the national results and those of similar schools, but almost a third of the pupils achieved this level which was better than anticipated by the school for this year group.
7. The school's average test results for 11 year olds over recent years indicated that girls achieved better results than boys. The inspection found little consistent difference between the two groups and no difference in the way boys and girls were treated. The school has ensured that there is expertise about raising boy's attainment in the staff team and continues to monitor the boys' progress.
8. The school recognises that some pupils have the capacity to achieve higher standards and has a plan in place to raise attainment that has led to improvements. The inspection findings confirmed that there is still further capacity for improvement, notably in writing, in investigative work and in aspects of ICT in the older year groups. However, the main capacity for improvement lies with continuing to raise the achievement of individual pupils, as has been successfully undertaken recently in Years 5 and 6 with the help of increasingly accurate assessment information.
9. The inspection found that in lessons and pupils' work, by Year 2 standards in reading, mathematics and science were above average and achievement good. In writing, although standards were above average overall, the most competent pupils had too few opportunities available to write independently, creatively and at length in different

contexts and with a suitable level of challenge, and did not achieve as well as they should. Most pupils are good readers for their age and greatly enjoy reading books and listening to stories. Their library skills are at an early stage of development, mainly due to the limited library facilities in the school at present. In mathematics standards are above average; most pupils have a good understanding of how to calculate numbers but their mental recall is occasionally hesitant. In science, pupils have a good level of knowledge about the topics they have studied and have gained suitable skills to undertake their practical work, but they too rarely have the challenge of devising their own simple investigations to collect information and come to conclusions about a question or problem.

10. In ICT, geography and physical education standards overall are in line with expectations for seven year olds. Achievement is satisfactory. There was insufficient evidence to make overall judgements on standards or achievement in art and design, design and technology, history and music, and on achievement in geography and physical education.
11. In Years 3 to 6, with the help of good teaching, standards are recovering well from a period of instability in staffing. By Year 6, standards overall are above average in English, mathematics and science, and achievement is now satisfactory. Pupils' progress has improved as they have worked hard to overcome previously low standards. As a result, many pupils still have some aspect of their individual work which needs to be better, for example, erratic spelling in an otherwise well written report of a practical science lesson, or being hesitant to share their good ideas in class discussions. More general areas for further improvement include library skills; standards in writing for some of the most competent pupils, and pupils' skills in independent investigative work which are restricted by limited opportunities to apply what they have learned. Most pupils are good readers which is of benefit in other subjects, confident in their work in mathematics, and have good knowledge of the topics they have studied in science.
12. In ICT standards are improving rapidly as new equipment comes on stream and learning opportunities are increased, but remain below expectations by Year 6. Overall, pupils use ICT skills confidently to develop their learning in other subjects. In art and design, geography and music, standards by Year 6 are in line with expectations for the age group. There was insufficient evidence to make overall judgements on achievement in these subjects, but in the lessons seen it was at least satisfactory. In physical education standards are above national expectations, despite the limitations of the facilities in the school hall. Although there was too little evidence to make an overall judgement on achievement, it was good in two of the three lessons seen.
13. Overall, the achievement of pupils who have special education needs is satisfactory. Most do well, but a few underachieve because of inconsistent provision for their difficulties. The school is taking suitable steps to deal with this problem. A formal register identifies pupils who have particular gifts and talents. This very recent development has not yet led to specific provisions to help these pupils to extend their skills fully.

Key Stage 1

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

Standards in:	School results	National results
Reading	18.1 (17.4)	15.7 (15.8)
Writing	16.5 (16.1)	14.6 (14.4)
Mathematics	18.5 (19.0)	16.3 (16.5)

There were 23 pupils in the year group. Figures in brackets are for the previous year

Key Stage 2

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

Standards in:	School results	National results
English	28.4 (25.1)	26.8 (27.0)
Mathematics	26.7 (25.1)	26.8 (26.7)
Science	28.4 (28.5)	28.6 (28.3)

There were 22 pupils in the year group. Figures in brackets are for the previous year

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and other aspects of personal development are good.

Pupils' behaviour, punctuality and their personal, spiritual, moral, social and cultural development are good. Attendance is very good. They enjoy coming to school and work hard.

Main strengths and weaknesses

- Pupils are confident, self-assured, friendly and polite.
- Attendance rates are well above the national average and the school has good systems for promoting attendance and for following up absence.
- The school is very effective in the way in which it promotes pupils' moral and social development.
- Relationships between pupils, and pupils and teachers, are very good.
- Teachers have high expectations of their pupils, who respond positively.

Commentary

14. Overall, pupils' attitudes to work and their behaviour are good. The pupils are enthusiastic about their school and appreciate the friendly and supportive treatment that they receive from their teachers. They enjoy their experiences in school. Attendance is well above the national average, helped by parents being conscientious and the school's procedures for careful monitoring and subsequent action. Large numbers of pupils take part in the range of clubs and activities that are available. In lessons, pupils work conscientiously and seek to do their best.
15. From the Foundation Stage, behaviour is almost always good because this is expected of the pupils, and teachers help them to recognise how to behave well. It is particularly good where the teaching is stimulating and fully engages them, and enables learning to take place without disruption. The pupils' conduct during breaks is sensible and responsible. Pupils know their efforts are valued. For example, good behaviour is recognised and celebrated by praise, and through the awarding of points. Weekly merit assemblies celebrate achievement in work and positive attitudes, and promote self-esteem effectively. Relationships between pupils are very good: they are co-operative

and mutually supportive which contributes towards the effectiveness of group work in lessons. They get on well together when at play and yet are suitably competitive when it is appropriate. Most pupils are willing and keen to take responsibility for jobs around the school. Incidents of anti-social behaviour are very rare and are usually dealt with promptly. Pupils become suitably mature by the time they leave the school. Pupils of all ages and abilities are keen to talk about their work, and take great pride in sharing their achievements.

16. Provision for pupils' spiritual development is good. Art and music, as well as aspects of lessons, are beginning to contribute well to their appreciation of the world around them. They welcome a range of visiting theatre groups and musicians, and take part in concerts and celebrations. For example, older pupils have sung for the Senior Citizens' Club to bring back memories of the songs from the World War II era. Assemblies give pupils opportunities for reflection and contemplation. They are involved in charitable fund-raising with a termly focus on international, national or local needs. They are developing well their understanding of the values of friends and family.
17. Pupils' moral development is very good. They develop a clear understanding of right and wrong through the example of all the adults in the school. Expectations are prominently displayed through class rules and are consistently reinforced. The school policy focuses on rewarding positive behaviour. The ethos of care and consideration for others is consistently reinforced. Pupils' social and environmental awareness is developed through lessons and assemblies, and through a range of visitors to the school.
18. The pupils' social development is very good because of the wide range of experiences in which they participate. The range of extra curricular activities and visits out of school is good. Pupils develop respect for others and their opinions, as well as an understanding, appropriate for their age, of today's moral and social issues. A 'buddy' scheme ensures that all feel included in play at break times and the School Council has a voice in many aspects of the school's day-to-day organisation.
19. The pupils' cultural development is suitably provided for through religious education lessons, which include investigation of various faiths and cultures. A weekly multi-cultural assembly, together with events such as a multicultural week, further promotes awareness and knowledge. Reading schemes, photographs and posters extend awareness of various lifestyles. Visits to places of worship, such as the local church, are used to provide insight about how people worship. Pupils visit relevant places of interest related to their own and others' heritage. Involvement in the local community is a strength of the school.
20. The personal, moral and social development of pupils with special educational needs is good. These pupils play a full and fulfilling part in school life, partly because the school seeks to include them in everything and partly because other pupils value and help them.

Attendance in the latest complete reporting year (96.3%)

Authorised absence	
School data	3.7

Unauthorised absence	
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.

Exclusions: No pupils were excluded in the last or current year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good. Curriculum provision is satisfactory. Pupils are well cared for and supported. Links with parents are strong and contribute to pupils' commitment to school and to their health and social development.

Teaching and learning

The quality of teaching and learning are good overall. Teaching is good throughout the school. Learning is good overall, with opportunities for further improvement. The school's improved assessment procedures are satisfactory but not yet fully in place.

Main strengths and weaknesses

- Insistence on high standards of behaviour is evident throughout school and aids learning.
- The introductions to lessons are used effectively to capture pupils' interest.
- The contributions of support staff, especially in the Foundation Stage, enable more personal attention to be given to pupils which helps their understanding.
- Assessment is used frequently and well in lessons to help pupils improve, although marking is used less often to support individual pupils in overcoming specific weaknesses.
- Teaching successfully promotes pupils' personal development, although the opportunities for pupils to take independent initiatives in their work were rare during the inspection.
- Relationships between teachers and pupils are good and positively encourage pupils to try to succeed.

Commentary

21. Significant instability in staffing over the last two years has slowed the pace of the school's plans to improve teaching and learning, especially in Years 3 to 6. The focus has been on improving teaching. This has been successful and teaching is now good overall, with similar patterns of good and very good teaching seen in both infant and junior areas of the school. Learning is good overall, but is slightly impeded for some pupils by a number of factors which are not yet fully in place, for example, aspects of assessment procedures, the extent of pupils' self-sustained work and, occasionally the quality of the support for a small minority of pupils with special educational needs. However, teaching and learning in the reception year provides a good start to pupils' progress in school mainly by focusing on the strengths and weaknesses of individual pupils, and providing stimulating practical activities in which the staff are fully involved.
22. Teachers have a good knowledge of the core subjects of the National Curriculum; they readily undertake appropriate professional development and this is reflected in their practice in the classroom. They carefully plan and prepare their introductions to lessons, the sequence of activities during a lesson, and the tasks for groups of pupils

working at different levels of attainment. Resources are used effectively, including the electronic white boards, commonly known as smartboards, to demonstrate teaching points and the visual display also helps to maintain the pupils' interest and involvement in their learning.

23. A significant strength is the insistence on high standards of pupils' behaviour, which enables pupils to work productively in a calm and organised climate. Positive relationships between staff and pupils support pupils' self-esteem in the classroom so they are not deterred from trying again if they are not successful on their first attempt. When support staff are available, they are usually well deployed and make a significant contribution to ensuring that pupils are involved in their work.
24. When additional adults are not available, teachers tend to introduce the main teaching points to the whole class and then spend most of the remainder of lesson working with small groups or individual pupils as they undertake their tasks. This strategy was helped by the data from the school's improved assessment procedures, which enables the teacher to group together pupils at similar stages of learning, and also by the smaller classes in the younger age groups. The approach is usually successful, but occasionally the introduction to a lesson is too long for a few pupils to maintain their concentration, and the teacher uses the opportunity of working with groups to reinforce the points that were made. Teachers assess pupils work regularly and usually know their pupils well, as they show in their reports to parents, although not always in their marking of books. In the older junior classes, where pupils are working hard to improve their standards and sometimes have gaps in their understanding, the teachers use this knowledge effectively in class discussions to ask questions that enable pupils to demonstrate what they know and where they need additional support. This on-going assessment contributes well to the pace of pupils' learning.
25. The school's assessment systems now successfully use a range of information for tests, checks of pupils' work and teachers' assessment, to provide data on the level of attainment of individual pupils, and to predict the improvement each should make by the end of the year. These predictions are reviewed several times each year, and amended if necessary. Using this information, and often working with the pupils, teachers provide targets for groups or individuals which pupils usually have on their desks when working. This helps pupils to know what is expected of them, and they also occasionally have the benefit of the teacher's written comments on their work to let them know how they well they are progressing towards their targets and what they can do to improve. These written comments could usefully be used more frequently.
26. At present, the range of pupils' competence in each year group is wide and although keen to learn, a small number do not always learn as effectively as they could in some lessons planned for the whole class. When resources allow, some pupils are withdrawn from lessons to have teaching specifically targeted to boost their achievement. Where this was seen during the inspection, both for reading and mathematics, it worked well, particular as it gave pupils the opportunity to talk through any difficulties they were having and receive instant help. The quality of teaching and learning for pupils who have special educational needs is good in most lessons. At times, however, tasks and resources are not precisely tailored to pupils' assessed needs, especially where adult support is not available.

27. Pupils behave well and are willing to apply themselves to whatever is asked of them. Occasionally they have opportunities to use their initiative and take an active part in their own learning, such as in the preparation of the drama performance at the end of the last academic year. This level of independence was not evident in the lessons seen during the inspection, although pupils were given regular opportunities to use their skills in co-operative group work. Homework is successfully used to improve standards in English, particularly in reading, but less so in other subjects.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	5 (13%)	24 (63%)	6 (16%)	2 (5%)	0	0

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

(The above figures are subject to confirmation following input of data)

The curriculum

The curriculum is satisfactory overall. All National Curriculum subjects and religious education are in place, and enriched by useful extra-curricular activities, visits and visitors. Overall, pupils make satisfactory progress. Resources are good. The accommodation is satisfactory overall, with some disadvantages in the space available, and is well used.

Main strengths and weaknesses

- The Foundation Stage curriculum is firmly in place and results in good progress for pupils.
- The needs of most pupils are well catered for in literacy and numeracy lessons through the school.
- Curriculum innovation has been inhibited by significant changes in staffing, and this has slowed the work on planning pupils’ cross subject experiences.
- The arrangements for the overall leadership and management of the curriculum are unclear.
- A good range of visits, visitors and extra-curricular activities enhance the pupils’ work and effectively capture their interest.
- The building, although effectively used, creates some constraints on pupils’ work.
- Provision for pupils’ personal, social and health education is good.
- Resources are good overall, although specific resources for pupils with special educational needs are basic.

Commentary

28. The curriculum for pupils in the reception class is matched well to the six areas of learning for the Foundation Stage. Good planning ensures that these pupils are given exciting challenges, and they benefit from a broad curriculum which is well used by staff to ensure clear routes of progression for pupils at different stages of learning.
29. Through the rest of the school, the planning of the curriculum is soundly based on national strategies and guidance and is mainly well resourced. The Year 6 activities include work linked to the secondary school curriculum to help the continuity of pupils’ learning when they move schools. There is suitable provision for sex education, anti-

bullying and drug use initiatives as well as the positive promotion of anti-racist attitudes. Timetabled lessons for personal, social and health education are used well to enable pupils to discuss related issues, and this area of the curriculum is effectively reinforced through the day-to-day life of the school. Extra-curricular clubs, visits of cultural interest, such as the theatre, and visits and visitors which are linked to subject topics being studied, are a regular part of the school's provision which adds interest and helps pupils' motivation and personal development. There are also opportunities to perform in major drama and musical productions which, although not frequent, are of great interest to parents and give pupils the chance to perform and demonstrate their skills and talents.

30. Within individual subjects, the guidelines and schemes of work that are currently in place ensure progression in pupils' learning over time. The teaching team is well matched to the primary age group, has suitable knowledge of the subjects being taught and uses resources well to motivate pupils to learn. Overall, this enables most pupils to make satisfactory progress and many achieve suitably high standards. However, the improved assessment procedures are now helping the school to determine whether or not the pace of pupils' progress is suitably brisk. The early assessment data is identifying individual pupils who are likely to benefit from additional support or who make better than average progress and are likely to need more challenging experiences. The school is already using this information, to adjust the curriculum provision to accommodate the needs of all pupils. For example, effective additional work has already been provided through the withdrawal of small groups to work on specific programmes in literacy and mathematics. In addition, a list of pupils who are considered to be gifted or talented has been recently produced, although decisions about curriculum provision for their needs have not yet been made.
31. This focus on linking the needs of individual pupils to the school's curriculum provision is at an early stage but is a positive step towards the high overall standards of attainment to which the school rightly aspires. The leadership and management of the school's overall curriculum has had periods of instability because of staffing changes since last inspection. For example, a large proportion of the staff has been appointed during the last two years, some staff were temporary, and the post of deputy headteacher was in abeyance for some time. Although staffing is now reasonably stable, these changes have slowed the pace of the school's planned curriculum innovation. In particular, the school has already recognised that the planning of pupils' cross-subject experiences and learning is not yet fully developed. Nonetheless, there are useful and regular opportunities in place for work in one subject to support another, especially in the use of ICT. Useful links between subjects are also introduced into pupils' work on occasions when individual teachers have seen an appropriate opportunity. However, these are not yet part of an overall curriculum plan through which pupils' progress can be systematically planned in advance, so some opportunities are lost for pupils to reinforce their learning by applying new knowledge and skills in unfamiliar situations.
32. The school is strongly committed to ensuring all pupils have the opportunity to be included in what the school offers. The practical issues of how to put this commitment into practice are carefully considered, for example, how to ensure that after school clubs that cannot accommodate every child who wants to attend are organised fairly, and how to ensure that when pupils are withdrawn from class lessons for additional support they do not miss out on other opportunities. Overall, this works successfully, with the improved assessment arrangements enabling the school to check that its intentions

are being realised for every pupil. Curricular provision for pupils with special educational needs is satisfactory. Teachers consistently help the identified pupils to work with other pupils in order to include them in lessons as far as possible. Occasionally, the provision is not matched to individual needs well enough to boost learning. A few pupils miss out in this way. Parents regularly give generous help which complements the work of the few support staff in meeting pupils' needs. Specific resources for pupils with special educational needs are adequate but basic, particularly in ICT.

33. Accommodation is satisfactory overall and used well. Recent additions have improved the facilities, with due attention paid to ensuring access to the building is as suitable as possible for pupils, parents and visitors who may be disabled, but there remain some constraints on the pupils work. For example, part of the school is a listed building, which limits the range of physical education equipment that can be installed in the hall, and the outdoor play area for the Foundation Stage is some distance from the classroom so cannot be easily used as an integral part of all daily activities. Most classrooms are adequate in size and teachers make good use of the available space, although there is little room for large items to be created and developed over time in art and design and technology. Classrooms are well supplied with computers and laptop computers are available to supplement resources. Careful planning of activities in the Year 1 and 2 classrooms enables free movement in most lessons despite the limited space. Attractive displays enhance the aesthetic aspects of the school and enable pupils and staff to share in the work of other classes. The computer facilities are in the process of being extended. The library is poor. Its location and environment are unsatisfactory, and do not successfully promote independent research and learning. The school has an on-going programme of building development which is well based on enhancing the learning environment for pupils.

Care, guidance and support

The school has good procedures to provide for pupils' care, welfare, health and safety.

Procedures to provide personal support and care are very good. Academic support and monitoring are satisfactory. Procedures to involve pupils in the life of the school through seeking, valuing and acting on their views are very good.

Main strengths and weaknesses

- The school provides very well for pupils' personal growth in a secure, nurturing environment.
- The school has very good procedures to seek, value and act on pupils' views.
- A small minority of pupils, who have special needs, are not given the help and guidance which would enable them to achieve their best.

Commentary

34. The school has good procedures to provide a safe environment and for the supervision and safety of pupils in school and during visits out of school. Pupils are aware of the need to be responsible for their own safety and for safe practices within the school community. Premises are monitored on a very regular basis. Curriculum plans include attention to health and safety. Written risk assessments are made for visits out of school but not for the playground. The curriculum includes careful attention to healthy living and safe practices, including drugs education and internet access. The school is working

towards the “ Healthy Schools” award and pupils are aware of the need for healthy eating. As they progress through school pupils take increasing responsibility for their own well-being and for the care of others. School sports and extra curricular activities make a good contribution to pupils’ health and well-being. The school has sound arrangements for child protection with a written policy for child protection which is based on locally agreed procedures. Not all mid-day staff have yet had up-to-date training in these procedures.

35. Pastoral care is very good. The youngest pupils settle well into the reception class and the school has good procedures to support pupils who join the school at other times. The very large majority of pupils say that they are secure in the knowledge that they can turn to a member of the school staff in case of any difficulties or concerns. Pupils play an active part in the overall care provided in school. Older pupils help the younger ones at play and some take responsibility for the care of pupils who are new to the school. The school has effective procedures to help pupils to behave well and make sure they are not disturbed by behaviour such as bullying or other harassment. The monitoring and guidance for pupils’ personal development is a major aim of the school and is an integral part of the very supportive relationships with staff which underlie the good behaviour and increasing maturity of pupils that parents value highly. The very large majority of parents say that the happy, nurturing environment provided is a strength of the school. Good provision of care before and after school and during the holidays enhances pupils’ and families’ well-being.
36. Academic monitoring and guidance is satisfactory. The recent improvements in the school’s use of test data to identify the range of competence within year groups, predict progress and set targets are now being reflected in the provision for pupils’ learning. For example, by grouping pupils at similar stages of learning in lessons; accurately targeting those who need “booster” work to enable them to reach the expectations for their age, and enabling support staff to work more effectively within lessons. The precise identification of individual pupils’ specific strengths and weaknesses is not yet as well established as part of the assessment procedures, although teachers know their pupils well, despite marking in books rarely showing this. Teachers use their knowledge of pupils effectively when working with small groups or individuals in lessons to help them improve their work. Many pupils are also involved in making general decisions about their own academic and personal targets.
37. Pupils with special educational needs have good guidance and support for their personal development. Guidance and support for their academic development are satisfactory. Not all special needs are effectively identified and supported. The systems for tracking and helping pupils’ progress towards their individual progress serve pupils well in most, but not all, cases. The school is still in the process of refining assessment procedures.
38. Procedures to involve pupils in making decisions, which affect their education, are very good. The school values the pupils’ opinions, which in the main are very positive. The School Council is thriving and active and a good example of how pupils are encouraged to give their views about the school, and to develop a sense of ownership. All pupils have a good opportunity to contribute ideas, views and suggestions about any aspect of school life. Two representatives from each year group are nominated to represent their classes and to attend School Council meetings. This has a positive impact on some aspects of whole-school development, and is effective in representing the views of the

pupils. There are proposals in hand to extend this representation to give more pupils the experience of listening to the views of others and making a fair case for discussion. The school rules are drawn up in cooperation with all members of the school community and each class discusses and formulates their own classroom rules. Pupils agree that behaviour in the school is good, and do not perceive a problem with bullying, which they say is dealt with quickly and effectively if it occurs.

Partnership with parents, other schools and the community

The school has good links with parents. The school has excellent links with the community and effective links with other schools and colleges.

Main strengths and weaknesses

- The work of the School Association is outstandingly good.
- Links with the church and the local community are excellent.
- The quality of information provided for parents is very good, although a minority of parents would like more information on their child's progress and how to help them.
- The school has very good procedures to seek parents' views and parents contribute well to the work done in class.
- The large majority of parents feel comfortable about approaching the school.

Commentary

39. The school and parents work well together. The achievements of the Barkisland School Association are outstandingly good and make an excellent contribution to the social life of the village and the family feeling in school. Parents give very generously to the fundraising events and several parents work in school on a regular basis, making a significant contribution to the education provided.
40. The school keeps parents well informed about the calendar of events and provides them with regular information about curriculum topics. This information gives parents a clear account of their pupil's studies but does not always provide information about ways in which parents could extend their pupil's learning in areas other than reading. The reports provided at the end of the year, for parents of pupils in both key stages, are very good and give parents a clear indication of their child's level of achievement. The Foundation Stage report gives a very good account of how the pupil has progressed but does not say whether they have reached, or are above or below, the early learning goals. Reporting to parents has improved well since the previous inspection.
41. The school has very good procedures to encourage parents to give their views. The large majority of parents say that they find the school approachable. Parents complete an annual questionnaire giving their views on aspects of the education provided. A very few parents have concerns about the how quickly the school's responds to the occasional incidents of poor behaviour, but there was no evidence of this during the inspection. The school's policy provides for serious incidents to be recorded and parents to be involved. The inspection found that the school has good procedures to counter any bullying and for pupils to raise any concerns with a designated member of staff. A very few parents have concerns about the school's provision for their child's special needs. Inspectors agree that the school does not always do enough to support

every pupil's special needs in the best way. The school had already recognised this and actions for improvement are included in the school's development plan.

42. Close links with the church are fundamental to the school's mission and purpose and contribute very well to pupils' personal growth. Other community links make an excellent contribution to the family feeling in school and extend pupils' personal social and health education. Members of the community contribute to topics for the open week and specific topics such as personal safety and drugs education. The school works very well with the before and after school and holiday club which is run by a committee of parents and community members. Local businesses contribute very generously to fund-raising events.
43. Good links with other schools and educational partners extend the education provided. The school is in touch with pre-school providers and with secondary schools to ensure smooth transitions into each stage of education. Computer links with other schools have yet to be developed. Parents are fully involved in regular reviews of pupils' progress, and teachers and parents share their perceptions. More could be done to ensure that the information given by the school helps parents to understand how best to support their child's progress at home. The school's partnership with parents of pupils with special educational needs is satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The leadership of the headteacher and governing body is good. The management of the school is satisfactory.

Main strengths and weaknesses

- The headteacher and governing body work effectively together and have improved many aspects of school life, including overcoming significant instability in staffing.
- The positive ethos is a strength that supports pupils' commitment to learning.
- The changes in staffing have slowed the pace of the school's plans for the innovative curriculum leadership that is needed to further improve pupils' standards and achievement.
- Strategic planning has been effective in improving teaching and standards, but tends to lack the rigour needed to ensure timescales are met and workload is manageable.
- The data produced by improved assessment procedures is being used effectively but is not yet complete.

Commentary

44. Overall, the leadership and management of the governors, headteacher and senior staff has successfully enabled the school to address the urgent issues of improving teaching and preventing the falling standards linked to staff changes in the junior years. The school is now in a sound position to set in place plans for the next stages of further improving standards. The leadership of the school at all levels, including governance, is strongly committed to making all pupils feel welcome and secure, and to include every one in all that the school offers. This has been achieved successfully. The atmosphere in school is positive, with well behaved pupils who are confident in their relationships with staff and willing to learn. Each pupil is treated with respect, and there is no doubt that they are expected to commit themselves to learning at whatever level of attainment they are working. Pupils work well with each other, and at break times there is clear enjoyment of friends and laughter.
45. The teamwork of the staff has been established well, including the induction of new staff; they work hard and to a common purpose. Performance management is an integral part of the approach to improving teaching, which has proved successful. Appropriately targeted professional development has contributed well to extending teachers' skills, and the school is also contributing to the training of a prospective teacher through the registered teacher programme.
46. The school's strategic plan for improvement, along with the raising attainment plan, has been guided directly by the school's well established aims. It has proved successful in dealing with the need to introduce a high proportion of new staff and ensure an overall quality of teaching which has improved standards, particularly in the junior year groups. The current plan is reaching its final stages and planning for the longer term is in the process of being considered, with the intention of taking account of national guidance on primary education. This cautious approach is sensible as the school has undergone several changes recently. Most of these are positive, for example, a rising roll, a more stable staff, and extended accommodation with further improvements planned. Other changes, such as the wider range of pupils' competence of pupils in most year groups and the re-establishment of the post of deputy headteacher, merit a careful review of the best approach to use the school's resources in the future. Despite its success in key areas, the current improvement plan includes some actions that tend to be very general and wide ranging, sometimes lacking the rigour of specific timescales. Most of the tasks and targets are useful, but in total provide a busy programme for staff with few checks to ensure these are manageable. As a result, some timescales drift and

occasionally tasks are completed superficially or not at all. This is unlikely to give the school the pace of improvement in the long term to which it rightly aspires.

47. Most subject managers and co-ordinators are class teachers. They make a significant contribution to the management of their subjects in the time they have available but in most subjects there are aspects which need further development. Opportunities for managers of subjects to ensure that pupils are achieving consistently well as they move through classes vary from subject to subject, with priority given to English, mathematics and, to a lesser extent, to science. This priority has helped to raise standards in these subjects in the oldest year groups, and has been well supported by the LEA providing consultants and other guidance to improve the teaching of the national strategies for literacy and numeracy. Some innovation has also taken place in other subjects, notably ICT, but the majority of subjects have not yet had priority in the school's improvement plans. The leadership and management of this broader view of pupils' learning through all subjects of the curriculum, does not yet have a formal structure. Nonetheless, the school has clearly identified the need to develop cross-subject working.
48. Assessment procedures and the analysis of data have also shown recent improvement, giving senior managers and governors the information needed to identify the school's strengths and weaknesses in the core subjects. This has been used sensibly to deploy staff, group pupils, and provide an element of additional support, although teaching assistants are few in number. Work on improving assessment is continuing in order to provide more information on individual pupils' needs, including being sure that all pupils with special educational needs are identified as a few pupils who need support are missing out at present.
49. The chair of the governing body is well informed and works closely with the headteacher. A suitable range of strategies are used to check the school's effectiveness, including regular questionnaires to parents, reports from the LEA, national test results, and low staff absence rates. Governors participate in an effectively organised system of committees which provide support, and occasionally challenge, for the senior management team. Significant decisions, such as the recent revival of the post of deputy headteacher and the provision of a new classroom, have been well based and successful. During recent staff changes, governors proved capable of taking the difficult decisions that were necessary. Finances are well targeted to support the school's priorities for improvement. The financial position of the school is carefully considered by the staff and governors involved. Since the last inspection a deficit position has been recovered effectively and future plans carefully costed. Due attention has been paid to the principles of best value and to the recommendations of a generally favourable audit of the school's financial procedures. Constraints of the accommodation are taken seriously and opportunities actively sought to improve the position.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	431,128
Total expenditure	426,020
Expenditure per pupil	2,938

Balances (£)	
Balance from previous year	44,500
Balance carried forward to the next	32,371

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision for the pupils in the Foundation Stage is good.

The pupils in the reception class receive a good start to their education. Teaching is good overall and excellent practice was also observed. Very good quality planning and good assessment systems contribute to the effectiveness of this early education. Reports to parents reflect this positive position but do not always identify whether or not a pupil has attained the national goals for the end of the reception year. Although pupils' attainment on entry to school varies from year to year, their achievement in the area of personal, social and emotional development is very good, and good in other areas of learning in the Foundation Stage curriculum. By the time they move into Year 1, most pupils have achieved at least the expected goals for their age in the areas of the Foundation Stage curriculum, or are close to doing so. A significant number of pupils exceed these expectations.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Pupils are developing their levels of personal independence well.
- Their ability to work collaboratively is being fostered effectively.
- They concentrate for increasingly longer periods, aided by an interesting and stimulating range of activities.

Commentary

50. Although in only the first weeks of their time in school, most of the pupils are confident and have already established good relationships with one another, the class teacher and her assistant. The focus on sharing and taking turns means that they behave well and are encouraged to be considerate of others. Teaching and learning are very good. Pupils' interest and attention are captured well by the charismatic enthusiasm of the teacher, and by the imaginative use of resources. These qualities, together with intelligent and sensitive planning, ensure that pupils' concentration is fostered and maintained well. All receive plenty of praise and encouragement. This is effective in building up their self-esteem and confidence. Their personal independence is effectively supported and they cope well with toileting and with changing for physical activity.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- The pupils' emergent writing is promoted well.
- Their speaking and listening skills are developed effectively.

- Early reading skills are successfully encouraged.

Commentary

51. Teaching and learning are good. A range of well-planned activities provides pupils with good opportunities to develop and extend their speaking skills through all areas of learning. Some already have well-developed speaking and listening skills and talk enthusiastically about what they are doing, as well as sharing news from home. The less confident are encouraged with patience and sensitivity. All love being read to, and readily offer their own ideas and opinions which adults treat with interest and respect. Early reading and writing are encouraged effectively in a variety of ways. Pupils were making appointments and writing notes in the 'optician's'. Those whose reading ability is in its early stages are encouraged well. They all have individual opportunities to share books with the teacher, and some can identify very simple key words. They are encouraged to take home books to share with parents and relatives. The classroom has a good range of picture books, fiction and non-fiction, which are readily available and accessible to the pupils. A few can write their names unaided and letter formation is usually legible. Good use is made of classroom computers to support pupils' early reading and writing skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Pupils count with confidence.
- Their emerging skills are used across a good range of curriculum areas.
- Their mathematical vocabulary is developing well.

Commentary

52. The pupils are making good progress in their early understanding of number, shape and measure. Pupils' use of mathematical vocabulary is developing well. Virtually all can count to ten with confidence, and some can continue to 20. After correctly naming simple shapes, pupils took part in a range of linked activities such as cutting out shapes in malleable dough, and printing repeating patterns to reinforce their learning. In music they used the vocabulary of taller and shorter to arrange themselves in order. Tasks, and adult expectations, are closely and carefully linked to individual competence in order to enable all to achieve. Games and puzzles, specifically designed to support early understanding of number, are available and their use effectively planned. Teaching and learning are good: staff use resources effectively to support number work and pupils are enthusiastic about their lessons. Last year's test results indicated that about half the pupils made better than average gains in mathematical development by the end of the reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

Main strengths and weaknesses

- Pupils have good opportunities to explore and learn about their world in the classroom, outdoors and further afield.
- They are developing an understanding of simple scientific terms and concepts and can apply them successfully.

Commentary

53. Pupils make good progress in this area of learning because they have plenty of opportunities to experience a wide range of activities. This is as a direct result of good teaching. They show a curiosity and interest in all activities presented to them, and make suitable gains in their learning. Photographs show that pupils have grown their own sunflowers and been involved in many cookery activities. All activities are used well to extend the pupils vocabulary as they describe what they see and experience. They have learnt about hinges, levers and pivots and had their historical appetites whetted by a visit from 'Florence Nightingale'. They quickly learn to use computers and are developing good control of the mouse. They programme the 'roamer' and develop independence by using a listening centre to enjoy story tapes. They explore change and growth by comparing their baby and toddler photographs with their current achievements. Adults use questioning well to extend the pupils vocabulary and use of language to explain their thoughts and ideas, and to encourage pupils to think about their world and appreciate the wonder of it.

PHYSICAL DEVELOPMENT

Provision in physical development is good.

Main strengths and weaknesses

- Pupils have good opportunities to develop their physical skills through a range of activities.
- They are making good progress in their use of pencils, scissors and other small tools.
- The outdoor play area is some distance from the classroom.

Commentary

54. Pupils have opportunities to develop their large muscle skills both indoors and outside. There are regular sessions in the school hall for gymnastics and dance. They use benches and mats to balance, crawl and roll. Outdoors they are taken to use large equipment so that they can climb, swing and balance. These planned physical education sessions are used to develop pupils' skills and co-ordination. The lack of a dedicated area next to the classroom limits their opportunities to enhance these skills on an 'ad hoc' basis. Teaching is good. Fine motor movements are developed through the use of pencils, brushes, scissors, and small construction apparatus. Pupils have good opportunities to manipulate a range of small equipment with dexterity. As a result of consistently good teaching, pupils make good progress in their learning and their competence is appropriate for their age.

CREATIVE DEVELOPMENT

Provision in creative development is good.

Main strengths and weaknesses

- Pupils have plenty of opportunities for imaginative play.
- They develop their skills, expertise and creativity through using a range of techniques and media.

Commentary

55. Pupils have a wide range of opportunities to develop their creativity, and achieve well. Planning of this area is appropriately thought out, giving pupils a good range of artistic experiences. Teaching is good, and is matched by pupils learning. An excellent music lesson was observed in which music and movement skills were developed through an imaginative role play focused on meeting with Mummy and Daddy Bear with choral greetings. They learn to sing a number of songs and rhymes, and are given opportunities to listen to music as well as playing percussion instruments. The pupils use a wide variety of pencils, paints and collage to create images. Photographs of pupils work show that they have successfully used many different techniques and media. They handle soft modelling material and have made clay thumb pots. They were observed using modelling plaster to sculpt their heads and features. They have many good opportunities to use their imagination through role-play. There is a good stock of puppets and dressing-up clothes to promote imagination, and the role-play area is currently an optician's.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is satisfactory.

Main strengths and weaknesses

- Standards are above national expectations at Year 2 and Year 6. Most pupils are good readers.
- Good teaching has raised standards, particularly in Years 5 and 6.
- Whilst achievement is satisfactory overall at present, some pupils have the capacity to attain higher standards, especially in writing.
- The school does not have a consistent strategy for developing pupils' English skills by using them to support and extend their learning in other subjects.
- Pupils have too few opportunities to develop active and independent roles in their own learning, in spoken English as much as in reading and writing.
- The school library is very limited and does not promote good research or library skills.

Commentary

56. By Year 2, standards are above the expectations for the age group in most aspects of reading, helped by a good knowledge of letter sounds individually and when combined. These standards are reflected in the school's unconfirmed national test results for 2004 being above average overall for seven year olds, with a third of the pupils attaining the higher Level 3. By Year 6, reading standards are still securely above expectations for the age group although there is some variability. For example, pupils can competently

use their skills to analyse complex fiction texts, but are less competent when dealing with non-fiction and using study skills to access material and information. Standards in writing are average overall, as is spoken English. Results in national tests for Year 2 in 2003 were above the national average in writing and above similar schools with a quarter of the pupils attaining the higher Level 3. In 2004, a similar percentage attained the expected Level 2 for their age in writing but none reached Level 3; this was reflected in the pupils' work.

57. By Year 6, although pupils' skills in writing vary across the year group, there are now examples of good writing which is skilfully varied in vocabulary and grammar, and includes stylistic elements which successfully create moods such as suspense. Most, but not all, work is neatly presented. The school's national test results in English showed a substantial improvement in 2003, and were well above the national average and in line with similar schools with half the pupils achieving the higher Level 5. The unconfirmed results for 2004 show further improvement in the percentage of pupils achieving the expected Level 4 for their age, although not as many achieved the higher level, as the school anticipated.
58. In most aspects of reading, pupils achieve well because of good teaching of basic skills, procedures that promote good habits and progress, and homework routines that enlist good parental support. In the junior years, pupils are encouraged to choose books that challenge themselves to raise the level and range of their skills. Pupils in Year 6 infer meaning from complex fiction, and support their ideas with evidence in the text. However, their response to non-fiction is much less skilful, and not strong enough to support their wider learning as well as it should. This is because the poor quality and use of the library, together with the undemanding use of reading skills in other subjects, significantly restrict the development of independent study skills.
59. Throughout the year groups, within the overall pattern of above average work, some pupils have individual weaknesses which continue to inhibit their achievement. For example, in spelling or presentation, or the use of sentence variation. Most pupils develop a secure grasp of how different types of text fit different situations, but some do not achieve the drafting skills that would enable them to improve their own or each other's work. There have been improvements since the last inspection in the opportunities to write independently, creatively and at length in different contexts but not yet enough opportunities in subjects other than English. The more able writers in particular, need the challenge of using their writing skills in different ways especially based on independent research in another subject.
60. Taken overall, the quality of teaching and learning is good. There are very good features in Years 5 and 6, and no unsatisfactory lessons were seen. Most pupils, especially in junior classes, are responding well to the improved learning opportunities and the pace of their progress is improving. Many older pupils in particular are making good gains. Although there are differences in achievement between individual pupils, overall achievement in English is now satisfactory which enables the school's positive intake of pupils to attain good standards. However, there are still opportunities to improve achievement in the subject and attain very good standards. For example, work in spoken English is often not strong enough to promote higher achievement generally and in writing in particular. Pupils have too few challenging opportunities to extend their answers, reason things out, share and solve problems together, and negotiate agreed

roles and approaches. Yet most pupils are ready and able to make good use of such challenges and to achieve well.

61. The most effective features of the better lessons are that teachers value and engage their pupils, expect the best of all of them, and use lively methods, interesting texts and activities, and a good balance of challenge and support to help them learn; all pupils participate actively in the same learning processes and learn as well as their different capabilities allow; the lesson develops coherently, and with rising demand, towards shared aims for language development that remain strongly in view so that pupils understand the focus and quality of their learning; pupils have active learning roles as speakers, listeners, readers and writers, and each role supports the other.
62. The leadership of the subject is satisfactory, but its management is good. The school is recovering from a period of severely disruptive staffing difficulties. The subject manager has worked hard to harmonise the work of new teachers, and to identify and tackle areas where provision and achievement were not good enough, as well as analysing a wide range of performance data to identify weaknesses and their causes. Also the LEA has provided support with training for staff, mainly through its specialist literacy teachers, and individual teachers have readily undertaken professional development to enhance their skills. Although these actions have improved standards and accelerated pupils' progress, the approach to the teaching and learning of English within the whole curriculum is not yet clearly identified.

Language and literacy across the curriculum

63. The school has yet to develop an overall strategy to enable English and the rest of the curriculum to support each other in promoting independent learning skills and high achievement. Nonetheless, individual teachers are aware of the need to use writing in different contexts and to ensure that the language that is specific to subjects is emphasised. Opportunities for pupils to discuss with each other in small groups on specific topics were regularly observed in lessons and were mostly successful, although without an adult present in most of the groups the quality of the discussion was not always evident to the teacher.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- By the end of Year 2 pupils achieved well above average national test results when compared to all schools nationally and similar schools.
- Teaching is good overall and leading to improved achievement and standards in the older classes.
- Pupils have good attitudes to mathematics, although lesson introductions are sometimes too long to maintain their attention.
- Standards by Year 6 are above average with capacity for further improvement over time.
- Pupils with special needs are usually well supported, and make good progress.

Commentary

64. The school's results in national tests for seven year olds over recent years have been well above the national average albeit with some variability from year to year. Results in the 2003 national tests were well above the average for all schools nationally and for schools with a similar entitlement to free school meals. Almost half the pupils attained the higher Level 3 for the age group. The unconfirmed 2004 results show a similar positive pattern with a slightly higher proportion of pupils achieving Level 3.
65. The school's results in national tests for eleven year olds over recent years have been erratic and often significantly below the national average. The 2003 results showed an improvement over the previous year, and were about the same as all schools nationally but well below those of similar schools. However, the percentage of pupils attaining the higher Level 5 for the age group compared well with the national results and with those of similar schools. As a result of the school's recent focus on the subject, standards are starting to rise and have the potential to rise further. The unconfirmed results for the 2004 national tests show a significant improvement over 2003 in the percentage of pupils attaining the expected Level 4 for the age group, which now is slightly better than the national figures. Although there is an expected drop in those achieving the higher Level 5 the results are above the national figures and just below those of similar schools.
66. Standards by Year 2 are above expectations for the age group and pupils' achievement is good. In lessons pupils in Year 1 have a sound introduction to the early calculation of number. Most are confident in adding numbers to five and are beginning to recognise the inverse of adding is subtracting. A large minority are able to add up to larger totals, and are confident to 20. Practical work is helping them to recognise numbers in various contexts, such as rolling dice in pairs, and to record their results. By Year 2, pupils have increased their knowledge and skills in calculating numbers and have a good range of practical work to support their learning. There is an increasing pace to pupils' learning, and some make brisk progress especially in number work.
67. Overall standards by Year 6 have improved recently and are now above those expected for the age group. Most pupils are now catching up on previously low standards. In Year 3 the range of pupils' competence in mathematics is clearly evident, with some having difficulty multiplying and dividing numbers to 10 while many others could double and halve two digit, and sometimes three digit, numbers mentally. In the older year groups, there is a similar range, but teaching is now more systematic and supported by small group work, for example, using the "Springboard Mathematics" programme which links with the national numeracy strategy. Pupils are working hard to improve their attainment; achievement is now satisfactory. There is capacity for further improvements in standards over time.
68. Teaching and learning are good overall. In Years 1 and 2, interesting and engaging teaching kept pupils focussed and there was a good level of challenge for all abilities. Teachers plan carefully for groups working at different levels of attainment and show good knowledge of the national numeracy strategy. Teaching in Years 3 to 6 was good overall, although an unsatisfactory lesson was observed where there was insufficient challenge. Across all classes there tends to be an overemphasis on recording on pre-prepared worksheets, which does little to help pupils present their work methodically or enable them to refer easily to previous work or marking. Few of the worksheets are sufficiently challenging for the higher attaining pupils. Otherwise, activities are well planned and involve pupils in practical and investigative mathematics, for example

using the grid method when trying to find the results of complicated multiplication problems. Teachers have appropriate expectations of all pupils when setting targets which are suitably based on the analysis of pupils' performance in regular assessments.

69. The co-ordination of mathematics is good and has been supported effectively by the local education authority's mathematics specialists. Data is carefully analysed and this provides clear targets for individuals and groups of pupils. Targets are recorded in the front of pupils' mathematics books or on separate cards. Individual targets cover approximately half a term and although useful tend to be general, not crystallized into small, achievable steps which help the pupils to identify their progress. The co-ordinator looks at pupils' work and also has a regular programme for monitoring teaching. This has been effective in identifying areas for improvement, for example in planning for groups at different stages of learning which has had a positive impact on practice.
70. Pupils behave well in mathematics lessons and they enjoy the work especially when it is practical and there is an emphasis on investigation. Sometimes the introductory session is too long, especially for the youngest pupils. Whilst giving praise and encouragement, marking only occasionally provides pupils with focused feedback on how they can improve their work.
71. Teachers generally plan well for different groups in their classes, including pupils with special educational needs who are given work which helps them to move along in small steps which they understand. Additionally, the teaching assistants are able to give focussed support either in groups, or to individuals. The use of materials and programmes such as 'Springboard Mathematics', to provide additional support for pupils who need it, is good. Teaching assistants are well trained to deliver such programmes and there is evidence that the pupils make good gains in their learning.

Mathematics across the curriculum

72. Pupils use their mathematical skills occasionally across the curriculum, for example when recording in science or using their knowledge of shape in artwork. However, there is little evidence of the use of mathematical skills at the appropriate level in the work seen in most subjects. The school has identified the need to plan cross-subject learning more systematically.

SCIENCE

Provision in science is satisfactory.

Main strengths and weaknesses

- Pupils work in lessons and in their books indicates that by Year 6 overall standards are above expectations for the age group with the potential to be higher, especially in the skills of scientific enquiry. In Years 3 to 6 standards have improved but should be higher for the more capable pupils. Achievement is good in Year 1 and 2 and satisfactory in Years 3 to 6.
- Teaching is good with visual and practical resources used well to capture pupils' interest.
- Pupils enjoy the subject and are keen to learn, working hard to improve in the older year groups.

- Too few opportunities are provided to let the pupils pursue their own methods of investigation and to apply their knowledge to investigate scientific questions over a sustained period.
- In a minority of topics, activities and resources were not sufficiently well adapted to enable all pupils to complete their work to a suitably high standard.
- In Years 5 and 6 the quality of teachers' questions in science discussions is accelerating the pace of pupils' progress and providing a good opportunity for assessing their understanding.

Commentary

73. The school's national assessment results for seven year olds showed a similar pattern in 2003 and 2004, with all pupils attaining the Level 2 expected for their age, which was significantly above the national figures, but too few pupils attained the higher Level 3. For this age group the results in science are based on teachers' assessment and with recent staff changes the results need to be treated with caution. The school's 2003 national test results for eleven year olds were below the national average for pupils attaining the Level 4 expected for their age, and well below schools with a similar entitlement to free school meals. However, the percentage of pupils attaining the higher level 5 was the same as other schools nationally. In the 2004 tests, the unconfirmed results indicated that the proportion of pupils attaining Level 4 showed a significant improvement over the previous year and was above the national figures. The percentage achieving Level 5 was lower than the national figures, as was anticipated for the year group.
74. Pupils work in lessons and in their books indicates that by Year 6 overall standards are above expectations for the age group with the potential to be higher, especially in the skills of scientific enquiry. Achievement is satisfactory.
75. Standards Years 1 and 2 are above average and achievement is good. Pupils undertake a suitable amount of science work. Productive experiences, such as the work based on exploring the attributes and habitats of the creatures and plants in the school's grounds, enabled the pupils to observe closely and to develop their own views on their discoveries. Their drawings and written comments in this topic show a suitable understanding for their age of the differences between creatures, and the early stages of classifying. Many of the illustrations in this topic, display an appropriate level of rigour in recording accurately, for example, making sure that insects have the correct number of legs, and that the leaves of plants show where on the stems they originate. Factual information from the practical work in science is also recorded in other ways, such as charts and lists, although these are often provided on worksheets with few decisions on recording made by the pupils.
76. In discussions during the introductions to science lessons, pupils in Years 1 and 2 were keen to answer questions and teachers ensured that they all had an opportunity to respond. Occasionally a pupil raised a question, and these were usually thoughtful. On one occasion, the pupils had a useful opportunity to think of questions about medicines to ask the visiting nurse, and again these were carefully considered. It is clear, particularly in class discussions, that there are a significant number of very competent pupils with a good level of previous knowledge, while a minority of others are considerably more hesitant and soon lose the thread of the teacher's explanations if these are too prolonged. Books also indicated that tasks and resources were sometimes not suitably adapted to accommodate the different levels of understanding and skills of the pupils. This resulted in a small minority of work being unfinished or only completed in a very basic way, while other pupils had beautifully presented and accurate work but with little to challenge their thinking further. This is partly because most of the explorations are designed by the teacher and repeated by the pupils, which limits the chances for pupils to make decisions and to review them. Although the latter approach has successfully helped pupils to understand the choices they might make, it is not yet balanced sufficiently with science explorations which allow the pupils to make these choices and apply their knowledge.

77. In Years 3 to 6 standards have improved, due mainly to good teaching and a systematic approach to planning the subject. Standards overall are above expectations for the age group. The progress of many pupils clearly improved through last year as they worked hard to catch up on previously low attainment. There is room for further improvement in the achievement of individual pupils and in standards. The school has already identified these issues and they are reflected in the school's own priorities. Pupils' books indicate that they have covered a broad range of topics although not always in equal depth. There is suitable emphasis on gaining the scientific knowledge needed for each topic, but there is little science to be found in any other subject. Pupils experience a good level of interesting practical work which maintains their interest and motivation. Investigative work however, is very similar for all pupils in a class. As in younger year groups, much is led by the teacher with few examples of pupils developing their own hypotheses and methods of testing. There is therefore, an imbalance within the practical work of scientific enquiry with too few chances for the pupils to make decisions, apply their knowledge and skills, or review and modify their approaches. In lessons, the pace of pupils' progress is greatly helped by the questions asked by teachers in discussions, which also help teachers to see which pupils have a good grasp of the points being made and those that need additional support or explanation.
78. Teaching and learning are good. Teachers have a sound knowledge of the subject and much thought is given to preparing the resources and the sequence of each lesson. Practical activities are effectively organised and the management of behaviour is good. Although not enough co-operative discussion by pupils is based on pursuing a specific question or hypothesis, pupils do get opportunities to share their ideas and are keen to respond to teachers' questions. Teachers have been particularly skilful in planning lessons which have accelerated pupils' progress in order to improve standards. Increasing availability and use of assessment data has enabled pupils to be grouped with others at a similar stage of learning. Most science lessons are taught to the whole class with the main differences in teaching and learning being the time the class teacher spends with a pupil or group while they are undertaking their work. The pupils involved often find this individual teaching helpful, as the discussion is usually reinforcing what was taught in the introduction to the lesson. The strategy could usefully be extended to promote further learning for the most competent pupils.
79. With older pupils, ensuring all pupils have the benefit of covering the same essential basic work has helped to raise standards and support systematic learning. However, now pupils are more secure in their knowledge and understanding, some have reached the point where different levels of challenge are needed if standards are to improve further. Pupils have positive attitudes towards the subject and across the age range are eager to learn and are often fascinated by the ideas which teachers introduce.
80. Pupils with special educational needs usually have additional adult support in science lessons. This is effective in helping them to understand the science being studied, often by revisiting some of the explanations that the teacher gave to the whole class. However, recording of their findings is sometimes inhibited because the means of recording do not sufficiently reflect their often limited skills in literacy.
81. Leadership and management of science are satisfactory. The subject manager is absent so leadership is presently low key and the headteacher has temporary responsibility. The subject has not been a main priority for the school, nonetheless work

has been undertaken to determine what action is needed to further improve standards. These broad areas for development are included in the school's improvement plan for 2004/5. At present the costing of this plan shows five days supply cover, to accomplish a challenging range of activities over a year. This appears to be a very low budget given the work to be undertaken, however, the general intention to give the leadership and management of the subject a higher priority is clear and appropriate.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is satisfactory.

Main strengths and weaknesses

- Provision and standards have improved significantly since the previous inspection. Standards for older pupils are still not reaching the levels expected for their age, but are improving rapidly.
- Staff teach ICT skills well and plan opportunities into most subjects.
- Pupils use ICT confidently to develop their learning in a variety of ways and contexts.
- The co-ordinator has made a good start in leading and managing the subject.

Commentary

82. The previous inspection judged provisions and standards in ICT to be unsatisfactory and in need of urgent development. The school has tackled each specified issue and made satisfactory improvement overall, despite the adverse effects of staffing difficulties, equipment failures and lack of accommodation for a computer suite. Good staff training, good developments in the curriculum, and a doubling of the school's hardware and software resources, have boosted the quality of provision in recent months. Improved systems for monitoring teachers' planning and the quality of pupils' opportunities and progress strengthen the co-ordinator's management of the subject. Smaller developments, such as the school website, the computer club and a residential visit with an ICT focus, all contribute to better opportunities and rising standards. Pupils with special educational needs are fully involved in the school's ICT curriculum and make steady progress, especially in the early years. The access that most pupils have to computers at home also helps significantly.
83. By the end of Year 2, pupils attain the standards expected for their age. Their achievement is satisfactory across the different elements of the subject. Samples of pupils' completed work support this judgement, as does the evidence of lessons seen. For example, pupils in Year 1 were quite adept at using the digital projector to drag different items into appropriate positions to form and interpret a simple chart of their favourite kinds of bread. In an equally good lesson, pupils in Year 2 showed secure skills in helping each other to use a range of tools to 'paint' pictures of their own homes.
84. By the end of Year 6, overall standards are below the expected levels. Pupils in Years 3 to 6 are still making up lost ground. Achievement is satisfactory. In years 5 and 6, however, most pupils make rapid progress in lessons. For example, pupils in Year 6 make good use of internet search engines to find, select and save information about different classes in Victorian society. These pupils eagerly and convincingly explain how they have used different skills in different branches of ICT. They have enjoyed a satisfactory range of opportunities, although they are unsure about how well they are

doing or what their targets should be. Some of these opportunities are relatively recent, partly linked to the extended range of new software.

85. Given the limited resources until recently, pupils have not always had the chance to use their new knowledge and skills frequently, so although they are confident and familiar with the use of ICT in many areas, the depth of their experience in some aspects is limited and they are less secure in their understanding. For example, preparing presentations for different audiences, exploring the effects of changing a variable in a set of data, writing simple procedures or using e-mail to share ideas and information. When the new hardware is installed, giving opportunities for more frequent application of what pupils have learned about ICT to their daily work, it is likely to lead to higher standards.
86. Teaching and learning are good. This quality was consistent in most of the lessons in which ICT was a key element. Common strengths are:
- good use of a digital projector to give clear demonstrations for all pupils and involve them actively;
 - good expectations for the careful and efficient use of equipment;
 - good planning of co-operative activities so that pupils can support and evaluate each other's work. This is particularly effective in ensuring that less competent pupils are fully included and able to succeed;
 - good use of ICT opportunities to promote pupils' independence.

Information and communication technology across the curriculum

87. The use of ICT to support teaching and learning in other subjects is the main priority for development and an emerging strength. The school is making a virtue of necessity. As there is not a computer suite, teachers plan all of pupils' progress in ICT into work in other subjects. This entails careful planning of time, of equality of opportunity, and of how different subjects can support each other. History is the current focus for development in this area, but teachers are already integrating ICT effectively into several subjects.

HUMANITIES

Religious education was not inspected as Barkisland is a Church of England aided school and has other arrangements for inspecting the subject. **History** was not a focus for inspection and only one lesson, in Year 6, was available to be observed. In this lesson, standards were satisfactory and teaching was good, but there was insufficient evidence to make overall judgements on standards, achievement and teaching. Samples of work in history were evaluated, as were teachers' planning files, displays of pupils' work and the co-ordinator's management file. Evidence indicates that history is taught regularly with a selection of good quality work in displays from both infant and junior classes. There is a suitable curriculum overview that outlines the themes pupils are to explore from class to class. This also sets out the skills to be developed in each year. The curriculum is sufficiently detailed but does not identify how literacy and numeracy skills can be used in the subject. However, the inclusion of information and communication technology in Year 6 history is currently a focus, and was observed to be developing satisfactorily in practice. Assessment, which uses a similar system to Geography, is satisfactory.

Geography

Provision in geography is satisfactory.

Main strengths and weaknesses

- Teachers make good use of the local environment and visual resources.
- Geography is taught regularly as a separate subject in all classes, and pupils have a suitably wide range of experiences.
- The volume of written work is low with a high proportion of worksheets.

Commentary

88. Standards in Years 2 and 6 are in line with expectations. Pupils have a sound knowledge of the local environment, and of issues such as pollution and the need to care for wildlife. They have a clear understanding of the part humans play in protecting or harming the environment, and some older pupils are beginning to recognise the tensions between environmental issues, such as land use, and the economic issues, such as building factories or houses on farm land. A few can describe the work in their most recent topics using simple geographical terminology, but this is not common although in lessons they understood the terminology when used by the teacher. Achievement in the two lessons seen was satisfactory. No overall judgement can be made as the volume of work seen in pupils' files was often limited. As comparison, reference and analysis, together with the development of mapping and recording skills over time, are integral aspects of geography, there are lost opportunities for pupils to use their own work for reference or to assess their improvement, if they do have regular access to their previous work.
89. Teaching and learning are satisfactory overall and good teaching was observed during the inspection. Practical opportunities, such as the village walk, give pupils the opportunity to observe familiar areas with a geographical focus. The use of video and other visual materials, including coloured photographs, helped pupils to appreciate similarities and differences in unfamiliar places when studying a village in India. However, there is insufficient focus on promoting independent learning and the over-use of worksheets means that literacy skills are insufficiently promoted. There is a suitable overall curriculum plan to ensure that the programmes of study are covered and this also sets out the skills to be developed in each class. The plan is supported by an appropriate programme of study aimed at develop pupils' geographical skills. Planning in teachers' files is effective and contains sufficient detail. However, it does not identify how links with other subjects can be made, nor does it identify how literacy, numeracy and ICT skills will be used.
90. The management of the subject is good. However, leadership has had limited impact on standards as the subject has not had been a priority for development. Since the co-ordinator took over two years ago there has been a thorough review of the subject and a new scheme of work developed and written. This has resulted in a clear idea of the strengths and weaknesses in the subject and of how it should be developed. Aspects of any topic which have not been covered are identified, and the information is beginning to be used to influence planning. Assessment procedures suitably reflect the learning expected from each topic. A school portfolio of samples of pupils' work is

being amassed to support the consistency of assessments of pupils' attainment and progress through different levels of attainment.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

One lesson was seen in Years 3 to 6 in art and design and one in music; in design and technology one lesson was seen in each key stage. Three lessons were seen in physical education. Pupils' work in files and displays was inspected where available, discussions were held with subject managers and planning was scrutinised. In **art and design** standards reflect national expectations by Year 6. There are examples of good work retained from previous year groups. There is insufficient evidence to make judgements on teaching and achievement. The planning for the subject identifies a broad range of activities which include introduction to different techniques and media. Displays in various subjects show evidence of these being applied. Although most are paper based, there are good examples of the use of fabric, printing and collage using a range of materials. Pupils are taught about colour, texture and pattern, and occasionally introduce humour into their work, such as in the modern version of a storyboard of the Three Pigs narrative, made in felt fabric. The design elements are included in some work, but not frequently. Drawing from observation is also evident, although does not show sufficient progression in skills. There is good use of ICT to enhance pupils' work and regular consideration of the work of other artists. Very little large sized work is undertaken, partly due to the constraints of the accommodation.

In **music**, overall standards meet expectations overall by Year 6. There was insufficient evidence to make judgements on achievement or teaching. However, in the Year 3 lesson seen, teaching and learning were good. There is a reasonable range of provision which parents appreciate. For example, pupils have independent tuition available for learning guitars, violins and flutes, with recorders and an after school choir being taught by the school's subject manager. The annual drama production includes a significant amount of music, mainly choral, and staff who play instruments also perform on occasions. Pupils also have opportunities to develop notation in various forms, use un-tuned percussion and to listen to music by other composers. A new scheme of work has been implemented very recently and staff are now planning their own work in music, with termly assessments of progress in learning.

In **design and technology** too little evidence was available to judge overall standards and achievement. However, in the lesson seen in Year 1, where food technology was the focus, standards and achievement were good. Pupils considered various aspects of bread, including smell, taste and visual appearance, and discussed a good range of related issues, such as what effect foil might have on food. There was good use of charts to collect simple data on favourites and positive examples of making decisions on how to organise findings and interpret these to be sure which bread was "most popular". Good learning resulted from good planning, resources, methods and encouragement. This lesson was also a good example of cross curricular links being planned to support learning. In the lesson in Year 3, standards for most pupils were in line with expectations for the year group, with some pupils exceeding these. All the elements of designing and reviewing work were present when developing a package to hold a healthy snack, and pupils were actively involved. However, the range of pupils' skills was very variable and many were not able to put their ideas into practice, despite the support materials provided. The subject manager has a good grasp of the strengths and weaknesses in the subject and has clearly identified the need for consistency in the level of independence planned in lessons, so that pupils are more likely to achieve the expected Level 4 by the end of Year 6. The curriculum is planned to cover a suitable range of work, but is not sufficiently clear on how to ensure all pupils' skills and knowledge are progressively developed.

PHYSICAL EDUCATION

Provision in physical education is satisfactory.

Main strengths and weaknesses

- Standards are above expectations in most elements of the subject by the end of Year 6.
- Facilities for gymnastics are very limited.
- Pupils enjoy a good range of extra-curricular games and sports, some of which are supported by expert coaching.

COMMENTARY

91. The evidence of lessons seen and teachers' assessments indicates that, by the end of Year 6, the great majority of pupils reach or exceed expected standards in dance, swimming, games and most aspects of gymnastics. There was insufficient evidence to judge achievement overall, but it was good in two of the three lessons seen. The hall offers limited space for dance and gymnastics, and considerations of health and safety rule out the use of climbing apparatus. To try to compensate, the school makes occasional use of the adjacent play park but inclement weather prevented this during the inspection. In a Year 5 lesson, pupils achieved well in linking several movements, such as a pencil roll and an arabesque, into a controlled and flowing sequence. Their learning was supported by persistent practice, good understanding of what was expected, good awareness of safety and others, and their appreciation of the good features observed in the performance of other pupils.
92. In the lessons seen, the quality of teaching and learning ranged from very good to unsatisfactory. Overall it was satisfactory on this occasion. The chief strengths in lessons were: good warm-up and cool-down routines, vigorous pace throughout, high expectations for individual effort and achievement, precise assessments and advice to move particular pupils on, and good use of praise and examples of pupils' work to set and encourage high standards. Limitations in these features led to unsatisfactory learning in one lesson. Assessment is satisfactory. Teachers maintain useful notes on individual progress, and record broad attainments at the end of each unit of work.
93. A good range of popular clubs and activities gives strong support to pupils' interest and achievement in physical education. These include a keep-fit class, cross-country running and clubs for team games such as football, netball, rounders, rugby and 'kwik cricket'. Occasional coaching by from Halifax Town F.C., Halifax Blue Socs RLC and Yorkshire Country Cricket Club boosts enthusiasm and ball skills.

Personal, social and health education

94. The school provides successfully for pupils' personal development. The timetable includes regular lessons focused on personal and social education, with health and safety issues well represented in these as in science and, where relevant, in other subjects. Relationships with teachers and other adults positively encourage self-esteem and confidence. Pupils behave well and respect themselves and others. Opportunities for more independence in their work and in leadership, especially in the older year groups, are needed to build on this good position. Although citizenship is not

taught directly, many of the school's activities promote good practice in taking the needs and preferences of others into account on a daily basis.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
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	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	1
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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