

# **INSPECTION REPORT**

## **INGLETON PRIMARY SCHOOL**

Ingleton, by Carnforth, Lancashire

LEA area: North Yorkshire

Unique reference number: 121445

Headteacher: Miss Dawn Harvey

Lead inspector: Mrs Susan Walker

Dates of inspection: 8<sup>th</sup> – 10<sup>th</sup> November 2004

Inspection number: 267101

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 10
Gender of pupils:	Mixed
Number on roll:	165
School address:	Low Demesne Ingleton Near Carnforth Lancashire
Postcode:	LA6 3DY
Telephone number:	01524 241592
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Kendall
Date of previous inspection:	March 1999

## CHARACTERISTICS OF THE SCHOOL

This is a smaller than average primary school that caters for pupils up to the age of ten. There is a nursery class for 26 children, who each attend part time. In total there are 165 boys and girls, the vast majority being of White British heritage. None of the pupils is in the early stages of learning English. The school is situated in the village of Ingleton, on the edge of the Yorkshire Dales. Most of the pupils live in the village or the surrounding area, in a mixture of privately owned properties and rented accommodation, although some travel from further afield. Pupils come from a range of social and economic backgrounds, which is average overall. The percentage of pupils known to be eligible for free school meals is higher than the national average. The attainments of the children when they join the nursery are average; attainment at the start of full-time education in the reception class is a little above average. The proportion of pupils with special educational needs is below the national average. The school has identified 26 pupils who have special educational needs. Most of these pupils experience moderate learning difficulties or have physical or behavioural difficulties. One of the pupils has a statement of special educational need, which is lower than average. The school gained a School Achievement Award in 2003, a Healthy Schools award in 2004 and also achieved Investor in People status in 2004.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21045	Susan Walker	Lead inspector	English Art and design History Personal, social and health education, and citizenship
9446	Helen Griffiths	Lay inspector	
10144	Mary Marriott	Team inspector	Foundation Stage Mathematics Design and technology Geography Music
32283	Denis Goodchild	Team inspector	Science Information and communication technology Religious education Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a very effective school** that goes from strength to strength. It gives very good value for money. Standards are high overall and pupils achieve very well because of the quality of the teaching. The curriculum is interesting and varied, so pupils are highly motivated and very well behaved. The headteacher provides excellent leadership and is very well supported in this by all staff and governors. Pupils are cared for very well and the positive climate for learning is fostered by the excellent relationships within the school.

#### The school's main strengths and weaknesses are:

- Pupils achieve very well and attain high standards because of the very good teaching.
- The curriculum is very well planned, stimulating and rich, so pupils want to learn.
- The school is very well led and managed with governors actively involved. The headteacher's excellent contribution is pivotal in taking the school forward.
- The ethos of the school promotes very good behaviour and high achievement for all pupils.
- Although most pupils reach the expected level in science, the proportion reaching the higher level is too low compared with similar schools.

There were no key issues at the last inspection, but the school has built well on the previous report and continued to improve. Standards in reading, writing and mathematics that were high before have been bettered because the teaching has improved; there is a higher proportion of very good teaching. The curriculum in the reception and nursery classes has been developed so that it provides a very strong foundation for learning in later years. Provision in information and communication technology (ICT), a minor weakness at the last inspection, has been reviewed and improved so that pupils achieve standards that are better than expected for their age. Leadership has improved because key staff are more experienced in their roles. Nevertheless, in science, as at the time of the last inspection, the proportion of pupils reaching the higher level remains stubbornly low.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
Reading	A	A	A	A
Writing	A	A	B	B
Mathematics	B	A	A	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with a similar intake of pupils based on free school meals.*

**Achievement is very good throughout the school.** Most children reach the expected standards for their age by the end of reception in all areas of learning. The children in the nursery and reception classes make good progress in all of the areas of learning, laying down secure foundations for learning in later years. Pupils build on this very well in Years 1 and 2 and make rapid progress in their reading, writing and mathematics. Standards in the National Curriculum tests and assessments in Year 2 have consistently been above average in reading and mathematics for four consecutive years and this is borne out by the findings of the inspection. Although results in writing fell a little in 2004 they remained above

average. These good standards are maintained in Years 3, 4 and 5 and are well above average in English and mathematics. This represents good achievement in terms of pupils' capabilities and previous starting points. In science, standards are above average but more variable. Whereas the number of pupils achieving the level expected for their age (Level 2) in the national assessments in 2004 was very high and placed the school in the top five per cent in the country, the proportion of pupils attaining the higher Level 3 was much lower and well below the national average. This has been the pattern for several years and has yet to be tackled successfully. Standards in all the other subjects are at least satisfactory; in art and design and history they are better than in many schools and pupils achieve very well in these subjects.

**Pupils' personal qualities, including their attitudes, behaviour and spiritual, moral, social and cultural development, are all very good.** Attendance is very good and pupils are punctual to school.

## **QUALITY OF EDUCATION**

**The school provides a very good quality of education. The teaching is very good** and pupils enjoy learning because of the challenging activities that are provided for them. The teaching in all classes is very good. Basic skills are taught especially well so that pupils make very good progress during their time in the school. The pupils learn well because lessons are enjoyable, tasks are carefully matched to the needs of all the pupils, relationships are excellent and classroom assistants are deployed efficiently to provide additional support for those pupils who need it.

The curriculum is very good. The very well planned and balanced curriculum in the Foundation Stage ensures that the youngest children get off to a flying start with their education. Throughout the school teachers place very good emphasis on the basic skills in literacy, numeracy and ICT, which are used frequently in most lessons. Subjects are thoughtfully woven together into interesting topics and the practical approach found in many lessons makes them meaningful to pupils so they are keen to learn.

The school takes the care and welfare of the pupils very seriously and ensures that pupils are safe. The excellent links with parents and the local community considerably enhance the quality of education provided by the school.

## **LEADERSHIP AND MANAGEMENT**

**The school is very well run.** The headteacher provides excellent leadership and the school is very well managed. Governors are committed and play an important part in the life of the school. They manage the finances proficiently and prudently. The school evaluates its performance stringently and makes careful plans for its continuing improvement.

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

The school has the confidence of parents who are very satisfied with the education provided by the school. Pupils are proud of their school. They say they are happy at school and enjoy the things they have to do.

## **IMPROVEMENTS NEEDED**



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

- increase the proportion of pupils achieving the higher levels in science;
- devise and implement a system to assess more rigorously the progress of pupils in subjects other than English, mathematics, ICT and physical education.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Standards are high and achievement is very good throughout the school. From average levels of attainment when they first start in the nursery, pupils attain well above average standards in English and mathematics by the time they leave the school at the end of Year 5.

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

- Standards are well above average in English and mathematics and pupils achieve very well.
- Standards in science are not quite so high but are still above average.
- Children get off to a flying start in all areas of learning in the Foundation Stage.
- In Year 2, a higher proportion than average reaches the higher levels in national tests and assessments in English and mathematics, but not in science.
- Skills in literacy, numeracy and ICT are used to good effect in most subjects.
- Pupils achieve well in most other subjects because the curriculum is very well planned and the teaching is very good.

#### **Commentary**

1. Standards are high in the school. Since the last inspection, the school has maintained well above average standards in the national tests for seven year olds in reading and mathematics, and above average standards in writing. The standards attained by ten year olds are now well above average and higher than at the time of the last inspection when they were average. Pupils achieve very well throughout the school. Children join the nursery with a broad range of attainments that are broadly average overall. As a result of very good teaching and the stimulating curriculum, they make rapid progress in their learning. By the time they are ready to leave the reception class, most exceed the national goals for their age in personal and social development, in communication, language and literacy and in mathematical, physical and creative development. In knowledge and understanding of the world, standards are not quite so high because the experiences of the children beyond school tend to be quite narrow. Nevertheless, standards in this area of learning are average and children's achievement is satisfactory.
2. In Years 1 and 2, pupils build very well on these strong foundations and make very rapid progress. By the end of Year 2, pupils read very well for their age, with fluency and accuracy, and most write independently using simple punctuation, well-formed letters and increasingly secure spelling. In Years 3 to 5, this progress levels out but the good achievement is sustained because of the very good teaching. Teachers cater well for the needs of all the pupils and consequently the higher attainers are given plenty of opportunities to be challenged whilst pupils who need more help with their learning receive very effective support to enable them to achieve well also. Pupils' progress is carefully tracked at senior management level to ensure that both boys and girls achieve as well as they can.
3. The school is doing very well in national tests and assessments. Unvalidated data for 2004 shows that despite results being a little lower than in the previous year, they remained well above average in reading and mathematics and above average in writing. The school is performing very well in comparison with schools with a similar intake, and the results were well above average in reading and mathematics, and well above average in writing. The school is

particularly successful in enabling a much higher than average proportion of its pupils to achieve the higher levels in national tests in reading and mathematics.

4. In science, standards are above average but a little lower than in English and mathematics, and pupils do not do quite so well in teacher assessed tasks. Although the percentage of pupils reaching the expected level for their age in science assessments exceeds the national average, the proportion of pupils achieving the higher Level 3 tends to be lower than average. Unvalidated results for 2004 show that the school's results at the higher level are likely to be below the average for similar schools. This has been the pattern for several years and was identified in the last inspection report as an area for development. There are three main reasons for this. First, curriculum planning tends to focus strongly on making links with other subjects. Although this approach is beneficial in making teaching and learning relevant and cohesive, it tends to limit opportunities for pupils to develop their skills in scientific investigation, particularly in Years 1 and 2. Second, teachers' planning does not always provide enough opportunities for pupils to work at the higher levels. Third, the school lacks an effective system for assessing what pupils have learned in science, for tracking their progress against each level of the national curriculum and highlighting areas that need further attention.
5. Children get off to a fine start to their education in the nursery and reception classes, where secure foundations for learning are laid and children acquire very good attitudes to learning that stand them in good stead for later years. Children become engrossed in their learning from the very start and relish being at school. They achieve very well because of the very secure relationships, the positive ethos for learning which has been established, the very good teaching and the stimulating curriculum.
6. One of the reasons why standards in English and mathematics are so high is that pupils frequently use their skills to help them in other subjects. Teachers take every opportunity to weave into their lessons opportunities for pupils to hone their skills in reading, writing and number. ICT is also a key feature of many lessons and overall standards are good.
7. The school has a rich and varied curriculum and so there is a good emphasis on all subjects, which enables pupils to achieve well. Standards in ICT have improved considerably since the last inspection because the facilities are much better, teachers are more confident in using the equipment and pupils have many more opportunities to develop and use their skills across the curriculum. Standards in art and design, history and physical education are better than those seen in most primary schools and pupils achieve particularly well in these subjects. This is because the curriculum is carefully planned to ensure that skills develop in the right order and that pupils are challenged and stimulated by their work. The teaching is very good because there are logical links between subjects, and an emphasis on practical activity that makes learning lively and enjoyable. The school keeps a close eye on the progress of pupils in all subjects even though there is a lack of formal assessment in several subjects.

***Standards in national tests at the end of Year 2 – average point scores in 2004***

Standards in:	School results	National results
Reading	17.3 (17.5)	15.8 (15.7)
Writing	15.4 (16.5)	14.6 (14.6)
Mathematics	17.8 (17.6)	16.2 (16.3)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

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

Pupils' attitudes, behaviour, attendance and punctuality are very good, and are underpinned by excellent relationships. Their moral and social development is very good; spiritual and cultural development is good.

## **Main strengths and weaknesses**

- Pupils are enthusiastic and very keen to learn, and they concentrate very well.
- Behaviour in lessons and around the school is very good.
- Relationships amongst pupils and between pupils and adults are excellent.
- Pupils are very willing to take responsibility; they are confident, highly articulate and supportive of one another.
- Pupils show very good respect for one another's feelings and beliefs.
- Attendance is well above the national average.

## **Commentary**

8. This is a happy school. At all stages, pupils enjoy school and all it has to offer and are keen to take part in school activities. Children in the nursery and reception classes settle quickly into school routines and interact very well with older pupils. Pupils in all classes have very good attitudes to learning and want to do well. They are articulate and keen to enter into discussion. For example, in a very good history lesson in Year 2, pupils learning about Remembrance Day showed lively enthusiasm and were very keen to respond to questions about the village war memorial. Throughout the school, pupils listen very well to the views of others as was clearly seen when pupils in Year 5 considered the viewpoints of both the bully and the victim in their class discussion. In many lessons, pupils co-operate very well and work collaboratively on tasks. They are very trustworthy when working without direct adult supervision. All pupils are confident, friendly and polite, and they respond very well to the teachers' high expectations of them.
9. Behaviour is very good in lessons, assemblies and playtimes. This reflects the views of the parents who responded to the questionnaire. Pupils are very well aware of how they should behave and fully understand the differences between right and wrong. No bullying or harassment was seen during the inspection and pupils know what they should do if it occurs. Pupils are very enterprising and respond very well to the many very good opportunities for taking responsibility. All pupils in Year 5 undertake jobs for the good of all in the school, which they perform with great maturity. Relationships between pupils and adults and among the pupils themselves are excellent. There have been no exclusions in 15 years.
10. The family ethos of the school fosters the social and moral development of the pupils very well. Pupils behave with consideration for others and have a well-developed sense of how their behaviour might affect others. In discussions, pupils said they particularly like the friendly atmosphere of the school and felt confident that they could ask for help at any time from any adult in the school. One said, "It is a good school: everyone is nice, not just the teachers." Staff are good role models, presenting a calm and thoughtful approach to life and the school, and discussing issues sensitively with pupils during the school day.
11. Provision for pupils' spiritual and cultural development is good. Pupils have good opportunities to reflect on the beliefs of others through religious education lessons and during well-planned assemblies. In discussion, many show very good self-knowledge and empathy for others. The school has very good links with schools in other countries. Pupils write to pen pals in schools in Uganda and in Russia, following the exchange visit of the headteacher to Russia. Pupils in Year 5 are to learn French in their final term in the school. Pupils have very good opportunities to study their own community through the visits and activities provided for them, including a residential trip and a visit to a local archaeological dig. Pupils are encouraged to think of others

through raising money for charities and there are good links with the local church. The school is aware of the difficulties of preparing children from an all-white community for living in a multi-ethnic society. It has addressed the problem to some extent by providing a good range of visitors to the school, including Indian dancers, and Japanese and African visitors. There has also been a successful multi-cultural project with other local schools.

12. Attendance and punctuality are very good – particularly commendable given the distances some children have to travel. The very efficient administrative officer monitors attendance very effectively. There is no unauthorised absence.

### ***Attendance in the latest complete reporting year (2003/4)***

Authorised absence		Unauthorised absence	
School data	95.0	School data	0.0
National data	94.5	National data	0.4

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

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides pupils with a very good quality of education. Teaching, learning and the curriculum are all very good. Pupils receive very good care and support, and links with parents and the community are excellent. The accommodation is bright and stimulating, reflecting the breadth of experiences enjoyed by the pupils.

### **Teaching and learning**

Teaching is very good and a key strength of the school. It is one of the main reasons why pupils are doing so well. Teachers have a consistent approach and work together well with classroom assistants. Assessment is good and is used well, especially in English and mathematics.

### **Main strengths and weaknesses**

- Teaching is consistent, lively and interesting, so pupils want to learn.
- Excellent relationships pervade all lessons.
- Tasks are imaginative and well suited to the needs of the pupils.
- Teachers know their pupils very well, which enables them to match the learning very effectively to their varying needs.
- Assessment is used well to assist planning for English and mathematics but there is still more work to be done in science.

### **Commentary**

13. The consistency of the teaching in the school is a major strength and has remained so since the last inspection, although there is now a slightly higher proportion of very good teaching. The quality of teaching contributes strongly to the very good achievement of the pupils. In the Foundation Stage the quality of teaching swiftly establishes very good attitudes to learning and helps the youngest children to settle rapidly into school routines. Teaching in English and mathematics is particularly effective. Examples of very good teaching were observed in most subjects, with some excellent teaching seen in history. The programme of monitoring of teaching and learning by the headteacher and co-ordinators has a very positive impact on the quality of teaching.

### ***Summary of teaching observed during the inspection in 35 lessons***

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	18 (51%)	8 (23%)	8 (23%)	0	0	0

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



14. There are a number of features that are characteristic of most lessons and which contribute enormously to the consistency of the teaching.
- Lessons are planned very thoroughly, are very well organised and run smoothly.
  - Introductions to lessons are clear and based on the teachers' good subject knowledge.
  - ICT is an effective feature of most lessons.
  - There is very good teamwork, and the contribution of classroom assistants, with the valued help of volunteers, adds greatly to the quality of the teaching.
  - Good support is provided for pupils with special educational needs.
15. Throughout the school teaching is lively and adventurous. Most lessons move along at a brisk pace with plenty of variety so pupils do not become bored or distracted. A common thread that runs through all the teaching is the skill with which the basic subjects are taught and the confident way in which teachers explain and demonstrate new material to pupils so that they are interested and learn well. Teachers are mindful of the interests of the pupils when planning tasks and choose activities that will appeal to pupils and make them want to learn. This was seen in a very good literacy lessons in Year 5 when pupils watched a video clip of a football match to help them learn how to take notes. Speaking and listening are important features of most lessons and so pupils are actively involved in learning, their views sought and valued by their teachers, and their misconceptions quickly remedied. Questioning is often probing and makes pupils think hard, and the correct use of specific terminology is encouraged in all classes, even with the youngest pupils.
16. The excellent relationships that are apparent in all classes set the tone for learning. There is a buzz of activity in most lessons because teachers are skilled at using a range of good strategies and activities that keep pupils motivated. There are clear expectations of what pupils will achieve in each lesson and pupils are expected to work hard. Pupils want to please their teachers and they work hard to do so. Because the climate in classes is trusting and relationships are so good, most pupils are confident to join in class discussions. All teachers manage their classes with unobtrusive strategies that maintain very good discipline, whilst keeping lessons on track without unnecessary interruptions. At best, this makes the teaching seem effortless.
17. Staff are reflective and innovative, planning imaginative tasks that capture the interest of the pupils and meet their individual needs. They succeed in striking a good balance between practical activities and more formal, direct teaching that establishes the basic skills of reading, writing and mathematics. Teachers provide plenty of challenging opportunities for pupils to use their skills in writing and ICT. Throughout the school, teachers have a very good knowledge of the pupils and plan work that is challenging enough for higher attainers but not too easy or too difficult. In English and mathematics they match tasks very well to the individual learning needs of the pupils and are guided effectively in this respect by the clear information from the regular assessments. Extra help is well targeted for those pupils who need support and this is one of the reasons why pupils with special educational needs are doing as well as their classmates. In most lessons, classroom assistants are deployed to best advantage when they work with individual and small groups.
18. One of the reasons why pupils make such good progress in English and mathematics is the effective way in which staff assess the pupils' work at regular intervals. The school has comprehensive and useful systems to check what has been learned and to measure how far pupils have progressed over time. There is a very good emphasis on providing feedback to pupils so that they know how well they are doing. The marking of pupils' work is thorough and consistent in motivating the pupils and helping them to improve. At its best, it identifies their errors and suggests how they can be overcome, whilst at the same time offering



encouragement and praise where appropriate. Pupils have clear targets to aim for and these are recorded carefully in their books so they can see how well they are doing.

19. The quality of teaching owes much to the influence of the headteacher who monitors lessons regularly and provides helpful feedback to staff to support their work and bring about further improvement. Senior managers make good use of the data from national tests and assessments to track the progress of pupils. Teachers have recently started to make better use of this data to help with their planning but this practice is not yet fully established because not all staff feel comfortable and confident with handling the data. The current systems are effective in tracking attainment in English and mathematics but are less effective in predicting the outcomes of tests, identifying pupils who need additional support and modifying the curriculum. This is particularly noticeable in science, where the information from the results of national tests and assessments is not used to best effect to identify aspects of the curriculum where pupils are underperforming. Consequently, the school's results in this subject are not as high as they could be because too few pupils attain the higher levels. With the exception of physical education and ICT, there is a lack of formal assessment of pupils' progress in most other subjects and this is an area that needs further development to ensure that all pupils achieve as well as they possibly can.

## **The curriculum**

The curriculum is very good. It includes all pupils and there are many enriching aspects that add breadth and interest beyond the National Curriculum. Very good accommodation and very good levels of resources support the curriculum very well.

## **Main strengths and weaknesses**

- A wide variety of curricular challenges and enrichment have been introduced in most subjects.
- Effective links are made between subjects so that learning is cohesive and relevant to pupils' experiences.
- The Foundation Stage curriculum is very good and gives children a very good start to school life.
- Provision for pupils with special educational needs is very good.
- The provision for music is adequate but is not up to the same standard as the other foundation subjects.

## **Commentary**

20. As at the time of the last inspection, the school provides everything that it should to meet the demands of the National Curriculum. The curriculum is very well managed so that all pupils benefit from what is on offer. The many 'first hand' experiences help bring the curriculum to life, making learning relevant and often exciting for pupils. Visits to places such as the local church, to Ingleborough and to the Lake District, and visitors, such as police officers and paramedics, enrich pupils' experiences very well. Well-led and popular clubs in music, sport and the arts help to develop important skills beyond the classroom.
21. Curriculum planning, which is precise, provides a clear framework for the development of pupils' knowledge, skills and understanding as they move through the school and this has been well supported by the school's leadership and management. Basic skills are emphasised well, enabling pupils to achieve very well in English and mathematics. An important feature is the way in which links are made between subjects, helping to make learning more relevant for pupils. In all parts of the school, there is a particular emphasis on developing pupils' creativity. Pupils combine their art and design work very well with other subjects so that they can see that what they have learned is useful in other contexts. Pupils frequently use their ICT skills to

help them with their learning in other subjects, and they become competent in using computers because they have plenty of opportunities to use them for different purposes.

22. The quality and range of learning opportunities for children in the Foundation Stage are very good and take good account of the early learning goals. Teachers ensure that children in the reception class build on the work undertaken in the nursery. Children take part in a wide range of planned and carefully structured activities and experiences, which gives them a very good start to their school life.
23. Provision for pupils with special educational needs is very good, enabling all pupils to achieve very well. This is because the work is carefully matched to pupils' abilities, and teaching assistants are very effective in helping to meet their diverse needs. As a result, most make very good progress towards the targets set for them.
24. The provision for music is adequate to meet the needs of pupils. However, because of the way that the school organises the subject, achievement is weaker than in other foundation subjects of the curriculum. There are too few opportunities for pupils to compose their own pieces of music and to play them to each other. Consequently pupils do not have enough opportunities to talk about their work and to learn how to improve it.

## **Care, guidance and support**

The care, welfare, health and safety of pupils are very good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is very good.

## **Main strengths and weaknesses**

- The induction arrangements for children when they first start school help them to settle quickly.
- There are effective procedures for health and safety, child protection and first aid.
- All adults know pupils very well and provide very good levels of care.
- There are very good systems for monitoring pupils' academic standards and progress in English and mathematics.
- Arrangements for monitoring pupils' personal development are very effective.
- The involvement of pupils in the school's work is very good.

## **Commentary**

25. There are very good arrangements for children when they start school. The arrangements include preliminary visits to the school by both children and parents as well as home visits. These enable teachers to gather information about the children and, as a result, children settle in very quickly and make good progress.
26. The school has very good health and safety procedures. The designated person for child protection and for pupils in public care has been recently trained. Staff are very aware of child protection issues. All staff are trained at the beginning of each year and these procedures are very effective. There are good guidelines for all staff. Local social services and police are also very supportive. Arrangements for the administration of first aid and for monitoring pupils' medical conditions are very good and a large number of staff have been trained in first aid. Security is good.
27. There is an excellent bond of trust between pupils and all adults who work in the school. Adults know pupils very well and monitor their personal development very effectively.

Academic monitoring is used well to inform pupils' reports. Good tracking systems are used to check on pupils' progress in English and mathematics and pupils fully understand what they have to do to improve. The systems for monitoring progress in other subjects are more informal and, consequently, less effective. Pupils' views are sought consistently through assemblies and their lessons in personal, social and health education and citizenship. Pupils say they feel confident that their views are heard and acted upon.

## Partnership with parents, other schools and the community

The school's links with parents and the local community are excellent. Links with other schools are very good.

### Main strengths and weaknesses

- Parents have very positive views of the school.
- The school provides parents with very good information.
- Good links with the nearby middle and with other local schools provide many benefits for the pupils.
- The school has strong links with its local community.

### Commentary

28. At the meeting prior to the inspection and in the high response to the questionnaire, parents and carers expressed very positive views on all aspects of the work of the school, which are endorsed by inspection findings. A very small number of parents say they do not feel well informed about their child's progress, but inspection evidence indicates these concerns are unjustified.
29. Information provided for parents is excellent. The website is attractive and regularly updated. Information includes very good introductory booklets for new children, mathematics booklets and handbooks for parent helpers. Details about the work pupils are to cover are provided each term and home/school books are used very well as a means of dialogue between parents and staff. Regular, lively newsletters keep parents well informed of events, and teachers are always available for informal consultation at the end of the day. The school prospectus and governors' annual report are clearly written and informative. The written annual reports are of very good quality; they provide thorough information on children's progress, set targets, offer suggestions as to what improvements are needed and offer parents and pupils the opportunity to comment. Communication with parents of pupils with special educational needs is very good and based on the school's thorough documentation. Parents are fully involved in reviews of their child's progress and the detailed individual education plans provide a clear focus on each pupil's needs to help teachers plan suitable work.
30. Very good links have been developed with the nearby middle school; for example, pupils in Year 5 visit the school for science and physical education lessons and pupils in Year 8 from the middle and high schools help with sports events. The school joins other local schools in training on matters such as child protection and anger management. There are very good links with local teacher training establishments, which provide additional benefits to the school.
31. The school regularly seeks parents' views through questionnaires, and parents commented that they found it easy to approach the school with suggestions and concerns. Parents support the school very well through the Parent Teachers' Association, which has raised welcome sums of money to support educational visits and to buy playground equipment. A very good number of parents help in school on a regular basis. This provides additional valuable adult support for small groups of pupils.
32. The school has very extensive links with the local community; for example, pupils' work is displayed at the local community centre and at the horticultural show. The church displays news of the school's events. The school was instrumental in helping to set up a local archaeological dig and pupils helped on the site, as well as contributing to its exhibition. Children take part each year in the local pantomime and visit the elderly at Christmas. The school is well supported by local police and the church.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school by key staff and governors are very good overall. The leadership of the headteacher is excellent and is central to the school's success and the high standards achieved. Governors and managers have a shared vision of school improvement, are ambitious for the school and are very supportive of the headteacher.

### **Main strengths and weaknesses**

- The excellent leadership of the headteacher provides a clear focus for school and staff development.
- Planning for school improvement is excellent and provides a clear programme for staff and curriculum development.
- Management analyses its performance and takes appropriate action to raise standards.
- The school makes sure that all pupils are included in learning opportunities. This, coupled with the excellent relationships between staff and pupils, ensures that all pupils achieve very well
- There is a very close and constructive relationship between staff and governors.
- Very good financial management supports identified priorities and so helps to improve standards and provision.

### **Commentary**

33. The headteacher provides very strong leadership that has created a common sense of purpose within staff and has maintained the strengths of the school since the last inspection, raised standards in English, science and ICT and improved the quality of teaching. Her energy and enthusiasm, high aspirations for the pupils and sensitivity to the needs of the individual are the mainstay behind the school's success. The headteacher's very high expectations are clearly communicated to staff, pupils and parents. Justifiably, the overwhelming majority of parents recognise the strength of the leadership.
34. The leadership of the headteacher has created a very good team spirit within the school. Concern for the individual ensures all members of staff feel valued. Therefore, there is a high commitment from staff to school improvement. A strong emphasis on personal and professional development makes sure that staff have the necessary skills to respond positively to change. For example, a programme of staff training has ensured that staff have the necessary skills to use ICT effectively in their teaching. This has resulted in standards rising in ICT and also good use of ICT to support learning in other subjects.
35. Very good management has established a culture of self-evaluation and trust. Excellent forward planning makes sure that all aspects of the schools' work are improved over time. Subject leaders have the opportunity to evaluate their subjects and contribute to the school development plan. There is rigorous monitoring of the results of national tests and the tracking of individual pupils' performance in English and mathematics. Weaknesses are quickly addressed and this partly explains the very high standards in these two subjects. Although forward planning covers the next three years, the management is also responsive to emerging issues. For example, the recently appointed deputy headteacher, who has responsibility for science, has introduced new skills and opportunities to the school. She has already identified key areas for development, which will be incorporated into the current school development

plan to help to drive up standards in science. The very effective leadership and management of the Foundation Stage have ensured that the curriculum has been carefully planned and organised so that all children benefit. The very good systems in place for introducing new children and their parents to school life provide a secure and happy start to school life.

36. Leadership and management of the provision for pupils with special educational needs are very good. The co-ordinator is well organised, and administers and maintains thorough records. Detailed individual education plans are in place and are reviewed regularly with parents, pupils, teachers and other agencies. A system of 'postcards', with individual targets written in everyday language that is appropriate for children, makes sure that the pupils understand what they need to do to improve. The needs of gifted and talented pupils are also addressed well. For example, an artistically gifted child was given an opportunity to work with a visiting artist on sculptures. These arrangements, together with the very good relationships between pupils and staff, create a very positive ethos in which all pupils can achieve very well.
37. Governors are very supportive of the school and, through their committees, are effective as 'critical friends' to the senior management. Also, regular visits and participation in the school's monitoring and evaluation programme mean that they know the school well and are able to contribute effectively to the school's development. The headteacher and chair of governors meet regularly to monitor and review the school's performance and progress against agreed performance management targets.
38. Financial management is very good. There are effective procedures in place to ensure the budget is spent wisely and a recent audit showed that all systems for controlling the finances are in place and managed well. Governors adhere judiciously to the principles of best value. For example, educational and financial information is cross-referenced in the school development plan and expenditure is carefully reviewed against educational outcomes such as rising standards, or to an improvement in the quality of teaching. Forward planning is also an important element and this, together with prudent budget control, has enabled the school to build up a surplus to provide further accommodation for the benefit of the pupils. Given the consistently high standards achieved by the school and the very good quality of the teaching, the school provides very good value for money.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	425695
Total expenditure	445445
Expenditure per pupil	2636

Balances (£)	
Balance from previous year	47211
Balance carried forward to the next	27462



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

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

39. The attainments of children entering the nursery are average, but by the time the children leave the reception class they attain standards that are above those expected for their age in personal and social development, communication, language and literacy, and mathematical, creative and physical development. In knowledge and understanding of the world, children reach the standard expected for their age. When they enter the nursery, children's understanding of the world around them is not as strong as in the other areas of learning. Children achieve very well in the Foundation Stage because the teaching is consistently very good. There is a very good blend between activities initiated by the children and those that are led by teachers, all of which are appropriate to the age and stage of development of the children. The curriculum is very well planned to link together all the areas of learning and gives children a very good start to school life. The provision is very well managed and the children's progress is carefully monitored.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

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

- Relationships throughout the Foundation Stage are very positive.
- Adults provide very good role models.
- Children have very good opportunities to develop independence.

#### **Commentary**

40. Children achieve very well because they settle to school life rapidly. The well-established routines and clear expectations of staff that provide stability and security to very young children. As a result of the very good teaching, most children are on track to exceed the goals set for them in this area of learning by the time they start Year 1. They rapidly gain in confidence and feel comfortable in expressing their ideas and feelings. Children know that they must listen when someone is speaking. The adults are very good role models, listening closely to what children have to say and showing that their contributions are valued. Children know and respect classroom rules and behave very well. As they work and play together, children acquire a wide range of skills and begin to take responsibility for their own actions. They develop initiative and independence in selecting resources, tidying away and making choices in their work.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Skills in speaking, listening, reading and writing are introduced in exciting ways so that children gain a very good breadth of language to use in different situations.
- Children develop their conversation skills very well by taking part in imaginary play.
- Early writing skills are established effectively through play.



## Commentary

41. Many children start in the nursery with good speaking skills and, as a result of very effective teaching, they are soon able to concentrate and listen for considerable periods of time. They begin to respond readily to adults' questions and take part in discussions. By the end of the reception year, many children have sufficient confidence to speak clearly within their own group, for example, when talking about their 'Owl Babies' book that they had made. Teaching and learning are very good. Most children are on track to go beyond the goals set for their age by the end of the reception year. Achievement is very good because teaching puts a lot of emphasis on clear diction and recognition of the names and sounds of letters, and encourages children to read and write independently. Children frequently read and 'write' in their play activities and often send messages and letters to their friends. As a result, most are on course to write simple sentences without help by the end of the reception year. There is a good range of books available for children to enjoy and share with each other and adults. They talk about the characters in the stories with feeling and are keen to know what comes next. Consequently, children learn to enjoy books and handle them with care.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

### Main strengths and weaknesses

- Teachers provide a wide range of activities to develop and strengthen children's knowledge of number and shape.
- Children learn to use correct mathematical vocabulary quickly.

## Commentary

42. Teaching and learning are very good and so children make rapid progress and achieve well. Most children are on course to exceed the goals set for them by the end of the reception year. Teachers develop children's understanding of number and shape through carefully planned practical activities that are often linked to other areas of learning. For example, children in reception used flat shapes to create a collage of 'The Owl Babies'. This worthwhile activity reinforced number skills as they counted the number of 'Baby Owls', whilst at the same time reinforcing their knowledge and understanding of simple two-dimensional shapes. Other children made solid shapes with play dough and others made a shape picture of their own design. Groups of children, together with the teaching assistant, made and baked biscuits in the form of different shapes. This absorbing activity introduced children to measuring and weight, and encouraged them to talk about the activity using mathematical words. A strength of the teaching is the way in which teachers and teaching assistants use every opportunity to reinforce mathematical understanding and language through stories, songs, games and imaginative play. Teachers make good use of computers to promote children's mathematical development. Children enjoy counting and identifying numbers using familiar programs, which helps them to make good progress in recognising and eventually combining numbers.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- The very good range of activities gives children a broader awareness of the world around them.

### **Commentary**

43. Achievement is good and most children are on course to reach the goals expected nationally by the end of the reception year. Progress in this area of learning is not quite as rapid as in other areas because of the relatively narrow experiences of some the children outside of school. Children had fun and learned a lot as they were encouraged to go into a dark box with torches and talk about what it felt like and what they saw. They used the torches to find mirrors so that they could see themselves. Children in the reception class busily investigated kaleidoscopes and gasped in wonder as the patterns changed. They then busily began to make their own kaleidoscopes, carefully choosing materials and colours. Children in both classes are given many opportunities to play with a range of small toys and building blocks. Skills in ICT are learnt, practised and reinforced as children use the classroom computers.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Good use is made of the indoor and outdoor learning areas to enable children to move with confidence and to show a developing awareness of space.
- Their manipulative skills for handling pencils and paintbrushes are developing well.

### **Commentary**

44. Children achieve well because of the very good teaching and they exceed the early learning goals in this area of learning. They have plenty of opportunities to cut materials using different tools and to join these in different ways. Control over paintbrushes and pencils develop well through the good guidance provided by adults. Outside in the playground, children learn to control and co-ordinate their movements and follow instructions as they use small equipment. This is a developing area for the school as they carefully choose more large apparatus to add to their growing collection. In the hall, children continue to familiarise themselves with routines and explore what their bodies can do as they balance, jump, crawl, slide and shuffle in, over and around apparatus with safety and care for each other. Children happily engage in role-play as they play in 'The Three Bears' House', and in the classroom.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Children are given plenty of opportunities to express their ideas through experimenting with a good range of media.

### **Commentary**

45. Children exceed the goals for their age in this area of learning because teaching and learning are very good and staff promote children's creativity very well. Their achievement is good. Children talked to each other enthusiastically as they made pictures of baby owls. They

selected different shapes and objects to print with and carefully chose suitable colours of paint for their picture. Other children painted patterns on different shaped paper, reinforcing their mathematical skills. Staff are careful to set up activities that are equally appealing to boys and girls and this attracts children to play imaginatively, encourages co-operation with others and extends their language. Children join in enthusiastically with traditional rhymes and songs with actions; they enjoy listening to music and respond well to the different moods it creates.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **very good**.

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

- Standards in reading and writing are well above average and pupils achieve very well because they have very good attitudes to work.
- Pupils of all abilities learn very well because the teaching is very good.
- There is a very good emphasis on basic skills, which are taught expertly.
- Teachers know their pupils well and match learning very effectively to the pupils' varying needs.
- Effective systems for assessing pupils and tracking their progress are in place.
- The subject is very well led and managed.

#### **Commentary**

46. The school is doing really well in this subject and has made good progress in improving the provision since the last inspection. Standards in reading are well above average by the end of Years 2 and 5 and have been so for several years. Standards in writing are not quite so high, although they are above average. Pupils swiftly gain confidence with their reading and writing in Years 1 and 2 and the high standards they attain by Year 2 are maintained and consolidated in Years 3 to 5. The school is particularly successful in enabling a greater proportion of pupils than average to reach the higher levels in national tests and assessments, especially in reading.
47. Pupils of all abilities are achieving very well throughout the school because of the consistency of the teaching, which is very good in most lessons. The pupils have mature attitudes, concentrate very well and are keen to learn because of the excellent relationships they enjoy with their teachers. Pupils give of their best because they know they are expected to work hard. Most work sensibly without direct supervision when their teacher is occupied with other groups. In all classes, most pupils are confident writers because they know their efforts will be valued and that there will be no reprisals if mistakes are made. Lower attainers are given very good support to help them to learn at the same rate as their peers. They are given carefully modified tasks and encouraged to complete their work with plenty of help. Classroom assistants invariably make a strong contribution to lessons because they are well briefed about their role beforehand and know the pupils well.
48. Without exception, teachers have very good knowledge of how to teach the subject effectively. Basic skills are taught very well because the teachers are confident and have expertise in making the literacy hour interesting and lively. Teachers select imaginative activities that hold the attention of the pupils and lessons are efficiently organised to make the best use of time. Tasks are invariably pitched accurately to meet the needs of all the pupils because teachers know them well. All teachers are very mindful of the continuing need to develop pupils'

speaking and listening skills, and discussion, group work and collaboration are key elements of many lessons. These features all came together very clearly in a very good lesson in Years 4/5 when pupils learned how to take notes in preparation for writing a report. Using a well-chosen video clip of a football match that grabbed the attention of the pupils, the teacher skilfully guided them through the process of summarising events briefly. By the end of the lesson, most had a clear understanding of how to draft in an abbreviated form and turn précis into a fuller account of events.

49. Most lessons start with a session of questioning, which teachers orchestrate with skill, generating enthusiastic and thoughtful responses from the pupils, and reminding them what has been learned in previous lessons. To complement the freer topics for writing, there are plenty of more formal activities in spelling and grammar to reinforce correct usage, and throughout the school there is increasing accuracy in the use of these skills. Pupils write for a broad and interesting range of purposes, which range from writing instructions for making a jam sandwich in Year 2 to writing more sophisticated poems, letters and imaginative narratives by Year 5. However, in general, opportunities for pupils to undertake independent research or to write in a more extended way are more limited and this is an area of the English curriculum the school could usefully broaden. Handwriting is neat and well formed in handwriting books, although pupils are not always so good at transferring this to other books, where presentation tends to be more variable in quality.
50. Pupils are encouraged to read at every opportunity and there is a designated time each day for silent reading, and opportunities for younger pupils to become confident in reading aloud to adults. Pupils are encouraged to take their books home to share with parents and the school benefits from a very good level of support from parents with this. Most lessons include reading in some form or other and as they grow older, pupils become confident and proficient readers. The school has an attractive library area, but it is not used to best advantage for pupils to look up information or simply to browse through books. There is scope to develop this facility further.
51. Teachers keep a close eye on the progress made by the pupils through the regular and effective systems of assessing what has been learned and the tracking of pupils' progress. As a result, teachers have a very good understanding of the needs of their pupils and this enables them to plan accordingly. At senior management level, the progress of each pupil is carefully monitored. Targets are set and shared with each pupil and kept in books to be ticked off when achieved. This good practice enables pupils to know what has been learned and what to aim for next. The 'Stepping Stones' booklets provide a very helpful measure of each pupil's development as they move through the classes and they record achievement of each stage of the National Curriculum. Not only do they provide a clear snapshot of progress for teachers' reference, they enable the pupils and their parents to appreciate how much progress has been made over time. Staff are swift to take steps to provide support for any pupil who appears to be struggling, and the progress of all pupils is carefully monitored and targets set to aim for. Teachers' marking of pupils' work is very thorough and sensitive, providing plenty of encouragement but also advice as to how pupils might improve.
52. There is a good level of consistency in the teaching throughout the school because the subject is very well managed by the co-ordinator. She is proactive in addressing any weaknesses in the subject throughout the school and knows what needs to be done to bring about improvement. As a result of the regular scrutiny of pupils' work, the co-ordinator is familiar with the quality and range of work in each class and is in a strong position to take action in tackling any weaknesses. This is particularly the case in writing, where the co-ordinator has undertaken an insightful audit of work to form the basis of an action plan to try to bring the standards in writing up to the same well above average standard in reading. The school is making increasingly good use of data to monitor its performance, to identify individual pupils and

aspects of the curriculum that are in need of further attention, to set targets and to track the progress of each pupil over time.

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

53. One of the strengths of the school is the way in which skills in literacy are woven into most subjects. Teachers are very good at devising relevant and interesting written tasks that help pupils to hone their skills in reading and writing in most subjects, which is contributing to the school's high standards. This regularly includes word-processing their work. In history, for example, pupils in Years 3 and 4 pursued their own research into the Viking way of life and presented their findings in attractive word-processed booklets, illustrated with digital photographs and other computer graphics. Pupils in Year 5 wrote mature and sensitive letters of advice in response to personal problems as part of their work in personal, social and health education and citizenship. This frequent emphasis on the use of skills in literacy is having a very beneficial impact on standards in all subjects in the school.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- The high expectations of teachers and the very good teaching of basic skills help pupils to achieve very well.
- Problem solving, investigation and numeracy are very good.
- Assessment is well used to set targets for improvement.
- The very good relationships in classrooms ensure that pupils are keen and eager to succeed.
- Very effective leadership and management have ensured consistently high standards in recent years.

### **Commentary**

54. Pupils' attainment by the end of Year 2 and by the time they leave the school at the end of Year 5 is well above average. This is similar to the time of the last inspection. Pupils have very good skills in the calculation of number because teachers give very clear explanations, are rigorous in ensuring that pupils have plenty of practice, and make learning fun. Pupils frequently reinforce their mental and oral skills as they rapidly answer questions involving the four rules of number. Pupils are very good at solving real-life problems and have plenty of opportunities to develop their own. For example, pupils in Years 4 and 5 are encouraged to solve a range of real-life problems which develop their use and application of number skills very well. The skilful use of the interactive whiteboard by the teacher ensured that pupils were fully focused on their task and enabled them to increase the speed at which they solved their problems. Pupils' achievement is very good overall and there is little difference between boys and girls. Pupils with special educational needs achieve as well as other pupils because of the high quality support that they receive from their teachers and classroom assistants.
55. The quality of teaching is very good. Teachers have a very good knowledge and understanding of the mathematics curriculum. They know how to teach it and how pupils learn. They ensure that the curriculum in mathematics is enriched and extended through other subjects, including ICT, so that pupils can see the links between subjects. For example, pupils in Year 2 used their skills in measuring to estimate the length of twigs they used as a frame for their autumn pictures. In Years 4 and 5, pupils use the interactive whiteboard to give a clear focus as they answer rapid-fire questions involving the 8 times table. Teachers' very good subject

knowledge, and skilful questioning in particular, helps them to adapt the National Numeracy Strategy in ways to suit pupils of differing abilities.

56. As a result of very good assessment procedures, including self-assessment by pupils, teachers are able to plan individual targets for all pupils, including pupils with special educational needs. The effective use of assessment and feedback in lessons helps pupils to understand how well they are doing and what to do next. All pupils have a 'Maths Magician' assessment booklet which helps both pupils and teachers to know precisely what they can do and where they need help. Teachers maintain a very good balance between intervention and promoting independence in lessons, by giving close support to lower attaining pupils and pupils with special educational needs, whilst at the same time challenging the higher attaining pupils and those who are gifted mathematically to do more for themselves. These practices result in very effective learning by pupils of all capabilities.
57. Because of the excellent relationships, classrooms are happy and purposeful places. Pupils are keen and eager to learn and relish the cut and thrust of mental activities. They regard such activity as a personal challenge. Teachers focus pupils' attention very well by the use of computer projection onto a large screen to support and clarify learning.
58. Progress since the last inspection has been good. Very good subject leadership and management have enabled both teaching and support staff to receive appropriate training to help them to adjust to all aspects of the National Numeracy Strategy in order to meet the needs of all groups of pupils. Because all staff work together as a team, the co-ordinator has been able to develop the subject very well. His high quality teaching presents a very good role model for others, which has successfully developed the expertise of staff and raised confidence in teaching the subject.

### **Mathematics across the curriculum**

59. Pupils are given plenty of opportunities to apply and improve their mathematical skills in other subjects. For example, they complete timelines in history, graphs and charts in science, and measurement and shape in art and design and design and technology. Grid references are well used in geography. As a result of this frequent use of numeracy across the curriculum pupils are becoming increasingly proficient and confident with their number work.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- There is a good emphasis on scientific enquiry.
- Pupils have very good attitudes to work because of the practical nature of lessons and teachers' high expectations of behaviour.
- Assessment procedures are in place but are not used rigorously enough to drive up standards.
- Leadership of the subject is good because the subject leader leads by example in her teaching and has a good awareness of what needs to be done to raise standards further.

### **Commentary**

60. Standards by the end of Year 2 and Year 5 are above average and are similar to those seen during the last inspection. The number of pupils achieving the expected Level 2 at the end of Year 2 is very high when compared to national figures. However, the number of pupils achieving the higher Level 3 is well below that found nationally. An analysis of the school's

data indicates that this pattern is repeated in the school's projected levels for the end of Year 5. Assessment data is not used well enough to track pupils' progress throughout Years 3 and 4.

61. There is a good emphasis on scientific enquiry, which develops pupils' scientific skills, but pupils are not always challenged fully to design their own experiments and to use what they know to explain their observations. By the time they reach Year 5, most pupils can describe what a 'fair test' and 'the need to minimise variables' mean. Pupils were able to describe why it is necessary to repeat tests before drawing firm conclusions and the need for making accurate measurements. However, pupils are less confident in describing the outcomes of their experiments in scientific terms and there are not enough opportunities for the older pupils to be creative in designing their own experiments. Pupils use ICT well to record experiments and they apply their numeracy skills in experimental work.
62. Teaching is good overall. Teachers plan practical lessons which pupils enjoy. This, coupled with the high expectations of behaviour, makes sure that time is used efficiently and, as a result, pupils make good progress in lessons. In the best teaching, pupils are encouraged to make predictions and use measurable outcomes to draw their own conclusions, as pupils in Year 5 explained when describing their experiment on light. Pupils in Years 3 and 4 made good progress in their understanding of the links between vibrations and sound. Well-led discussions by both the teacher and classroom assistant together with well-matched practical activities helped to develop pupils' understanding.
63. Leadership and management of the subject are good with a newly appointed subject leader who leads by example in her teaching. She is enthusiastic and knowledgeable, and has already reached conclusions regarding areas for development through rigorous monitoring. Although assessment occurs through teachers' marking, the school does not yet assess pupils against the levels of the National Curriculum stringently enough to provide information about the progress of individuals or groups of pupils. This helps to explain the underachievement at Level 3 in national assessments.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The teachers' very good subject knowledge helps them to make effective use of interactive whiteboards and the computers in their teaching.
- Pupils have very good basic skills and a good understanding of how ICT is used in everyday life though they are not as confident in their understanding of the use of ICT in remote control and sensing.
- Effective use is made of ICT in other subjects.
- Very good leadership and management have improved resources and teachers' knowledge, and have raised standards.

### **Commentary**

64. Standards by the end of Year 2 and Year 5 are above the expected levels. This is an improvement on the last inspection and overall represents good progress. Teaching is good. Teachers are knowledgeable and plan well-organised lessons. Very good use is made of the interactive whiteboards to provide clear explanations and demonstrations. This gives pupils the

necessary skills and confidence to consolidate and develop their knowledge and understanding during their independent work. This was seen in a very good lesson in Year 2, in which pupils made very good progress in their ability to use a 'paint' program to create pictures of bonfire night. Similarly, in Years 4 and 5, the pupils copied, pasted and used the 'stamp' tool confidently in creating an aquarium picture.

- 65. Pupils enjoy their work in ICT and are very confident in accessing programs, in using tool bars and drop-down menus, and in retrieving and saving data. They are able to explain how computers are used in mobile phones, play stations, e-mails, digital and video cameras, microscopes and geographical positioning satellites. Although they are able to explain how to use a programmable toy, overall their experience in using ICT in remote control and sensing is limited.
- 66. Leadership and management of the subject are very good. Resources have been updated and staff have received appropriate training. This has improved teachers' knowledge and confidence and has helped to raise standards. The positive contribution that interactive whiteboards have made to teaching and learning is recognised and plans are in place to purchase more. Very effective use is made of ICT throughout the school, such as in the creation of a school website and in managing documentation for special educational needs.

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

- 67. The use of ICT across the curriculum is good. Pupils benefit from plenty of opportunities to use their skills to help them in other subjects and this enables them to practise and improve their skills in ICT for real purposes in a range of contexts. Word processing is used especially well, as are the organisation and presentation of information for different audiences. For example, pupils make contributions to the school's website, communicate with other schools through e-mails and make *PowerPoint* presentations. Pupils use their knowledge of ICT to present data in their numeracy work, to record science work and as a research tool in history. 'Paint' programs are used well to further develop pupils' skills in art and design.

## **HUMANITIES**

*Religious education and history were inspected in full and are reported below. Work in geography was sampled.*

- 68. No lessons were seen in **geography** and therefore it is not possible to judge the quality of provision. However, work on display and in pupils' books shows that geography is well represented in the curriculum and linked very well with other subjects. For example, when studying the local environment, pupils in Year 1 used their skills in ICT to take photographs of aspects of the school grounds that they liked. This enabled them to practise their literacy skills effectively as they wrote a descriptive sentence to accompany the photograph. Pupils used a graphics package on the computer to record what they saw and this very effectively developed their skills in computer technology. Mathematical skills are used well by pupils in Years 3 and 4 to enable them to follow compass directions and to use a four figure grid references. In the same class, pupils made good links to history as they drew maps showing Viking routes in Britain and beyond, which they carefully linked to Viking travel to their homeland.

### **History**

Provision in history is **good**.

### **Main strengths and weaknesses**



- Pupils enjoy the subject and remember what they have learned because the subject is very well planned and taught.
- Teachers make very good use of historical artefacts to bring the subject to life.
- The school lacks an effective means of assessing the progress pupils make.

## Commentary

69. Pupils cite history as a favourite subject and it is easy to see why. All classes benefit from an imaginative range of activities that widens their knowledge and understanding in the subject. The curriculum is very well planned so that there is a balance between the acquisition of information and the development of skills. Consequently pupils achieve well and standards at the end of Years 2 and 5 exceed those seen in many schools. There are very good links between subjects that help to make learning relevant to the pupils' experiences. An excellent example of this was seen in Years 3, 4 and 5 where skills in all subjects come together in a study of the Vikings. For example, pupils learned about place names derived from Viking words in their geography, used their skills in design and technology to design longboats, made observational drawings of Viking objects and learned how to weave using wool that was coloured with dyes from berries and leaves. Links with literacy are particularly good as there are numerous occasions when pupils are required to write, for example to record their findings or to write imaginary accounts of historical events from the viewpoint of people living at the time. Teachers themselves seem to have an interest in history and are good at giving clear explanations. They make the subject interesting through their emphasis on practical activity and 'hands on' experiences that really bring the subject alive.

## Example of outstanding practice

### **In a lively lesson in Years 3 /4 pupils gained a real insight into the Viking way of life.**

"When I grow up I am going to be an archaeologist," proclaimed one boy as he meticulously sifted through particles of bone, rocks and seeds with tweezers, identifying historical evidence as an archaeologist. As a result of the teacher's imaginative planning and her enthusiastic and knowledgeable explanation, the pupils were enthralled as they learned how archaeologists work, following their recent role play day. Because the pupils had already built up an extensive body of knowledge about Vikings, they were able to respond to the teacher's probing questions in a reflective and informed way. They were then, in turn, able to use their knowledge to deduce how artefacts might have been used in the past and what they tell us about life then. The teacher had gathered a remarkable range of interesting artefacts such as tools for spinning wool, which stimulated interested and challenged the pupils, encouraging them to think like historians. They quickly found out some of the pitfalls in building a Viking house as they tried out applying mud and straw to a wooden frame to create a replica wall. Consequently, they were enthralled by their tasks and learned a great deal about the Viking way of life in the lesson.

70. The teaching is good overall. Discussion with pupils reveals they have a good body of knowledge about the topics that they have studied and a good level of understanding of the differences between the past and present. One of the reasons for this is the very effective way in which teachers make very good use of historical artefacts and visits to historical sites to bring the subject alive to pupils. In Years 1 and 2, the topic on Remembrance Day and World War II is well illustrated by an interesting displays of old things for pupils to look at and handle to help them learn about the past. In a good lesson in Year 2, pupils learned a lot about Remembrance Day by studying closely the war memorial in Ingleton. The teacher's well-measured commentary and the very good use of the interactive whiteboard to project clear and detailed digital photographs enabled pupils to learn well in the lesson and made a good contribution to their spiritual, cultural and social development.
71. Although the subject is a curriculum strength and pupils make good progress in deepening their understanding of the past, the school lacks a formal system for assessing what pupils have learned against the National Curriculum level descriptions to help plan future work and to

identify any pupils who might be struggling. The school is aware that this is an area that needs further development in order to raise standards even further.

## **Religious education**

Provision for religious education is **good**.

### **Main strengths and weaknesses**

- Pupils have a good understanding of different religions.
- Pupils understand the relevance of religious beliefs to everyday life.

### **Commentary**

72. As at the last inspection, standards at the end of Year 2 and Year 5 match the expectations of the locally agreed syllabus and pupils achieve well. Pupils acquire a good body of knowledge about religion during their time in school and are encouraged to think about how other faiths affect people's lives. Discussion is a major feature of lessons, but pupils undertake a variety of tasks and have opportunities to write.
73. Teaching is good. In an effective lesson in Year 1, a well-led discussion deepened pupils' understanding of the outward signs of Christianity because of the teacher's knowledgeable questioning. This not only encouraged the involvement of all the pupils in the class, it also elicited a deeper level of response by gently probing pupils' answers and encouraging them to clarify and justify their thinking. Pupils were able to identify features within the church such as the cross, font, stained glass windows and the Bible. They knew that the church was built in the shape of a cross because Christ died on the cross. A good link was made to their science topic on light when the story of the creation was read from a children's version of the Bible. A sense of wonder was created as the teacher developed the theme of light by showing pupils a series of photographs illustrating the dawn of the new millennium. The lesson worked well because of the varied pace, and the teacher's clear explanation and effective use of resources. All of these features helped to sustain pupils' interest and pupils therefore made good progress in their understanding of the creation story.
74. By Year 5, pupils have developed a good understanding of the beliefs in other religions such as Judaism and Islam. They are familiar with the significance of prayer in the lives of followers of Islam and are knowledgeable about places of worship and holy texts, such as the Bible and the Qur'an. In discussion, the pupils in Year 5 demonstrated a mature sense of tolerance and respect, stating that, "Religion tells us about good and evil and how to live our lives."
75. The subject is led well and managed. Curricular planning follows the locally agreed syllabus but is wisely modified to ensure continuity in mixed-age classes. Teachers routinely assess the progress pupils have made in lessons, but there is no precise method of checking pupils' attainment in order to provide more detailed support to teaching and learning and this is an area for further development.

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

*Art and design and physical education were inspected in full; design and technology and music were sampled.*

### **Design and technology**

76. Design and technology was not a focus for the inspection. Pupils' work and display around the school indicate that the subject is emphasised well in the curriculum and that pupils learn well. Samples of work show that pupils have good levels of skill for their age in designing, making and evaluating different items, such as colourful and nicely finished finger puppets and a pop-up card for Mothers' Day and for Easter. Older pupils have designed a Viking longship and use their skills to chop leeks for making Viking soup. Although assessment is not yet fully in place, pupils evaluate their work on completion so that they can learn from their mistakes. The subject benefits from a good level of resources, which are organised well by a very enthusiastic co-ordinator.

## **Music**

77. Music was not a focus for the inspection and the full range of the music curriculum was not seen. The school's arrangements for music include some lessons in classrooms taken by class teachers. Singing takes place with a visiting teacher once weekly. This means that pupils are allocated half an hour of specialist time per week in which they sing together in a large group. Although this practice provides valuable non-contact time for teachers, it does not lend itself to the development of pupils' skills as well as it could or to developing teachers' skills in teaching singing. There are not enough opportunities for pupils to develop their skills in composing and performing their own compositions and there is a lack of time to develop their evaluation skills so that they can learn from their mistakes and improve their performance. Pupils have opportunities to learn to play one or more musical instruments, such as cello, violin, brass, woodwind, guitar and the recorder.

## **Art and design**

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

## **Main strengths and weaknesses**

- Pupils achieve well because they develop a broad range of skills over time.
- There is plenty of variety in the curriculum.
- Teaching is very good but there is no formal system to assess pupils' progress.

## **Commentary**

78. Pupils enjoy their work and many describe it as a favourite subject. Thanks to effective leadership and management of the subject and enthusiastic teaching, the subject has developed well since the previous inspection. Standards at the end of Years 2 and 5 exceed those seen in most schools. The pupils achieve well because they are introduced to a broad range of different techniques from their very first days in school and they build on this, becoming increasingly proficient in applying their skills as they grow older. They rapidly become used to experimenting with different materials and gain confidence to try out new ideas. Pupils learn how to mix and apply paint correctly and how to use pastels to best effect and their work shows developing precision and attention to detail as they move through the school. This is exemplified in the very well observed drawings of flowers and fruits seen in Year 2. The work shows a good attention to detail and the best examples manage to capture accurately the shades and tones of the flowers and the textures of the twigs. Similarly, the high quality of the work based on the style of the artist Turner demonstrates how pupils at the top end of the school have acquired a good level of skill with watercolours. The paint is applied with subtlety and manages to capture the distinct muted and merging colours that are characteristic of the artist.

79. The main reason why pupils achieve well is that the curriculum is very well planned to incorporate the development of skills in art. There is a good level of continuity between year groups, which has a very good impact on the overall quality of the work. There is a thoughtful blend of purposes for art so that pupils illustrate their work in other subjects as well as developing their repertoire of skills in more imaginative applications. For example, as part of their work on the Vikings, pupils in Years 3 and 4 made careful observational drawings of Viking jewellery and wove colourful cloth, using wool dyed from natural sources. ICT is used imaginatively as a resource to enhance pupils' skills, as was seen when pupils in Year 2 created colourful and dramatic pictures of fireworks using a graphics program. The art on display in the school's 'Art Gallery' clearly demonstrates the breadth of the curriculum and shows how the art of other cultures is often used as an inspiration. The subject is very well represented in the curriculum and contributes strongly to the pupils' spiritual and cultural development.
80. The quality of teaching throughout the school is very good because staff have a secure knowledge of art techniques and how to apply them. Teaching demonstrates clearly how different media should be applied, but also provides good opportunities for pupils to experiment in creating different effects. A good example of this was seen in Year 5, when pupils increased their knowledge of handling clay correctly, first by experimenting themselves and then by joining clay sections together with moist clay or 'slip'. As a result of following the teacher's clear demonstration and guidance, most pupils in the class were successful in creating attractive and robust 'horrorhead' figures. Throughout the school, artwork is mounted and displayed beautifully to celebrate pupils' achievements and to illustrate what has been learned. Although the quality of work is high and the subject well managed, the school has not yet devised a simple and manageable system to assess the progress of the pupils against the National Curriculum levels or to identify those pupils who need further support. This is an area that could be usefully developed in order to promote even higher standards.

## **Physical education**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Well-managed lessons and very high expectations of behaviour make sure time is used well and enable all pupils to make good progress.
- Pupils have good opportunities to develop and practise skills and to improve their performance.
- Good leadership and management steer the development of the subject well.

### **Commentary**

81. Standards by the end of Years 2 and 5 are above national expectations and are similar to those seen at the last inspection. All pupils achieve well and make good progress within lessons. This is because teachers are well organised, know their pupils well and have very high expectations of behaviour. Pupils are very responsive and no time is wasted in lessons.
82. Teaching overall is good, providing clear explanations and demonstrations that help pupils to develop a range of skills, such as jumping and rolling. A good example of this was seen in a lesson in Year 1 where the teacher made sure that pupils practised their individual skills first before challenging them to incorporate these skills into a sequence of linked movements and then to repeat the sequence. Although the lesson was well planned and executed, not enough was done to help pupils to make their own evaluations of their work to further improve performance. This was seen in a very good lesson in Years 4 and 5, where evaluations by the

teacher and pupils helped pupils to improve and to make very good progress in their passing skills in netball.

83. All pupils have an opportunity to learn to swim. A good range of enrichment activities further develop pupils' skills in football, rugby and dance. Pupils in an after-school netball club received expert advice and training in skills from two parents. A residential visit extends pupils' experiences in canoeing and rock climbing and makes a valuable contribution to pupils' personal, social and health education and to their social development.
84. Leadership and management are good and progress in the development of the subject has been sustained since the last inspection. The subject leader is very knowledgeable and in the school's action plan is seeking to develop staff expertise in teaching dance further. Detailed documentation is in place to support teachers' planning. This subject has a secure system in place to assess the progress of the pupils. An assessment of pupils' attainment takes place at the end of Year 5, with informal teacher assessments undertaken in other years.

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

85. The subject is well established in the curriculum and it is taught in an interesting and challenging way that is relevant to the lives of the pupils. Consequently, its impact can be seen in the ethos of the school and the responsible behaviour of the pupils. The subject promotes pupils' spiritual, moral and social development well because they are given plenty of opportunities to explore and articulate their own thoughts and feelings and to gain an insight into how their own behaviour can affect others. The subject provides very good opportunities for speaking and listening and there are effective links with literacy when, for example, pupils record their thoughts about how their work is improving. Such activities not only promote pupils' self-esteem but also encourage them to be self-critical.
86. In a very good lesson in Years 4 and 5, pupils explored the theme of relationships through a role-play activity in which the teacher skilfully acted the parts of both the bully and the victim. The lesson worked very well. Pupils were able to form their own opinions about the behaviour, to communicate their thoughts and to have empathy for each other through the process of interrogating the two protagonists. The teacher guided the discussion skilfully in a style that challenged pupils to think hard about what they were saying and to respond to the opinions of their classmates. Thus, the pupils were able to discuss their ideas about bullying in a mature and reflective way and, in addition, made very good progress in developing their speaking and listening skills.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

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

<b>Overall standards achieved</b>	<b>2</b>
Pupils' achievement	2

<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>2</b>
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	1
The quality of the school's links with the community	1
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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