

INSPECTION REPORT

LAYCOCK PRIMARY SCHOOL

Laycock, Keighley

LEA area: Bradford

Unique reference number: 107263

Headteacher: Mrs S Evans

Lead inspector: Mr R Gill

Dates of inspection: 4th - 5th October 2004

Inspection number: 267194

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
Number on roll:	71
School address:	Laycock Lane Laycock Keighley
Postcode:	BD22 0PP
Telephone number:	01535 605916
Fax number:	01535 600761
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Medley
Date of previous inspection:	January 1999

CHARACTERISTICS OF THE SCHOOL

Laycock School is situated in a rural location near Keighley. The school has been a primary school since 2000/1, before which it was a first school for pupils up to and including Year 4. Few of the 71 pupils live in the village, most come from a nearby local authority housing estate. Pupils are taught in one of four classes. There are three full-time equivalent teachers and a headteacher with a 50 per cent teaching commitment. The proportion of pupils with special educational needs is above that found nationally. There are currently no pupils with a statement of special educational needs. Virtually all the pupils are from families of white, British heritage and none are learning English as an additional language. The school experiences a high movement of pupils who either leave or arrive midway through the year. When they start school, children's attainment is generally below most children of their age, although some attainment is more typical. The school's accommodation has been developed radically since its last inspection. Overall effectiveness declined in the last two years and the school was identified by the local education authority, in September 2003, as being in need of additional support. A consultant headteacher was attached to the school and helped it to begin the process of improvement. The current headteacher started in September 2004.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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19446	S Wood	Lay inspector	
15551	P Mitchell	Team inspector	Mathematics Art and design Religious education
33022	J McCann	Team inspector	Science Information and communication technology Music Physical education Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school. Pupils' achievements are satisfactory. The school has emerged from an unsatisfactory period in which it struggled to maintain standards and pupils' interest in learning. The newly appointed headteacher has capitalised well on some of the advances made since 2003/4 and put the school back on its feet. Teaching is sound overall but good for reception children (Foundation Stage); they achieve well. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The headteacher has injected a renewed sense of direction into the task of raising standards;
- Children in the Foundation Stage benefit from a well taught curriculum;
- Information from teachers' assessment is not yet used well enough to improve achievement and involve pupils in discussing their own learning;
- The care shown to pupils produces good behaviour and positive relationships;
- Older pupils often lack enthusiasm and this limits their rate of progress in lessons;
- Attendance is below the national average.

The school has improved satisfactorily since its last inspection in 1999. The marked decline leading up to the autumn of 2003 has now been reversed and the school is providing a sound education. In 2003, the school was declared, by the local educational authority, to be in need of intensive support. The key issues from the last inspection report, such as raising standards in writing and assessing pupils' work more effectively, have been tackled reasonably well, but only lately as a result of the extra support received.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	B	B	D
mathematics	B	B	A*	A*
science	B	D	A	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Grades should be read with caution because of the small number of pupils involved

Pupils' achievement is satisfactory. The unvalidated scores for the National Curriculum tests at the end of Year 6 in 2004 show a significant improvement on previous years. Pupils were above the national expectation in English, well above in science and very well above in mathematics, as a result of the sharply focused teaching they received during 2003/4. Pupils with special educational needs and those that are admitted mid-year achieve satisfactorily.

The work seen during the inspection confirms that:

- children in the Foundation Stage make good progress towards, and reach, the nationally expected goals;
- standards in reading, writing and mathematics are in line with expected levels in Year 2 and pupils achieve satisfactorily;
- standards in Year 6 are currently in line with national expectations in English, mathematics and science. Pupils' achievement is satisfactory, but could be better.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory. Attitudes and behaviour in most lessons are good but older pupils often lack enthusiasm for school. They have not recovered fully from their weak and disrupted learning in Years 3 and 4. Pupils' behaviour around school is positive. Attendance is unsatisfactory because absence by a minority of pupils and some holidays in term time affect the statistics considerably.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. Teaching and learning are sound. Good teaching ensures that children learn quickly in the Foundation Stage. Satisfactory teaching elsewhere promotes sound learning but pupils are often not involved enough in what they need to do to improve. Teaching in Year 5 and Year 6 has not renewed pupils' excitement for learning. The splitting of Year 3 and Year 4 in the afternoons is having a detrimental effect on their progress but the school is taking action to solve this problem. Pupils with special educational needs and those that enter the school at different times learn as well as the others.

The school provides good care for pupils. The curriculum is generally satisfactory but sometimes lacks a creative element for older pupils. The good opportunities for talents in extra-curricular sport have a positive influence on their progress.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The headteacher has quickly used the improvements made in 2003/4 to form a well communicated direction for the school. Co-ordinators, many of whom are new to their roles, work hard to find out what standards are like but their work is not yet co-ordinated well enough. The governing body fulfils its statutory duties and is beginning to play a more dynamic role in checking on the school's progress and challenging it to do better. Governors ensure that the school satisfactorily includes all pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents had a generally satisfactory view of the school before September 2004, when the new headteacher took up post, but many now think that it is improving quickly. Pupils have a satisfactory opinion of the school. Many younger pupils talk with enthusiasm about school life but older ones are only just beginning to think positively about it after an unsettled period in their education.

IMPROVEMENTS NEEDED

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

- Use the information from the assessment of pupils' work to improve achievement and involve them fully in the process of meeting personal targets;
- Increase levels of enthusiasm amongst older pupils to speed up their progress;
- Improve attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' attainment by the end of Year 6 in English, mathematics and science, in the 2004 National Curriculum tests, was well above expected national levels. Inspection findings show that standards in Year 6 are currently in line with expectations and pupils are achieving satisfactorily in all three subjects. By the end of Year 2, standards are about average in reading, writing and mathematics, with reading being the weakest of the three aspects. Achievement is satisfactory by the end of Year 2. Standards by the end of the reception year are in line with national expectations, which represent good achievement for children, most of whom are below the expected level on entry to school.

Main strengths and weaknesses

- Achievement in the Foundation Stage is good;
- Standards in National Curriculum tests have improved well in the last year;
- Pupils' achievements in expressing their ideas about their learning verbally and their understanding of more difficult passages in reading are not as good as they should be;
- Standards of achievement are not high enough when classes have to be split.

Commentary

1. It is not possible to base firm judgements on the published National Curriculum tests results for the school because the number of pupils in each year group is so small and one pupil accounts for a very high proportion of the final result. National test tables are therefore not included here. Furthermore, the school has not been a primary school long enough for a pattern in attainment to have developed. Nevertheless, it is possible to use the records of pupils' learning and their individual test results to make judgements about their achievement.
2. Standards of achievement are currently satisfactory and this represents an improvement from 2003 when it was not good enough. The unvalidated results for 2004 confirm that pupils in Year 6 achieved much better in all three subjects, particularly in mathematics and science, and in Year 2 pupils improved their results, particularly in writing.
3. Children in the Foundation Stage achieve well by the end of their year in reception. Many of them start school with a lack of familiarity with books and the early stages of writing that involve holding pencils firmly to make regular patterns. Some can count, but few can match numbers and objects with any degree of confidence. Moreover, children find it hard to talk with any fluency about what they are doing when they start school. The good provision they receive ensures that they achieve well and reach the expected levels for their age by the end of the year. In personal and social development children are on course to exceed the expected levels by the end of the year. This process is aided by the fact that they share the class with pupils in Year 1 and they are able to emulate the older pupils in behaviour and learning.
4. Pupils' progress in verbalising their thoughts about their work and how well they are doing is the weakest aspect of learning in English. This has an effect on pupils' achievements throughout the curriculum, for example in religious education. Pupils read reasonably well throughout the school. By the end of Year 6, pupils read adequately in subjects across the curriculum but their interest in fiction, and achievement in reading more generally, is limited by the range of books available in school. Standards of achievement in writing are good in Year 2 and Year 6. This is because pupils are taught well to construct sentences and get

good opportunities to practise their skills in some subjects, such as geography. Standards of arithmetic are often good, but pupils' achievement is limited in mathematics by the lack of problem solving, investigation and discussion about methods and what has been learnt.

5. The movement of pupils into school mid-year is often significantly high and this affects their progress until they are fully settled. Pupils' achievement has also been hampered by weak teaching in some year groups. The achievement of pupils with special educational needs is sound and often good in lessons in which they are supported by a teaching assistant. The plans for their learning are apt, but sometimes not broken down into small enough steps to be fully effective in assuring good achievement. Boys and girls perform at a similar level in most cases, but the school has correctly determined that boys could achieve higher standards in their reading in Years 1 and 2. The school has very few pupils with a minority ethnic heritage but they achieve as well as other pupils. Gifted and talented pupils often achieve well in sporting activities but the school has yet to identify them across the curriculum and their achievements are not, therefore, noticeably different from that of other pupils.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is good and their attitudes are satisfactory overall. When teaching captures pupils' imagination their attitudes to learning are good. The provision for pupils' spiritual, moral, social and cultural education is satisfactory overall. The attendance figures for the school are below national figures but are improving. The majority of pupils arrive at school on time.

Main strengths and weaknesses

- Pupils' attitudes and behaviour are generally good but older pupils lack enthusiasm for learning on occasions;
- There are good relationships throughout the school;
- Pupils' personal development is generally sound but there are limited opportunities for pupils to learn about the culture of others;
- The school attendance rates are below those nationally.

Commentary

6. The majority of pupils like to come to school and they enjoy their lessons. When teaching is good or better, pupils are inspired, concentrate well and are confident to contribute to discussions. When working independently, in pairs or groups, they become engaged in their work and remain on tasks, which are often challenging. The adults act as good role models and the result of this is the good relationships seen throughout the school. Pupils respond well and show respect for the values and feelings of others. They are polite to visitors and are happy to show their work and talk about their experiences in school. However, older pupils in Year 5 and Year 6 become restless and easily distracted when teaching does not engage their interest enough. They are reluctant to take part in discussion, particularly since they are given fewer opportunities to become involved in their learning through active participation or independent research.
7. Pupils behave well throughout the school day which ensures that the school provides a calm and productive work environment. Pupils with special educational needs are given good support and they respond well both in their work and behaviour. There have been a small number of exclusions, although these were taken as a last resort when pupils' behaviour endangered the safety of themselves or others.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White - British

No of pupils on roll
69

Number of fixed period exclusions	Number of permanent exclusions
3	1

The table gives the number of exclusions, which may be different from the number of pupils excluded.

8. There is satisfactory provision for pupils' spiritual, moral, social and cultural development. Assemblies are a time when the school gathers together to consider a range of issues, although limited time is given to pupils to reflect on these. Pupils clearly know what is right and wrong, the school rules and expectations, and that bullying or other inappropriate harassment will not be tolerated by the school. The school often supports charities to raise pupils' awareness of those less fortunate than themselves. Pupils are given responsibilities through class and school monitoring roles. The recently formed school council is beginning to develop their knowledge and understanding of citizenship. There is satisfactory provision for pupils to develop knowledge and understanding of their own heritage but their knowledge of named artists, authors and composers is limited. Moreover, there are few opportunities for pupils to explore and develop an understanding of the diversity of the multicultural world in which they live.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	8.2
National data	5.4

Unauthorised absence	
School data	1.3
National data	0.4

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

9. The schools attendance figures are well below the national average. However, the school is working hard to promote good attendance and it has improved this year by 3.4 per cent. Many parents take advantage of reduced holiday rates during term time and this is impacting on the school's figures. The school is aware that the number of family holidays has increased considerably. The newly appointed headteacher is closely monitoring the attendance of her pupils and has introduced weekly recognition for the class with the best attendance. A small number of pupils consistently arrive at school after the start of the school day. This results in disruption to the calm and prompt start.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education that includes sound teaching and learning. The assessment of pupils' work is satisfactory. There is a sound curriculum which is enhanced by activities beyond the classroom, particularly in sport. Pupils appreciate what the school does for them, particularly in the way that their views are taken into account.

Teaching and learning

Teaching and learning are satisfactory overall and good in the Foundation Stage. A range of good methods of assessment has been introduced recently but these are not yet used enough to involve pupils fully in discussions about how they could improve.

Main strengths and weaknesses

- Standards have been improved lately owing to some analytical and effective teaching;
- Good teaching has a strong effect on pupils' learning in the Foundation Stage and in Years 3 and 4;
- The teaching of a split class in the afternoons is not effective;
- Pupils are not yet involved enough in talking about their own learning.

Commentary

10. Teaching has improved since the last inspection. In 1999 teaching was satisfactory overall, with the best teaching in the class for reception aged children. Teaching for these children is still good overall and a strength of the school, but there is some very good teaching elsewhere, particularly in Years 3 and 4. This because the headteacher is setting a powerful example of how to teach using methods that are being advocated in discussion papers and staff training exercises within the school.

Summary of teaching observed during the inspection in 14 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	5	6	1	0	0

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

11. The quality of teaching suffered several set backs in the academic year 2002/3. Pupils' achievements in Years 3 and 4 dipped significantly during that period. These pupils are now in Years 5 and 6 and are only just beginning to regain their interest in learning. Parents are convinced that they have emerged from the low period, but in lessons pupils still hold themselves in reserve. The teaching of older pupils is focused well on how they need to improve to meet nationally expected levels but often fails to motivate them into making more than satisfactory progress.
12. Teaching has improved in the way that pupils are prepared for national tests. Teachers have become far more skilled in analysing pupils' practice papers and test results, and planning how learning could be improved as a result of the information gained. Pupils, particularly in Year 6, have increased their knowledge in English, mathematics and science, improved the content and style of their writing and become more adept at reading passages for meaning. The drive to make good the gaps in learning that developed when pupils were in the lower junior classes has paid off. Results in National Curriculum tests are now good by the end of Year 6 and improving fast in Year 2. For example, pupils' writing in Year 2 has improved significantly in the last year. Pupils with special educational needs and those who are admitted to the school midway through the year are achieving as well as other pupils, as a result of the improved teaching in this respect.
13. The good and sometimes very good teaching in the Foundation Stage and Years 3 and 4 has several common features. Learning is engaging, fun and well planned. Consequently, pupils are alert, willing to contribute in discussion and quick to settle to tasks. Lessons are often made more interesting by the use of drama. For example, pupils in Years 3 and 4 are invited to assume the role of a character in a story and sit in the 'hot seat' to be quizzed by the rest of the class. This increases their confidence in speaking out in class and gives them good ideas for writing. However, the strongest feature is the way that children are involved in the purpose of the lesson and in areas in which they need to improve. There is still scope for improvement in this aspect of making learning more tailored for individual pupils but a good start has been made, which establishes the direction needed in the rest of the school.

14. The school acknowledges correctly that splitting the Year 3 and 4 class in the afternoon is not an effective method. This is a new arrangement and one that the school is already planning to change because teachers in the other classes find it hard to cater for the wide range of ages and abilities. For example, in a Year 4, 5, and 6 science lesson the higher attainers and the lower attainers marked time because the lesson was pitched in the middle. As a result, little progress was made and learning was unsatisfactory.
15. A good start has been made in informing pupils of what their next steps are in learning. This is part of the urgent developments in assessment that took place during 2003/4. Pupils in most year groups now have cards informing them of their personal targets in reading, writing and mathematics. This system is not fully operational and it is too soon to see much improvement. Furthermore, there is not enough discussion about these areas for development in lessons and teachers' marking does not refer to them in pupils' books. Nevertheless, a good start has been made and pupils, particularly those up to Year 4, are keen to talk about their targets.

The curriculum

The curriculum is satisfactory. It offers satisfactory enrichment opportunities. The accommodation and resources are satisfactory.

Main strengths and weaknesses

- Provision for children in the Foundation Stage is good and they achieve well;
- There are too few opportunities for older pupils to become independent learners;
- There are problems providing a relevant curriculum in the afternoons for classes containing three year groups;
- There is a good range of enrichment activities for sport;
- Resources for information and communication technology (ICT) are good and are used well, but those for science are limited.

Commentary

16. The curriculum provides the full National Curriculum, religious education and collective worship. There is suitable emphasis on literacy and numeracy and all other subjects are taught appropriately, including personal, social and health education and citizenship (PSHCE). However, as pupils get older there are not enough opportunities for them to apply skills, pursue independent research, discuss their work, experiment and make choices. This limits the achievement made by all pupils in Years 5 and 6, particularly the more able.
17. In the mornings, pupils are taught literacy and numeracy in mixed age classes of two year groups. Adapted work is provided for different abilities in these lessons and pupils achieve satisfactorily. In the afternoons, the Year 3 and 4 class is split. Year 3 pupils join the Year 1 and 2 class, Year 4 pupils join the Year 5 and 6 class. There is some parental concern about this arrangement. The school too is unhappy with it and is planning to change it. However, presently the curriculum provided in the afternoons does not always meet the needs of the oldest or the youngest in the class.
18. Provision in the Foundation Stage is good. Activities are planned with a good reference to what the children can already do. As a result, lively lessons have a strong effect because children are purposefully engaged in tasks that suit their needs. The classroom for reception and Year 1 children is very well set out for teaching and educational play. Children are able to choose their own activities and join in with the teacher or an assistant in ways that are well managed because resources and the room are organised effectively.

19. Provision for pupils with special educational needs is satisfactory, the same as at the last inspection. There are good identification and assessment procedures used to plan individual education plans and to provide good quality support from knowledgeable teaching assistants. However, the quality of individual plans is inconsistent and the national advice, about how to provide a more precise assessment of pupils who have special needs, is not yet fully used.
20. A satisfactory programme of visits and visitors and a residential visit, appreciated and enjoyed by pupils, bring outside expertise into school and help pupils to be aware of a wider community. There are opportunities to learn to play the recorder and the violin, to take part in performances and a mathematical booster class, although these are mostly for older pupils. There is a good range of enrichment activities for sport, such as self-defence, football, rugby, gymnastics and athletics. An effective link with the local high school provides pupils with expert tuition and specialist sports facilities, and they take part in teams and tournaments. There is a limited curriculum in art for older pupils. They do not experience using the full range of media available and are not provided with a stimulating range of experiences. This is limiting their achievement.
21. Accommodation is adequate for the purpose. Outside accommodation is good, providing play areas for pupils in Years 1 to 6, fields for games and a wild life area. However, there is no dedicated outdoor space for pupils in the Foundation Stage and this affects their overall achievement in physical development. Resources for ICT are good, the ICT suite is used effectively and ICT is well used to support work in other subjects. Resources for science are unsatisfactory, limiting achievement, especially for older pupils.

Care, guidance and support

The school provides a caring environment in which pupils can learn. The school ensures their health and safety. Pupils receive relevant support and guidance for all aspects of their school life. They are now being encouraged to be involved in the school's work through the recently formed school council.

Main strengths and weaknesses

- The good quality of care shown to pupils develops the trusting relationships that exist;
- The school has succeeded in achieving the 'Healthy School' award.

Commentary

22. Pupils feel confident that they can approach any adults with concerns and worries, as a result of the trusting relationships developed throughout the school. They are listened to and where appropriate are dealt with sensitively and quickly. There are clear procedures in place for the health, safety and welfare of all the children. These are supported by child protection procedures that ensure the school provides a caring and safe environment in which all pupils can learn and develop into mature young people. Procedures are in place during outside play to ensure the safety of pupils by good supervision in the large play area. Pupils are well known to all staff and their personal circumstances are well provided for. The induction procedures for pupils who join the school outside the normal times for admittance are good and they settle in quickly. The school has developed links with a range of external agencies to help support the children and their families appropriately.
23. The school has recently achieved a 'Healthy School' award and is awaiting the presentation of the certificate of recognition. This recognises that the school provides a healthy environment for pupils and staff to learn and work. Water is available through the day, fruit at playtime and salads are available at lunchtime. There are opportunities for pupils to take part in role play that highlights the dangers of drugs and solvent abuse. Moreover, there are

studies on healthy eating and fire safety and pupils are surveyed on how they would like to see the school playground develop to enable free and safe play. Most pupils enjoy being involved in school life and talk enthusiastically about their contribution. However, older pupils are still a little reluctant to show enthusiasm after the period of low morale they experienced in the recent past.

Partnership with parents, other schools and the community

There are satisfactory links with parents, other schools and the community.

Main strengths and weaknesses

- The partnership between parents and the school has improved quickly of late.

Commentary

24. The parents' hope that the appointment of a new headteacher will bring about change in the school is already being realised. They feel welcome and are often invited to events, consultations and productions. They are kept informed of events and routines through regular letters home and a newsletter which is well presented. Clear information about the curriculum is provided for parents, which includes helpful ideas and advice on how they can assist their children in their learning. This is received well. Parents of children with special educational needs attend reviews where their comments are noted. All parents receive an annual written report, which informs them of the areas studied and what children know but this does not always contain areas for improvement to enable parents to understand where support is needed. The Friends of Laycock School work hard to provide a range of fundraising and social events. Their funds have recently been used to provide much needed bikes for the reception children. Furthermore, monies from the Oakbank partnership and New Opportunities Funds have been used well to purchase outdoor play equipment that is used by all pupils.
25. The school participates in a range of interschool activities, particularly sporting events. It also ensures members of the local community, such as local magistrates and the fire service, visit the school to help enhance pupils' learning. A survey on local traffic in Keighley was carried out as part of a topic and visits to Cartwright Hall and the coal mining museum help support pupils' understanding of their local environment. Sponsorship is provided by some local businesses, that have provided resources for the school such as the safety finger guards on classroom doors.

LEADERSHIP AND MANAGEMENT

The leadership and management are satisfactory. Leadership provided by the headteacher is good, but management overall is satisfactory, because senior staff and co-ordinators lack experience in making judgements about the school's effectiveness. The governance of the school is satisfactory, with the governors ensuring that all statutory requirements are met.

Main strengths and weaknesses

- The new headteacher has begun well in prioritising the right things;
- The governing body now has a firm understanding of the school's strengths and weaknesses and is taking the school forward;
- Co-ordinators check on progress made in their areas but their findings are not always used to good effect.

Commentary

26. Whilst sound overall, the leadership and management at the time of the last inspection were weakened by the unsatisfactory evaluation of the curriculum and teaching, which resulted in a lack of knowledge about what should be improved and at what speed. The lack of progress in solving this problem contributed to the period of marked decline in 2002/3 when the local educational authority described the leadership and management as being unsatisfactory because standards were too low. The school is now firmly back on course because the new headteacher has quickly capitalised on some advances made last year. There is a strong collegiate atmosphere in the school that is led with direction and resolve. Parents are already noticing the improvements, particularly in relationships and pupils' behaviour.
27. The headteacher has identified the right priorities and set in motion plans designed to improve matters. For example, the teaching of reading and particularly the achievement of boys have been pinpointed for rapid improvement and results are already apparent. The school responded well to criticisms that standards were not high enough and has studied hard how pupils could do better in National Curriculum tests. Pupils in Year 6 have been given extra help and the unvalidated results in 2004 show that this has paid off. These pupils reached well above the nationally expected levels overall and progressed well from Year 2, largely owing to the remedial work carried out in Year 6. The headteacher is dedicated to building on this success by assuring that the progress made by the end of Year 6 is incremental each year throughout the school, and that pupils do not need to make a sudden spurt in their final year.
28. A team of five teachers, including the headteacher, manage the Foundation Stage curriculum and the National Curriculum between them. Many are new to their posts. They have collected some useful information but have not had time to make many improvements. The headteacher, as the English co-ordinator, leads the way. She has produced a detailed analysis of pupils' progress, identified the weaknesses in reading, introduced new books and materials to ensure that pupils make better progress and set a very good example in how to use them. Teachers have a good knowledge of how children achieve in the Foundation Stage and this information is used well to guide their progress in Years 1 and 2. Generally, teachers have a realistic understanding of what improvements have been made from the last inspection and know what needs to be done next. A system of regular checking has been in place for a few terms but it is, as yet, ineffective because findings have not been kept centrally and used to improve the quality of teaching and learning.
29. The governing body is actively involved in the life of the school and in the process of development, despite, through no fault of its own, only having been involved in the revival of the school's leadership and management since spring 2004. Statutory duties are implemented in full including the provision of a race equality policy that is monitored regularly. Governors consult well and have an outward looking approach that compares the school's performance with others in a similar position, particularly within the local education authority. The effect of their work is satisfactory overall because, whilst they have been aware of problems in the school for some time, they have only recently, particularly in working with the new headteacher.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	312,093
Total expenditure	285,716
Expenditure per pupil	4,024

Balances (£)	
Balance from previous year	28,397
Balance carried forward to the next	54,774

30. It costs about twice as much to educate pupils in this small school as it does in most others but, nevertheless, the school is providing satisfactory value for money. The budget contains a sizeable balance, but this is earmarked by the governors and the new headteacher for immediate use in augmenting staffing and finishing the outside facilities for children in the Foundation Stage.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. Provision in the Foundation Stage is good. Children are admitted into the reception and Year 1 class in the September before they are five. Most have attended a nursery setting before starting at Laycock. The lively and interesting curriculum is well planned to provide a wide range of interesting and relevant activities, which are well matched to the children's needs. These are carefully balanced between activities that children choose for themselves and those that are directed by adults. Teaching is generally good and on occasions very good. The classroom is brim full of exciting areas in which the children can learn through educational play that is fun and purposeful. A consistency in lesson planning, teaching methods and the assessment of children's learning has been achieved through good leadership and management. Children's progress is monitored closely; staff, including teaching assistants, know the children well. Work is well assessed and annotated with useful comments to help parents see what progress has been made. A good photographic record of children's achievements is kept that helps teaching assess overall performance at the end of the year. An effective partnership with parents has been created. Parents speak well of the provision.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults set high expectations for children's work and behaviour and children achieve well as a result;
- Personal development is strengthened by regular contact with pupils in Year 1;
- Children flourish because the atmosphere in class boosts their confidence.

Commentary

32. As a result of the good teaching in this area, children achieve well and most are on course to go beyond the expected goals by the time they leave reception. When children start in September, many are beginning to concentrate hard and take their turn. By the end of the year, children show confidence in the way that they act socially; most listen very well, relate really well to adults and other children and wait while others speak. Many show fascination for things that they are learning. For example, in one lesson they were learning about baptism as a Christian ritual. They were spell bound while watching a video of a ceremony and could answer questions very well afterwards. They get plenty of opportunities to learn good behaviour from older pupils as they work alongside Year 1 pupils on a regular basis. These communal activities have a strong influence on children's personal development. Teaching establishes high expectations for children's behaviour and attitudes to learning. Children respond very well to these expectations. They are particularly good at collecting and looking after their own resources for an activity, such as when children worked well together in a group to baptise a baby doll in a water tray. The good teaching encourages children to take responsibility, particularly when they have to decide whether to carry out certain activities, to lessen congestion in the more cramped areas of classrooms. For example, the 'counting cave' is never crowded, despite children clambering to use it because it is so much fun.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make rapid progress in speaking and listening, as a result of the well planned teaching they receive;
- The teaching of early reading and writing skills is good and enables children to develop well.

Commentary

33. Teaching is good and, as a result, most children achieve well and will reach the nationally expected goal by the end of reception. Children get off to a good start because most learn to listen well. Teaching uses effective devices to promote close attention and concentration, such as a ginger bear puppet to 'talk' to children about important matters. On one particular occasion, a visitor could have heard a pin drop while children listened to the bear giving them instructions. Children's powers of oral communication are quite weak when they start school. They make swift progress in this aspect as a result of teaching that encourages spontaneous talk in drama and role play. Reading advances well, because letter sounds are taught systematically and in an enjoyable fashion. Consequently, most children can easily spot key words in a text and know why some words are written in capitals. Teaching produces in children a familiarity with books and most can talk well about pictures and text. Moreover, higher attainers talk enthusiastically about the characters in stories. Occasionally, some children lose interest in a task or play activity because they are not given specific enough instructions about what to do or how their play might develop. Consequently, their speech does not develop as fast in these circumstances compared to the times when teaching directs the proceedings.
34. Children make good progress in writing. Only about a third of children use identifiable letters or writes the sounds in words at the beginning of the year. Some lower attainers start the year needing to copy over words, written by the teacher, to gain confidence and end the year being able to write a couple of sentences that clearly express what they want to say. This is good achievement. Similarly, children with special educational needs make good progress. They can now write a string of letters that nearly approximate to known words and phrases. This is because plans for their learning contain a detailed breakdown of what they need to do to make best progress and the breadth of opportunities for writing is good.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children achieve well because mathematics is so well planned for and integrated into many activities;
- There are occasional missed opportunities for children to talk about their learning;
- Educational play is used well to reinforce learning.

Commentary

35. Children achieve well in response to the good quality of teaching they receive; most are on course to reach the expected goals by the end of the reception year. Some higher attainers can add and subtract numbers up to 10, while those with special educational needs achieve well to add together numbers up to five. The good teaching incorporates plenty of opportunities for children to discuss mathematical ideas. For example, in one lesson

children hunted for plastic teddy bears hidden in the sand pit and counted them out in groups of three, four and five. Their efforts are assessed closely and new work, based on the results of assessment, is devised well. The fact that teaching is so well organised leads children to enjoy their well chosen activities and show very positive attitudes to their work.

36. Children have good opportunities to use computers for mathematical games, which help to develop confidence and mental agility. Educational play is used well to reinforce what is learnt about mathematics. For example, counting is a regular feature of activities led by teaching assistants. The 'counting cave' is a popular venue, in which children search for items to count. However, there are some missed opportunities for consolidating their learning. For example, in some lessons children learn about the mathematical idea well, but lack an immediate opportunity to judge how well they have done or to talk with another child about how successful they have been. The school acknowledges correctly that this form of self-assessment is an area for development.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A practical and interesting curriculum ensures that children make good progress;
- Good learning is developed well through valuable conversation.

Commentary

37. An interesting and wide ranging curriculum, which is taught well, ensures that children's achievement is good. Most children will reach the nationally expected goals by the end of their reception year. A good range of practical tasks, including the good use of computers, helps to compensate for children's general lack of experience and knowledge.
38. Children thoroughly enjoyed using the digital camera outside to take images of the aspects that they liked and disliked. They spoke with excitement about the swish of the trees, the 'countryside' and the fields. One higher attaining Year 1 pupil established a good model of speech in declaring a favourite aspect was that you could 'hear the pulse and beat of the trees as they swayed in the wind'. Reception children benefit strongly from hearing these comments from an older pupil.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Improved facilities since 2003 have ensured that achievement is good;
- Children generally make good progress in handling small equipment but do not get enough opportunities to play outside using wheeled toys and bicycles.

Commentary

39. Most children are on course to meet the expected goals by the end of the year. They achieve well as a result of the good teaching they receive. This represents an improvement of late because the reception and Year 1 classroom has been moved into the new wing of the school. Children now learn in surroundings that have better access to the outside. They have frequent and well organised opportunities to develop muscle power and co-ordination by using equipment in the school hall. There are, however, not frequent enough

opportunities to use large apparatus outside, but the school has good plans to resolve this gap in provision. Children's manipulative skills are developed well through regular opportunities to cut, colour and thread objects and to make things. Occasionally, children require more practice in holding and controlling pencils correctly, in order to polish up their skills in writing, and this is provided after watchful teaching has spotted the need.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children's progress in painting and singing is good;
- Teaching gives very good direct help to children to act out make believe situations, but sometimes gives too little guidance.

Commentary

40. Most children are on course to reach the expected goals for their age by the end of the year. This represents good achievement as a result of good teaching. Children get plenty of opportunities to use a range of materials and tools. The good progress they make is also a result of the timely advice and encouragement they receive from teachers and their assistants. For example, children took digital photographs of flowers and produced very colourful pictures of these flowers using pastels. The stages of the production of these pictures are well catalogued and show how well children have been advised about their work. Singing is frequently developed during lesson time for example, in mathematics. A real strength of creative development is the well organised role play facilities in which children enjoy dressing up and pretending. The occasional lack of guidance and challenge sometime leaves children at a loss as to what to do but, generally, they thrive in areas like the Three Bears' Cottage.

SUBJECTS IN KEY STAGES 1 and 2

English

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The subject is well led and managed in a way that is establishing the context for swift improvement;
- Pupils do not speak with enough insight about how well they are doing and their next target;
- Achievement is good in Year 6 in preparation for national tests;
- Writing is often of a good standard but pupils could do better in reading.

Commentary

41. Results in English were above the national average in the unvalidated test results of 2004. The current pattern is that pupils arrive in Year 6 having made at best satisfactory progress since Year 2 and then make good progress in their final year, owing to the bespoke preparation for the national tests that they receive. This good progress includes those with special educational needs and pupils who joined the school after Year 2.

42. The 2003 National Curriculum test results showed weaknesses in Year 2. Reading and writing were well below the kind of levels appropriate for the pupils and the school. Unvalidated test results from 2004 prove that good progress was made, particularly in writing. Reading remains a relative weakness but the headteacher, acting as co-ordinator, is tackling this with speed and resolve.
43. Current standards are in line with national expectations in Year 2 and Year 6 and pupils are achieving soundly. Speaking and listening are the weakest aspects, particularly in Years 5 and 6. Pupils answer questions well enough but they show little interest in elaborating on their ideas or commenting on what other pupils have said. By contrast, pupils in Year 2 respond well to the encouragement they receive and often debate a point or make an interesting suggestion. A common shortcoming throughout the school is the lack of confidence shown by pupils in talking about how well they think they have done in their work. This skill of self-evaluation is only just being developed as a theme in teaching throughout the school.
44. Pupils attain satisfactory standards in reading and make sound progress, which could be bettered for example, in the case of higher attainers. Teaching in the past has been hampered by a lack of suitable books with which to teach groups of pupils how to reach deeper levels of understanding about a text. This weakness is being tackled with some urgency and teaching is becoming more confident in guiding pupils in how to read with a fuller understanding. There are still some old and battered books in Years 5 and 6, but generally pupils enjoy the new books and speak well about using the new library facilities.
45. Writing is the strongest aspect of pupils' performance in English. Some very good teaching exists, for example in Years 3 and 4, that gives extremely clear guidance, mixed with the fun of drama sessions that help to make the learning more relevant and engaging. Pupils in one lesson mastered the art of writing dialogue very quickly, because teaching was so well organised and pupils responded so enthusiastically to devices such as the 'punctuation pyramid'. Pupils' work sometimes demonstrates sensitivity in arranging words on a page, that shows how carefully they are encouraged to think about their work. One Year 4 pupil wrote about being in a wood. 'It was so quiet that I heard a leaf uncurl like a green tongue.' Furthermore, pupils in Year 6 often write with confidence and the power to persuade. For example, they wrote letters recently to the local council about their traffic surveys. Their ideas were very well crafted, eloquent and concise.
46. The co-ordinator provides good leadership and management and knows exactly what needs improving and how to do it. A useful system of personal targets for pupils' reading and writing has been introduced but it is too soon to see significant results. Pupils' progress is being recorded and analysed closely to ensure that good progress is made throughout the school. This new system is already beginning to have a positive effect on teachers' expectations of pupils' capabilities.

Language and literacy across the curriculum

47. Pupils use their skills in English satisfactorily across the curriculum. For example, they practice reading while engaged in research for information in history and geography. ICT is incorporated well for research and word processing. Pupils' written work is satisfactory overall. The good work in geography, where pupils write with conviction about issues, is matched with copied and unchallenging work in religious education on occasions.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 6 benefit from extra classes to reach above average standards in the national tests;
- Methods to involve pupils in their own learning are not consistently used
- There are too few opportunities for pupils in Years 5 and 6 to solve problems and conduct investigations.

Commentary

48. Pupils in Year 6 benefit from thoughtful and methodical support and extra classes to prepare them for the tests. This resulted in very well above average standards in the unvalidated 2004 national test results at the end of Year 6. Generally, pupils achieve steadily and maintain average standards. Each year group is small and so there can be wide variations between years. There are also a number of barriers to learning, such as the high mobility of pupils and an increasing percentage of pupils with special educational needs. In this context, the school did well to improve standards last year in the end of Year 2 national tests to almost average levels. Standards seen during the inspection in Years 5 and 6 are as expected for their age. Higher attaining pupils are able to complete long multiplication and division quickly and accurately, average pupils work more slowly and not as accurately, lower attaining pupils are able to complete multiplication and division sums but using smaller numbers.
49. Teaching and learning in lessons is satisfactory. Work is adapted to cater for pupils of different ages and abilities. For example, in a Year 1 and 2 lesson, average pupils estimate length to say which line is longer, higher attaining pupils work out the difference between two lines, and lower attaining pupils work with a teaching assistant to practically measure items in the classroom. Pupils with special educational needs make satisfactory progress because adapted work is planned for them and they receive good support from teaching assistants. Correct mathematical vocabulary is always used and teachers ensure pupils understand it.
50. Assessment is thorough and results are analysed to provide information for teaching, an improvement from the last inspection. However, pupils get too few opportunities to consider what they have learnt in a lesson and how. Setting targets for the next steps in learning is very new and is not used consistently throughout school. Marking does not always help pupils to understand what they need to do to improve or refer to targets or levels reached.
51. Classrooms are pleasant working environments, because pupils behave well and there are good relationships between adults and pupils that encourage learning. This is an improvement since the last inspection. There are good relationships between pupils and they work together well. In the Year 1 and 2 class, pupils enjoy sharing a mathematical game, working harmoniously together.
52. In Years 1, 2, 3 and 4 pupils have good attitudes to their lessons. They are keen and interested and join in the activities enthusiastically. In Years 5 and 6 pupils possess satisfactory attitudes towards their work but can become restless and do not readily volunteer answers to questions. Opportunities are sometimes missed to ask pupils to explain how they worked out their answers and to encourage them to find different ways of working out correct answers. This is limiting their achievement in using and applying mathematics.

Mathematics across the curriculum

53. The use of mathematics is consolidated satisfactorily in other areas of the curriculum. For example, pupils represent results of a traffic survey in geography as graphs and ICT is used effectively to support mathematics.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is good coverage of all areas with some in-depth study;
- Pupils have a good scientific knowledge by the end of Year 6;
- The splitting of Years 3 and 4 in the afternoons sometimes affects learning adversely;
- Resources are not in place for all topics. Investigative science therefore, cannot be taught consistently.

Commentary

54. In 2003, results in national tests were below average but in the unvalidated 2004 National Curriculum tests they were well above the nationally expected levels. The school has worked hard to raise standards by making sure that pupils are well prepared for the tests. Currently, standards in Year 2 and Year 6, as judged during the inspection, reach nationally expected levels and pupils, including those with special educational needs and those new to the school, achieve satisfactorily.
55. The teaching and learning in science is satisfactory overall with some good aspects, especially in Years 1 and 2. For example, in a Year 2 lesson about teeth the children were quickly put into groups and given well designed tasks to suit their level of achievement. They investigated quickly and readily discussed their findings and how they intended to record them. The progress made by older pupils often suffers because Years 4, 5 and 6 are taught together. There is too great a range of ability in these lessons for learning to be successful overall. The school has a plan to tackle this weakness in organisation, because at the moment some pupils are held back in their learning and opportunities for experimentation and investigation are too few.
56. The children are given a broad range of topics and this develops their general knowledge in science. For example, Year 2 children can remember that plants need water to grow but did not grow well in the dark; they can name many plants and animals and know about healthy eating. Year 6 children have learnt successfully about magnetism, food chains, keys and in-depth studies on animal habitats. However, they are not so confident in talking about the fair testing that they have undertaken.
57. The co-ordinator is new to the subject but is already beginning to recognise the strengths and weaknesses, especially in the areas of explorative science. The school is correctly aware of the need for an audit of the resources, as at the moment they are not fully adequate to meet the needs of the National Curriculum. Nevertheless, the subject has improved satisfactorily since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The staff and co-ordinator are well trained and their enthusiasm affects learning positively;
- The ICT suite is a well equipped, inviting room in which to learn;
- Strong cross-curricular links are being forged;
- The reliability of some of the hardware limits progress at times.

Commentary

58. The standards attained by the end of Years 2 and 6 are in line with expectations. Teachers have undertaken a national training programme and this means that they are confident and enthusiastic about delivering the curriculum. For example, in a Year 1 and 2 lesson enthusiastic teaching rubbed off on the pupils and they were very eager to achieve their targets. The new computer room and associated hard and software made the learning experience very enjoyable. The pupils confirmed that ICT was one of their favourite subjects.
59. A technician, who visits the school regularly, assists staff well in ensuring the machines are usually fully operational but currently there are faults that are temporarily hindering pupils' progress. Pupils are achieving satisfactorily; this is evident in the collections of their work and the way that they talk confidently about what they are doing, using technical vocabulary when necessary. All pupils have equal access to the computer room and those with special educational needs learn well through appropriately modified tasks.
60. The teaching and learning in the subject is satisfactory overall and there was a good example of a well structured lesson in Year 2. Children were given good opportunities to be independent learners, as the teacher and assistant arranged them to gain most learning from collaboration with their partners with the staff only supporting when absolutely necessary. This meant that children explored, discussed and solved tasks mainly by experience. Moreover, Year 2 pupils are conversant with the majority of keyboard skills and Year 6 pupils can discuss the use of the Internet and the development of a school Web Page. As yet, Year 6 pupils do not have a secure grasp of some aspects of learning, for example working with spreadsheets or graphic modelling.
61. The co-ordination of the subject is good. The co-ordinator is knowledgeable, enthusiastic and acts as a good role model for both staff and pupils. Appropriate training is provided within school, which means that staff and pupils are kept aware of the latest developments.

Information and communication technology across the curriculum

62. This aspect is well developed. Pupils use ICT to research, apply and develop their knowledge in most subjects. For example, older pupils use the Internet to research about the ancient Greeks in history and pupils in Year 2 have produced block graphs for their project on seaside towns in geography. Overhead projectors and CDs are all used to good effect, enhancing and stimulating interest, for example in music lessons.

HUMANITIES

63. There were no lessons observed in **geography** or **history** and therefore it is not possible to make a judgement about provision in these subjects. However, pupils' work was evaluated and discussions were held with pupils about their learning and with the co-ordinator.
64. Pupils attain standards in line with national expectations in geography, which represent satisfactory achievement. For example, pupils in Year 6 have recently completed a traffic survey in the village and in Keighley and have drawn some useful conclusions. These have been well written about and communicated to the local council. Pupils in Year 2 learnt that people use the seaside as a place to relax and communicated their findings well, using mathematics to help them compile surveys and graphs. Older pupils are fortunate in being able to enjoy a residential visit to a field study centre in West Yorkshire. This gives them a wider perspective on local geography.
65. Standards in history are satisfactory and pupils achieve reasonably by the end of Year 2 and Year 6. Learning is often enlivened by the use of interesting artefacts. For example, in Year 2 pupils learnt about World War 2 after handling a gas mask and studying ration cards. The curriculum is broadened by apt visits to places of interest such as Skipton Castle.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses:

- Teaching in Years 1 and 2 captures pupils' imagination and makes learning fun;
- Lessons in which there are three age groups often limit the learning for some pupils in the class.

Commentary

66. Pupils achieve soundly to reach the standards expected in the agreed syllabus. Religious education is taught in a practical way that has been well thought out so that the agreed syllabus is covered and pupils learn about Christianity as well as other religions. Lessons are often made more special because the local vicar is invited to teach throughout the school.
67. Teaching and learning are satisfactory. Statues and other religious objects are well used to help pupils to understand other faiths. For example, in a lesson in the Year 1, 2 and 3 class pupils were studying Buddhism. The teacher captured pupils' attention very well by using a wrapped statue of the Buddha as a mystery parcel. As the statue was finally unwrapped pupils gasped in amazement. This enhanced their spiritual development in a very positive way. Pupils enjoyed investigating other Buddhist artefacts and tried to guess what they were used for. However, some younger pupils do not contribute fully to the groups and their achievement was limited, because of the wide range of ages and abilities in the class.
68. In Years 4, 5 and 6, pupils' understanding of religion is further enriched by visits to a Christian church and a Mosque. However, work in lessons is not always adapted sufficiently for the wide range of ages and abilities in the class, which limits the achievement of younger and older pupils.

69. CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. No lessons were seen in **art and design**, **design and technology** or **physical education**, but one was observed in **music**. Therefore, it is not possible to make a judgement about the provision in these subjects. However, a range of pupils' work was examined and discussions were held with teachers and pupils.

71. Pupils of all abilities achieve satisfactorily in art and design to reach average standards but the curriculum is narrow. For example, older pupils find it hard to talk about well known artists. Nevertheless, basic skills are taught soundly. Pupils in Year 6, for example, reached satisfactory standards when they drew portraits of each other, observing each other carefully and placing features accurately. They used shading and texture in their drawings to good effect. Pupils throughout the school learn skills and use them both in art lessons and to illustrate work in other subjects. For example, pupils in Year 2 used watercolour and wet paper to investigate colour mixing. They used these skills when they painted dragons as part of their literacy work, using paint carefully and with imagination.
72. Pupils achieve satisfactorily in design and technology to reach standards typical for their age by the end of Years 2 and 6. Pupils in Year 6 speak enthusiastically about preparing fruit snacks and designing cars and moving toys. They have learnt well by being able to design their product or object and make it following their own instructions, but are less confident about saying how well they have done. This is because less emphasis overall has been placed on the evaluation of work. The school has just adopted a new scheme of work that includes very practical advice on all aspects of the subject, but it is too soon to see the results in pupils' work or in their confidence in talking about it.
73. Standards in music are as expected nationally at the end of Years 2 and 6 and pupils achieve satisfactorily. This is mainly due to the lively teaching by the specialist teacher who teaches children throughout the school. In a Year 6 lesson, for example, the pupils achieved well in a very short time owing to the teacher's enthusiasm, planning, organisation and expertise. At the end of the session, the children sang a two-part round accompanied by tuned and untuned instruments, which was a good achievement for a class that lacked enthusiasm at the beginning of the lesson. Pupils make bursts of progress by being taught in this way but overall their musical knowledge and skills are satisfactory. There are many opportunities for the pupils to extend their learning in and out of school, with visiting musicians (violin lessons) and performances both in the community and with other local schools.
74. Standards in physical education are in line with national expectations by the end of Years 2 and 6. The pupils enjoy a good range of physical activities and there are lots of visiting experts to lessons and school clubs, all of which help to cultivate interest and enthusiasm. Gifted and talented pupils are provided for well, particularly when the pupils are able to use the services of a local secondary school that shares its sporting expertise. Pupils declare an enthusiasm for sport and swimming and enjoy using the school's 'trim trail'.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. One lesson was observed in **personal, social and health education and citizenship (PSHCE)** and so no overall judgement can be given about the provision. Short observations, discussion with pupils and adults and work seen in displays provides evidence for this area of learning.
76. The curriculum ensures that pupils are given opportunities to understand how their own lives develop, how they fit into society, and how to stay safe and understand the dangers they might encounter as they grow older. Assemblies and lessons provide opportunities for pupils to share their own personal views. The school has shown commitment by participating in the 'Healthy School' award scheme to raise pupils' awareness and understanding of the need for a healthy lifestyle. The newly formed school council is beginning to provide opportunities for pupils to develop their knowledge and understanding of citizenship and to become responsible individuals.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (Ethos)	4
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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