

# INSPECTION REPORT

## **SCHOLES FIRST AND NURSERY SCHOOL**

Cleckheaton

LEA area: Kirklees

Unique reference number: 107674

Headteacher: Mrs J Everett

Lead inspector: Mr Clive Davies

Dates of inspection: 8-10<sup>th</sup> March 2005

Inspection number: 267634

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	First School
School category:	Community
Age range of pupils:	3 to 9
Gender of pupils:	Mixed
Number on roll:	141
School address:	Old Popplewell Lane Scholes Cleckheaton West Yorkshire
Postcode:	BD19 6DN
Telephone number:	01274 335500
Fax number:	01274 335500
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev G Swallow
Date of previous inspection:	June 1999

## **CHARACTERISTICS OF THE SCHOOL**

Scholes is a smaller than average school educating pupils between the ages of 3 and 9. It is situated just outside Cleckheaton in West Yorkshire and serves the village community of Scholes. There is a nursery at the school with all the 27 children attending the morning session. The school serves a mixed socio-economic community with the numbers entitled to school meals free of charge being broadly average. Almost all pupils come from white, British families with a very small number attending whose families originate outside the British Isles. All pupils speak English as their main language. The percentage of pupils on the special educational needs list is broadly average as is the number with statements for special needs. When they first start school the pupils' personal and academic skills are broadly in line with that expected for their age. Boys outnumber girls by 6:4 and in one class 73 per cent of the pupils are boys. The present headteacher and deputy headteacher joined the school three years ago. The school gained a Schools Achievement Award in 2003. It works closely with a small, local pyramid of schools and is part of the Spen Valley Sports co-ordinator programme.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3639	Clive Davies	Lead inspector	Foundation Stage of Learning, English and information, communication technology and physical education
9649	Jean Smith	Lay inspector	
33225	Elizabeth Greensides	Team inspector	Mathematics, art and design, design technology and music
33631	Helen Smith	Team inspector	Science, geography, history, religious education and personal and social and health education (PSHE)

The inspection contractor was:

Focus Education (UK) Ltd

113-115 High Street  
Uppermill  
Oldham

OL3 6BD

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Scholes First is a good school with many very good features and has the capacity to improve still further.** Strong leadership has helped to raise standards and ensured that all pupils achieve well. The teaching is good and having a positive impact on pupils' learning. The school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher, ably supported by the deputy headteacher, is at the heart of this school, knows it well, and is driving up standards.
- All pupils achieve well with rapid progress being made in Years 3 and 4, especially in reading and writing.
- More able pupils are challenged effectively and produce stunning pieces of written work by the time they finish Year 4.
- The children in the nursery and reception classes are provided with a very good start to their education.
- Pupils are welcoming, polite and a delight to be with. They collaborate well and form good relationships with each other and the adults who work with them.
- The teaching is good overall with many very good features helping to raise pupils' expectations and achievement.
- The curriculum is enriched well by a full range of additional activities provided for pupils.
- Many of the new procedures introduced to help pupils achieve to their full potential need time to embed themselves into everyday practice.

The school was last inspected in June 1999 and it has made good improvement since that time. Standards have steadily improved as has the achievement of more able pupils. The curriculum is now being aided by greater quality information being learnt from the school's assessments, enabling planning to be more effective.

### STANDARDS ACHIEVED

**Pupils achieve well throughout the school, with very good progress evident in Years 3 and 4, enabling more able pupils to achieve to their full potential.** The table below shows that national test results at the end of Year 2 are mostly good for reading and writing and satisfactory for mathematics. By the end of Year 4 the results of voluntary national tests show an even stronger position. Standards for reading and writing are very good and standards have improved significantly for mathematics.

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	D	B	C	A
writing	B	A	B	A
mathematics	C	B	D	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with similar percentages of pupils eligible for free school meals*

When children first arrive in the nursery and reception classes they display a wide variation of skill levels. Many have difficulties with their social and emotional development and they are not always confident communicators. During their time in nursery and reception they make good progress, especially in gaining confidence to speak out in front of others. This positive start is built upon very successfully as pupils move through the rest of the school. Standards in reading and writing are

particularly impressive by the time pupils finish Year 4, with examples of more able pupils writing and reading at levels that are at least two years in advance of that expected for their age. There is also good improvement being made in mathematics and science, although not at the same impressive rate as that in English. Pupils also attain good standards in art and design, design and technology, music and physical education. Standards in information and communication technology (ICT) are as expected for their age.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good.** Pupils are extremely confident when answering questions in lessons and this is reflected in the very good relationships that exist between pupils and staff. The positive attitudes of pupils and their very good behaviour are helping them to learn more effectively. They are a pleasure to be with and are extremely polite and well mannered. The school council is helping to make playtimes and lunchtimes a more enjoyable occasion for all. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

**The quality of education is good.** The curriculum is enriched well by a full range of additional activities provided for the pupils and good opportunities are provided for pupils to go on visits and meet visitors. **The quality of teaching and learning is good overall but particularly strong in reception and Years 1 and 4.** Good use of learning resources is making a positive contribution to pupils' learning as is the way staff manage pupils' behaviour. New procedures for marking, target setting and assessment are beginning to add to the quality of pupils' learning but are not yet being consistently applied in all classes. Pupils' enthusiasm and the way they co-operate with each other are helping them to be ready to work hard in lessons. Good concentration on developing literacy and numeracy skills is also helping pupils to be secure in their use of these skills in other subjects.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are very good with the leadership demonstrated by the headteacher being especially strong.** The headteacher is very effective in evaluating the school's strengths and weaknesses. There is a strong sense of staff working together as a team and the school improvement plan accurately reflects what the school needs to do next in order to continue to get better. The headteacher, working with the governors, oversees the school's finances to ensure that there is a strong focus on improving standards. The governors know the school well and work effectively with the staff of the school to improve overall performance. They meet all their statutory requirements. Subject leaders also make a valuable contribution to raising achievement in their subjects. They work exceptionally hard and are striving for continued improvement.

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

Parents think very highly of this school. They are particularly pleased with the way the school involves them in all that is happening. They have a very high regard for the staff, especially the headteacher and appreciate what they do to help their children enjoy school but also achieve highly. The pupils love their school and this is reflected in the way they come to school with smiles and a pleasant greeting for all.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- To take time to embed the new initiatives introduced recently with regard to marking, target setting and assessment procedures so that they are used consistently in all classes.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

**Pupils achieve well throughout the school, with very good progress evident in Years 3 and 4, enabling more able pupils to achieve to their full potential.**

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

- National test results for Year 2 and voluntary tests at Year 4 show that standards are above average for reading and writing.
- The pupils in Years 3 and 4 make very good progress in English, mathematics and science.
- More able pupils achieve to their full potential.
- The children in the nursery and reception are provided with a solid start to school life and achieve well.
- Pupils attain good standards in art and design, design and technology, music and physical education.

#### **Commentary**

- 1 The National Curriculum tests for Year 2 together with analysis of voluntary national tests at Years 3 and 4 shows that standards are well above average in reading and writing and above average in mathematics. The analysis also shows good to very good progress being made between the end of Year 2 and Year 4. The table below shows that in 2003 and 2004 Year 2 pupils' performance was in excess of a term ahead of the average in reading and writing and half a term ahead in mathematics. The data from Year 4 tests show an even more convincing picture with three-quarters of the pupils attaining at a higher level than that expected for their age and only a few not attaining at the expected level. This Year 4 data shows that reading and writing continue to be stronger than mathematics but that performance in mathematics has none the less strengthened. More able pupils achieve well as a very good number are exceeding the levels expected for their age with many reading and writing at least two years in advance of their chronological age.

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

Standards in:	School results	National results
reading	16.4 (16.9)	15.8 (15.7)
writing	15.6 (16.4)	14.6 (14.6)
mathematics	15.9 (16.8)	16.2 (16.3)

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

- 2 The progress made by pupils in Years 3 and 4 is impressive. Test results and on-going work shows that these pupils are consistently making good advancement in their literacy and numeracy skills and that they are making good use of these skills in other subjects. Much of this is due to good teaching with a clear focus on raising achievement. It is no coincidence that the deputy headteacher, who is leading much of the learning and achievement focus, is the Year 4 teacher. Rigorous assessment, followed by clear expectations being shared with pupils is helping to raise standards. Pupils are clear about what they have to do in order to improve and they know their targets well and work to them. In English and mathematics, for example, the use of daily key skills sessions is helping to make a difference to the pupils' ability to be more confident in their reading, writing and mathematics. This leads to pupils being extremely enthusiastic readers, being prepared to explore ideas through their writing



and being able to apply their number work in several different contexts in numeracy. In addition, pupils are confident when it comes to investigation work in science.

- 3 The challenge provided for more able pupils, particularly in Years 1, 3 and 4 is very impressive and leads to them achieving to their full potential. Older pupils are able to talk at length about different authors and why they have a preference for some rather than others. They clearly love reading and the vast majority choose to take books away on holiday with them. The use of metaphors and similes are a strong feature of pupils' writing. More able pupils use description effectively for the settings of their stories. They also feel confident when using description to outline characters they are introducing. There is very effective planning to meet the needs of these pupils, who in turn are able to talk about what is expected of them. Their work starts by setting out the objectives and the pupils are asked to consider, during the plenary, if they feel they have achieved these objectives. There is also a good sense of friendly rivalry with pupils seeking to outdo each other but in the most positive of ways. This element of competition backed up with clear understanding of what is expected of them adds to the level of challenge that is happening. Throughout the school, pupils with special educational needs achieve appropriately in relation to the targets within their individual education plans. Tracking of progress over a longer time indicates steady improvement. Targets set in relation to the progress which teachers expect over a year are sometimes a little ambitious. However, these pupils are well supported and make good progress.
- 4 The youngest children (nursery and reception) in the school are provided with a very well structured and planned curriculum and this helps them to make good progress, especially in their communication and creative skills. When they start school the children have a wide variety of personal and academic skills and during their time in the foundation stage they are supported so as to enable them to make rapid improvement in their listening, speaking and literacy skills. Early intervention through effective assessments on entry is helping staff to focus on children's needs. This together with the very good observation of children's responses to different stimuli is helping the planning to be very effective in meeting individual needs. In the reception the children have a yoga session each week to help them with basic relaxation and personal and emotional development. There is a strong emphasis placed on boosting the self-esteem of individuals and this is helping children feel more confident about tackling new activities. The good modelling of language by the adults in both the nursery and reception is an important factor in helping children to make good progress in their communication, language and literacy.
- 5 Although few lessons were seen the work that has been produced in art and design and in design and technology is of a good standard. Similarly, pupils' music, especially the singing, is of a high standard as is the work undertaken in physical education. For these subjects the quality of work has remained high as was reported at the time of the previous inspection. In English, mathematics and science standards have improved and this is having a positive impact across the curriculum.

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

**The school promotes personal development very effectively.** Pupils are very positive about school and they behave very well. Their social, moral and cultural development is very good and their spiritual development is good. Attendance is average and punctuality is good.

## **Main strengths and weaknesses**

- The school is very successful in promoting pupils' personal development
- Pupils grow in confidence and self-esteem as a result of the good encouragement they are given and the very good opportunities which the school provides for them to exercise responsibility
- Pupils respond very well to the school's very high expectations of good behaviour

- Relationships throughout the school are very good

## Commentary

- 6 Pupils thrive in the happy, orderly and purposeful learning environment. From the time children join the nursery the school works very effectively to foster their personal development. For example, staff in the nursery and reception classes help children to grow in confidence and self-esteem by giving them plentiful opportunities to speak and listen. The teaching of yoga in the reception class is another example of the careful thought that goes into promoting personal and emotional development.
- 7 Pupils grow in confidence and self-esteem as they move through the school. They are motivated to do their best by the way the school encourages and praises their achievements both in school and outside it. Pupils respond very well to the many opportunities which the school provides to exercise initiative and responsibility. Year 3 and 4 pupils act as lunchtime and playground helpers. They take their responsibility seriously and are very caring and helpful with younger pupils. The school council also encourages responsibility and initiative. School councillors explained how they are helping to decide on the best type of waste-bins for the playground and how they have written to the local council about the dog dirt on the path to school. In an ICT lesson Year 4 pupils wrote leaflets for the school council which incorporated their photographs of parts of the school environment which they think need improvement. This is an example of how teachers encourage a real sense of ownership in the school.
- 8 Assemblies and PSHE lessons provide very good opportunities for pupils to reflect on moral and social issues. A good range of visits, visitors and after-school clubs successfully helps to widen and enrich pupils' experience; for example pupils have learnt at first hand about endangered species of animals and reception children were thrilled to have snakes in the classroom. The school actively seeks out opportunities to help pupils to learn about and respect other cultures, for example there has been an after-school club in African drumming. The family of one pupil helped to make the school's celebration of EID a very enjoyable occasion as well as a good learning opportunity.
- 9 The very good behaviour seen in lessons and around the school reflects the very high expectations which staff have of pupils' behaviour and the consistent whole school approach to this. Pupils know 'the golden rules' well. The few pupils who have difficulty managing their behaviour are given good support. Relationships throughout the school are very harmonious. Pupils are very friendly and polite to adults and show caring relationships to each other. In lessons they cooperate sensibly on tasks. There are very few incidents of bullying and parents agree that the school deals with these effectively.
- 10 The school has effective procedures for monitoring attendance. The reason for the higher-than-average level of unauthorised absence is that the school has correct and rigorous procedures for the authorisation of absence.

## Attendance

### *Attendance in the latest complete reporting year (94.7%)*

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.7
National data	5.1	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 quality of education is good.

### Teaching and learning

The quality of teaching and learning is good overall but particularly strong in reception and Years 1 and 4.

#### Main strengths and weaknesses

- The quality of teaching is good overall in the nursery and reception classes.
- There is very effective teaching in Years 1, 3 and 4.
- Assessment arrangements are beginning to make a good contribution to pupils' learning.
- There is very effective use of resources to support pupils' learning.
- Pupils' attitudes, concentration levels and productivity adds much to their learning.

#### Commentary

- 11 The table below shows that the vast majority of teaching is good or better. The best of the teaching was in the reception class, Year 1 and Year 4. Unsatisfactory teaching occurred in Year 2.

#### Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	13	3	2	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.*

- 12 The quality of teaching in the nursery and reception is having a very positive impact on children's learning and is giving the youngest children a solid platform to develop their skills later in the school. Although the nursery and reception classrooms are physically separate there is good continuity about the learning opportunities being provided for the children. Classroom organisation is a key feature. In each of the two classrooms the way in which resources have been set out to allow children full access to them is one of the strengths. For example, the veterinary surgery in the reception has a full range of equipment enabling children to make appointments, carry out repairs and to talk to clients in privacy. The play environment links very well with the theme of animals. There is a very strong emphasis on literacy in both classrooms and children find it easy to engage in a reading activity at any time during the day. For example, a group of children sit on the floor and play a phonics game another group is using the Julie Lacome's book 'Walking through the jungle' to make up their own words such as, snake. The way in which observations of individuals are carried out and then used to ensure that the individual needs of children are being met is impressive. Huge efforts have been made to provide a stimulating and exciting outdoor environment for the children. The poor state of the nursery building has been successfully masked because of the environment that has been created. The very good knowledge and expertise of the nursery nurse in the nursery has ensured that the quality of provision in this area remains good despite the long term absence of the class teacher.
- 13 There is often very good teaching in Year 1 and 4 which is well supported by the consistently good teaching that happens in Year 3. In one literacy lesson in Year 4 there were many features that helped pupils to learn effectively. In the first place the teacher captured the pupil's interest by reading expressively an extract from the book 'The Ice Palace' which the class had been reading. She then made use of the text to focus pupils' attention on the descriptive features contained within. The pace was demanding and expectations high

throughout. She used the process of 'talking partners' (a system allowing pupils to discuss issues in pairs before committing answers in front of the whole class) very effectively to ensure all are engaged in the activity. There was very effective use of the interactive whiteboard to help bring together pupil's ideas, challenge pupils' thinking and to remind all of the key expectations of the activity. The most able pupils are being stretched by the use of demonstration and modelling of the teacher. The working ethos is outstanding and it is clear to see why pupils make good progress in this class. Equally as impressive is the teaching in Year 1, where the teacher very effectively uses different strategies to help pupils to concentrate fully on their work. Music, talking partners and the use of small physical exercises (brain gym) creates a working atmosphere that is very focused on pupils' learning. During a science lesson the most able pupils are being challenged to come up with their own ideas and they do so very successfully. In Year 3, the teacher works successfully to the learning objectives having first shared them with the class. This is a consistent feature of the good and very good teaching, enabling pupils to know exactly what is expected of them.

- 14 The school has recently introduced several strategies that focus on pupils' learning. Many have been outlined in the previous paragraphs. In addition, the school is using a range of systems to help children have better knowledge of their own learning. For example, target setting is used effectively in Year 4 and in most lessons there is good attention to sharing learning outcomes with the pupils and then using the plenary to check on how effective the lesson has been in meeting the desired outcomes. Marking is another area that much attention has been given to. The school is seeking to use a system of marking that makes a good contribution to pupils' learning and there are examples of this working well in Years 3 and 4. As many of these initiatives are new the process has not fully embedded itself in everyday practice in all classes and this is something the school is seeking to address. The effective strategies mentioned are not as effectively used in Year 2 and therefore the quality of the teaching and learning is not at the same level as elsewhere in the school.
- 15 Great care is taken to use the best resources available to support pupils' learning. For example, the books used to stimulate discussion have been carefully chosen for a purpose. In Year 4 the 'Ice Palace' works well, in Year 1 the use of the book 'Hand's Surprise' is equally as effective. In the reception the book 'A walk through the jungle' stimulates much excitement amongst the children. In science lessons, teachers ensure that the quality of the resources is good and plentiful to allow pupils to carry out their own investigations. In mathematics, a full range of resources is being used to motivate pupils during oral and mental starters. The two new interactive whiteboards are beginning to be used effectively to support pupils' learning. However, although there are good examples of teaching assistants making a telling contribution to pupils' learning this is not a consistent feature throughout the school. Teachers do not always use teaching assistants to support pupils with special educational needs in the most appropriate way. Some pupils are too often withdrawn from the classroom.
- 16 Throughout the school, a very pleasing feature is the way in which pupils interact with the adults who work with them. They are polite, excited about learning and persevere well when tasks are demanding. In all classes there is minimal time lost to any disruptiveness. This is mainly a combination of effective management of pupils and the enthusiasm of the pupils. When required to work in pairs or in small groups there is a positive atmosphere with pupils engaged in the activity immediately. When moving from one area to another, for example the carpet to tables, they do so in an orderly manner. A positive working atmosphere is quickly established in each classroom and pupils know that they have come to school to learn. When speaking with unfamiliar adults they show courtesy and good manners at all time. The pupils' attitudes are therefore making a very positive contribution to their learning and helping them to achieve to their full potential.

## The curriculum

**The curriculum is good overall. The school provides a good range of curriculum opportunities. Planned enrichment activities are very good. The school accommodation is satisfactory, and resources are good.**

### Main strengths and weaknesses

- The headteacher and staff have worked hard in developing the curriculum and improving its breadth.
- The school provides very good opportunities for enrichment.
- Provision for pupils with special educational needs is satisfactory but on occasion the curriculum is not sufficiently adapted to their needs.
- School resources are good and effectively support the curriculum.

### Commentary

- 17 For pupils in Years 1 to 4 all National Curriculum subjects and religious education are taught and the curriculum meets statutory requirements.
- 18 The headteacher and staff have worked hard in developing the curriculum and improving its breadth. Adaptations have been carefully thought out through a clear and focused whole school approach which takes into account the context of the school and its pupils. Teachers make good links between subjects and effectively plan for the development of the key skills of literacy, numeracy and information and communication technology throughout all subjects. For example, the school identified speaking and listening as major areas for development, and there is now planned emphasis on the development of these skills across all areas of the curriculum in order to fully support the school's aims of continuing to improve standards.
- 19 The school enriches and extends the curriculum through a wide range of clubs, musical activities, sporting events and collaboration with other local schools. Visits and visitors to the school bring richness and relevance to the curriculum. There are very good opportunities for pupils to participate in a wide range of extra activities at lunch time and after school. These include musical activities such as the school choir, sporting activities such as football and rugby and also Yoga for some of the very youngest children. Each of these activities has a positive impact on pupils' achievements and personal development and considerably enriches school life. Other activities are planned specifically to develop pupils' awareness of themselves and others. For example, during Diwali parents and pupils joined in together with a party which both celebrated the occasion and served to help pupils to increase their understanding of other faiths and cultures.
- 20 The provision for pupils with special educational needs is satisfactory. The match of support staff to their needs is not always appropriate. Teachers plan worthwhile activities within lessons to specifically address their needs but these are too often delivered outside the classroom with the support of teaching assistants. This means that some areas of the curriculum can not be fully accessed by all pupils. As an example, in one lesson pupils worked in the information technology suite to develop their understanding of writing instructions. Two pupils with special needs worked in the classroom with adult support to talk about preparing a pizza. This gives a sense that they are not fully included in the class.
- 21 The size of the school and the grounds is an aid to overall provision, but some areas are in need of further refurbishment. Staff make effective use of the available space and all areas are used to extend the learning environment for the pupils. Displays are attractive and well planned, and reflect the current learning experiences of the pupils. However, some areas of school can be chilly, and the refurbishment of the windows is delaying improvements in this. The new ICT suite is a good improvement to provision. Each subject leader has their own budget, and this has led to good resourcing for individual subjects. Resources are easily

accessible to all staff and teachers make good use of a wide range of books, pictures and artefacts to support the curriculum.

## Care, guidance and support

**The school takes good care of its pupils' health, safety and well-being. It provides them with good advice, support and guidance. It makes good efforts to seek and act upon pupils' views.**

- Pupils' care, welfare, health and safety are very good in the foundation stage and good in years 1 to 4.
- Good pastoral support is offered to all pupils resulting in pupils who feel happy, secure and confident.
- The School Council plays an important part in helping to improve the quality of school life and this contributes positively to pupils' self-esteem

## Commentary

- 22 The school is a friendly, welcoming community where great emphasis is placed on strongly held principles of caring for and valuing the individual. Staff and governors are safety conscious, carrying out checks and risk assessments to ensure that pupils are not put in danger within the school grounds or buildings or on visits out of school. Appropriate systems for the treatment and recording of accidents are in place. Child protection procedures are rigorous and taken very seriously. Parents are right to think that their children are safe and secure while at school. Throughout the school there are very good relationships at all levels. The very good relationship pupils have with adults makes them feel secure and sure that they are cared for and respected. This promotes pupils' confidence and self-esteem both in and out of the classroom.
- 23 Young children and their parents are very carefully introduced to school, which results in the children settling quickly into the daily routines of school life. There are well developed procedures to enable pupils who join the school midway through the year feel at home and pupils transferring to middle school are supported by well organised procedures that have been developed and refined over a number of years.
- 24 Pupils' views are sought regularly and their ideas valued by the adults in the school. Circle time activities provide pupils with the opportunities to express their thoughts and concerns. Representatives from each class are members of the school council, which provides the forum for them to put forward their ideas knowing that adults will listen to them. Councillors are proud of their responsibility and their efforts have resulted in several improvements, for example, adding to the range and variety of playground equipment. The play-leader scheme helps to ensure that pupils always have a friend to play with at playtime.
- 25 Procedures for monitoring pupils' academic progress are satisfactory overall. However, the new initiatives introduced recently with regard to marking, target setting and assessment have not yet impacted fully on pupils individual learning needs. This means that not all pupils are provided with sufficient opportunity to reflect on how best to improve their work. Pupils with special educational needs are identified early through effective assessment and screening procedures. They have good relationships with the teaching staff and teaching assistants who support them. Short term individual education plans reflect the needs of the pupils and give good steps for improvement. Pupils do not, as yet, take part in the review of their own individual plans.

## **Partnership with parents, other schools and the community**

**The school has a very strong partnership with parents and good links with the community and other schools**

### **Main strengths and weaknesses**

- Parents are very supportive of the school and value the open and trusting relationships they have with it
- The school has very effective strategies for helping parents to support their children's learning at home
- Parents are kept very well informed
- Good links with the community and other schools help to enrich pupils' education

### **Commentary**

- 26 The high level of confidence which parents have in the school is reflected in the very positive views expressed through the pre-inspection parents' meeting and questionnaire. Parents highly value the welcoming nature of the school and praise the approachability of staff and their readiness to give help and support when there are concerns about their children. The school works hard to maintain this strong partnership. It consults parents at regular intervals through questionnaires and is responsive to parents' requests. The school values the support provided through the Parent Teacher Association, and several parents and other members of the community help in the classrooms.
- 27 Parents are very supportive of their children's education and the school has a number of very good strategies for encouraging this. The informal support which the school gives is a particular strength. For example, nursery and reception staff often suggest ways parents can help their children and provide parents with good ideas by inviting them to observe what happens in the classroom. The school also provides good leaflets about the curriculum with helpful suggestions on how parents can support their children's learning. The school keeps parents very well informed about the school and about their children's progress. Termly consultation evenings are well attended. Annual reports on pupils' progress are good and very detailed. Parents of pupils with special educational needs are given good quality information about their progress. They are invited to reviews of individual education plans, and to annual reviews of progress. The school handbook for parents makes mention of the provision for special educational needs but does not bring out the full partnership between parents and the school.
- 28 The school's good links with the local church and the local old people's home help to foster pupils' personal development. The school benefits in many ways from its membership of the local pyramid of schools. For example, the sports co-ordinator programme is helping to enrich school sports and pupils benefit greatly from specialist coaching in a number of different sports. Good liaison between the school and the middle school helps pupils to make a smooth transition and Year 4 pupils correspond with their middle school buddies before they visit their next school. Subject leaders from the two schools spend a planning day together to ensure that there is good continuity of the curriculum for pupils.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good with very good leadership being demonstrated by the headteacher.

### Main strengths and weaknesses

- There is very effective teamwork between the headteacher and deputy headteacher leading to very good leadership overall within the senior management.
- The headteacher is very effective in evaluating the school's strengths and weaknesses.
- There is a good link between financial management and raising standards.
- The governors work effectively to support and challenge the school's leadership.
- Subject leadership is good.

### Commentary

- 29 The drive, energy, commitment and enthusiasm shown by the headteacher and deputy headteacher are contagious. The shared understanding and degree of teamwork that exists at senior management is helping to drive forward school improvement. The clear and decisive thinking is helping all staff to have educational direction. As a result everyone is aware of their roles and responsibilities and there is a shared energy in the school aimed at heightening pupils' achievements. The clarity of direction has been a very strong feature in aiding the two relatively new teachers, who joined the school as newly qualified teachers, to settle quickly into becoming very effective teachers. There is a strong sense of staff working together as a team and this is seen at all levels of staffing. Staff are provided with regular written feedback about their performance with targeted development points supported through deployment of staff to support developments and finances.
- 30 One of the main strengths has been the way senior managers have been able to evaluate school performance and accurately acknowledging its strengths and weaknesses. The procedures and systems used by senior management are thorough and effective. The tracking of pupils' progress and linking this with performance management targets has helped individual teachers to be very aware of their responsibility in improving pupils' achievements. Analysis of data from both national and optional tests has helped to give the school an accurate picture of what is happening on a year-by-year basis in terms of pupil achievement. A wider analysis of curriculum provision linked with acknowledgement of teaching methodology which gives more emphasis on how pupils' learn has been a major contributor to school effectiveness. The school's self-evaluation procedures are therefore very good reflecting successes but also areas for future improvement. The inspection team agrees with the school's self analysis and recognises the school's capacity to improve still further as a result.
- 31 There is a very good link between spending and pupil achievement. The headteacher, in particular, works very closely with the chair of governors and the finance committee of the governors to prioritise spending so as to be in line with school improvement requirements. They have appropriate systems in place to check on best value for their spending and this has been well illustrated by the example of the development of an outdoor area for the foundation stage. The governors are able to link the improvements to children's skills in the early years to a better platform being provided for these children to make rapid progress as they move through the school. They have acknowledged the amount of money that the outdoor provision cost and therefore feel very satisfied that they have achieved value for money. Another example is associated with the employment of two newly qualified teachers three years ago. The money allocated to additional training and support for the two teachers has worked very well. The school now recognises the strengths it has in its teaching staff and again can point to good value for money spending to give these two teachers a very good start to their professional life. The table below acknowledges that the school's finances are very healthy enabling governors to consider new developments in the near future.



## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	389,935	Balance from previous year	54,756
Total expenditure	377,604	Balance carried forward to the next	67,087
Expenditure per pupil	2,517		

- 32 The governing body meets its statutory duties well and makes a valuable contribution to school improvement and performance. There is a very effective working relationship between governors and staff and a great deal of mutual respect. The governors use comprehensive methods to check on school performance and are therefore in a good position to check on the school's strengths and weaknesses. They are able to recognise the school's priorities for development because they are intimately engaged in talking about issues as they arise. The governors have effective committee arrangements ensuring that their meetings are effective but also efficiently run. The chair of governors is particularly effective in leading the group and works very closely with the headteacher. This is helping to raise the level of school leadership and to provide the school with a firm basis for very good management. The governors are therefore in a good position to both support and challenge the school's leadership. The issue of challenge is something that they are working on and feel that there is a little more to do before they feel completely comfortable with this aspect of their work.
- 33 Subject leadership, including the leadership of the foundation stage of learning and special educational needs is effective. The co-ordinator for special educational needs maintains all appropriate documentation and liaises well with class teachers, teaching assistants and outside agencies where necessary to ensure that all pupils receive appropriate support. The leader of the foundation stage of learning keeps excellent records of pupil performance and has developed an effective system of tracking progress which is linked to future planning. Individual subject leader have developed their skills so that they are in a position to monitor performance and are able to link spending to areas prioritised for improvement. There has been a huge effort made to enable individuals to develop their subject leadership skills and this is paying dividends with very good information now being available about each subject area. This is enabling the school to consider how to develop its curriculum in line with recent national initiatives.

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

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

- 34 The foundation stage of learning unit is presently located in two main, separate buildings. One is a temporary style building accommodating the nursery aged children on a part time basis. The second is the reception classroom. This is not ideal and something that the school is working hard to overcome. The present nursery building is in poor condition, although the way the environment has been set within the building ensures that this is not a hindrance to children's learning. The recent development of a very well-structured outdoor education area links the two classrooms, giving a stronger sense of one unit being in place for the foundation stage. Children start in the nursery on a part-time basis (mornings only). They then transfer to the reception class in September or January, according to their age. All children have therefore access to at least five terms of early years' education, with many experiencing six terms.
- 35 The curriculum is organised in line with the principles that underpin the national guidance for foundation stage children. Very good attention is given to working towards the early learning goals for each of the six areas of learning. The curriculum is organised into themes which include broad areas such as 'animals'. Continuous provision for activities such as sand and water is also planned for very carefully over a long and medium term basis. Teachers' short and medium term planning identifies the learning objectives to be pursued as well as the key resources to be used. The planning process is very thorough and contributes positively to continuity and progression in children's learning. Assessment arrangements within the foundation stage are very strong. There are clear steps set out to check on the progress of each individual and there is an agreed process of observation happening. There is good liaison with parents and plans to further increase the involvement of parents at an early stage of children's education. There is also very effective liaison between reception and Year 1 with a transition action plan in place to ensure a smooth and effective link between the two groups.
- 36 When they first start school children's personal and academic skills are varied but overall match those anticipated for their age. They make good progress in each of the six areas of learning during their time in the nursery and reception classes. This gives children a firm foundation from which to develop their skills further as they move through the school. Good progress is directly linked to good teaching, which is a prominent feature in both classrooms. The work of the nursery nurse in the nursery is particularly impressive as the full time teacher is presently on long term absence.

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

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

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

- Children are encouraged to take risks as a way of boosting their self confidence.
- Yoga is used well with reception aged children in an effort to help relaxation and to develop their emotional skills.

#### **Commentary**

- 37 When children start in the nursery their skills in this area are about as expected for children of their age. There is a strong emphasis placed on helping children to work together and to share resources, from reading books to construction materials. As a result there is good progress being made with the vast majority of children attaining the early learning goals for this area by the time they finish their reception year.

- 38 There is every encouragement for children to take risks when participating in different activities. This was seen when children in the nursery were building bridges directly related to the story they had just had read to them. The way in which the resources are set out and the support provided enables these children to succeed, thus building up their self-esteem. Equally as successful was the way in which children in the reception were confidently attending to the needs of a number of animals (soft toys) that had been hurt as part of the activity associated with the vets, set up in the classroom. The resources and its organisation assured success and therefore encouraged children to have a go. Yoga is used successfully with reception aged children to help them relax and to aid their emotional development. The expertise of the teacher is helping the children get the most from the activity. The children's participation is very good with 'fail-safe' risk taking being encouraged. Children learn to take responsibility for their actions: they self-register; participate in helping with the snack organisation and determine the direction activities take, for example, in the vets, roles are organised with minimal intervention from adults.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Good emphasis on developing children's speaking and listening skills is helping them to make progress in this area of learning.
- There is a good intermix of teaching specific skills and allowing children to explore with the use of the skills.

### **Commentary**

- 39 In this area children make good progress, with the majority attaining the early learning goals by the time they are ready to leave the reception class. The teaching is good with appropriate emphasis placed on the development of key skills.
- 40 The way in which nursery children enter the classroom and settle quickly with a book is one example of the importance given to literature from early on. Children are fully engaged in a book in this situation and often share the book with another. During one activity in the nursery the children were encouraged to use different level of noise with their voices, including whispering. This is working effectively as part of a concentrated effort to help children to listen appropriately. Nursery aged children are used to listening to stories and they begin to experiment with precise words to describe things. For example, during one story children, in response to questions, describe a bear as 'floating' on the river while another is quick to recognise that the bear was later 'sinking'.
- 41 There is good attention to developing children's understanding of sounds, with a well known commercial scheme being used daily to aid the process. There is a good mix of direct teaching and activities aimed at enabling children to use specific skills. Time is dedicated each day in both nursery and reception classes aimed at helping children to develop their literacy skills. In the role play areas there are several books associated with the main theme, for example, the vets. Children are also encouraged to make notes and to write letters to each other.

## **MATHEMATICAL DEVELOPMENT**

**Provision in mathematical development is good.**

### **Main strengths and weaknesses**

- There is good focus on the use of mathematical language.
- Good quality practical activities are allowing children to make use of their knowledge of number.

### **Commentary**

- 42 As with other areas, children make good progress in this area of learning with the vast majority attaining the early learning goal by the end of their reception year. Good teaching is again the main reason why this positive situation exists.
- 43 There is particular emphasis given to using correct mathematical language. When reading books like 'Going on a bear hunt' children are made to think of the positional language associated with each term, such as above, below and through. This was seen at its best at the end of one morning session in the reception when the teacher was focussing on getting children to use correct terminology as she moved things around during a whole class carpet time session. Nursery aged children were also being encouraged to repeat the appropriate term when building bridges. There is good use of nursery rhymes to re-inforce order of number with children acting out different aspects of the rhymes to help focus on order and quantity.
- 44 Throughout both classrooms there is good attention to re-inforcing number through practical activities. In the role play areas the way in which the resources have been set up puts much emphasis on mathematics. Recording of simple mathematical ideas is also encouraged at this stage allowing reception aged children to begin to move from the real to the abstract.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The emphasis given to ensuring that children have direct experiences is paying off in enabling good progress to be made in this area of learning.

### **Commentary**

- 45 There is a strong emphasis given to bringing in visitors to school so that children can have first hand experience of a range of support in the community, such as the local nurse. There is also good emphasis placed on enabling children to go on visits, especially to places like farms. Recently a small baby was brought into the classroom to allow children a chance to see how young babies are dependent on the care of adults. All of these activities are helping children have a good understanding about everyday things that they may otherwise take for granted. The topic approach, which looks at different themes, such as animals, allows children instant access to information on specific aspects of life. This approach is helping children further their understanding of caring for creatures and appreciating how things grow and develop. As a result of the range of activities provided children make good progress and the vast majority meet the early learning goals by the time they finish their reception year.

## **PHYSICAL DEVELOPMENT**

**Provision in physical development is good.**

### **Main strengths and weaknesses**

- There is effective use of the outdoor education area to promote children's physical skills.
- Good use is made of the main school hall to help children develop a sense of space.

### **Commentary**

- 46 The outdoor area has been set up in a very careful way so as to allow children access to a full range of activities enabling them to improve their physical skills. The range of resources allows children opportunities to use a tunnel, climb over obstacles, use their balancing skills, use wheeled vehicles, and dig in sand and earth pits and to participate in role play activities like petrol stations. These activities enable children to use their full range of physical skills and challenge children to improve their self-esteem by using skills they rarely use. As a result children make good progress in this area of learning and the vast majority attain the early learning goals by the end of the reception year.
- 47 The reception class makes good use of the main school hall to allow children to participate in movement lessons. The use of the hall to allow children to engage in yoga has already been mentioned. In addition, there is a weekly opportunity to carry out dance sessions. These lessons are helping children with their co-ordination and movement.

## **CREATIVE DEVELOPMENT**

**Provision in creative development is good.**

### **Main strengths and weaknesses**

- There is effective use of role play to allow children to move into a make-believe world.

### **Commentary**

- 48 Children make good progress in their creative development. This is due to opportunities provided for children to participate in role play and to be able to move into a make believe world. In the nursery children were quick to make predictions when a story was being read to them. For example, one child said that 'the dog might get it' when talking of the way the bear could be rescued from the river. In the reception the activities in the vets sees children engage energetically in a range of activities. During this time they move with ease into a make-believe world and talk about what is wrong with each animal. The quality and ease of access to resources is helping the children to engage very quickly with creative involvement. Adults working in each of the two classrooms are effective in directing the activities of children with well directed questions. This is successful in challenging children to come up with more interesting ideas.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is very good.

#### Main strengths and weaknesses

- National test results for Year 2 and voluntary tests at Year 4 show that standards are above average for reading and writing.
- More able, Year 4 pupils are reading and writing at levels that are approximately two years in advance of their chronological age.
- Pupils show good enthusiasm for reading.
- The quality of teaching is good overall and often very good.
- The subject is very well led.
- There is good use being made of pupils' literacy skills in other subjects.

#### Commentary

- 49 Standards in reading and writing have been good for some time. This is particularly the case for pupils at the end of Year 4. The voluntary national test at the end of Year 4 and on-going work shows that by comparison to national standards pupils are attaining at a high level. The national tests for Year 2 pupils show that standards in reading have been above or in line with national averages for the past four years. In writing, the Year 2 tests show consistent above average performance. The overall picture shows that approximately three-quarters of the pupils are attaining at a higher than expected level for their age in both reading and writing by the end of Year 4. Very few pupils are not attaining at the expected level for their age at this stage. The progress made in Years 3 and 4 is also very impressive with each cohort over the last three years making much better than expected advancement in their reading and writing. Achievement in English is therefore very good in Years 3 and 4.
- 50 The quality of more able pupils' writing is impressive. Most are attaining at least two years in advance of that expected for their age. Using descriptive language, including imagery, similes and metaphors is a strong feature of more able pupils' writing in Year 4. Work regularly has lines such as, 'Their eyes were sparkling yellow and their fangs were gleaming white.' Descriptions of setting and characters are particularly effective. There very good use of punctuation with new lines being regularly used for each new speaker. Creative ideas are developed well with confidence enabling pupils to take risks with their writing. These pupils are very enthusiastic readers who enjoy a full range of books but have definite preferences for certain authors. All read regularly at home and when they go on holiday. They make references to the influence individuals within books they have read have had on their lives, particularly in relation to their moral development.
- 51 The quality of teaching is good with very good teaching consistently happening in Years 1 and 4. There is very good challenge being provided for all pupils with lessons being conducted at a demanding pace. There is little time being lost to any disruptiveness. In all lessons there is good use of books which are shared with the whole class. These books form an important part of the stimulation for the pupils. In Year 1, for example, the book 'Hand's Surprise' was used well to motivate individuals. Then the teacher effectively used 'talking partners' to give pupils time to think and finally made demands on the pupils by insisting that the descriptive words in their answers were as powerful as they could be. In this way pupils experiment with alliteration as suggestions like 'crispy, chocolate chip cake' are offered by the pupils. This emphasis on speaking and listening is a strong feature of work in Year 4 as well. In this class the book 'Ice Palace' is the main focus for pupils as they search for descriptive phrases to help their descriptions of the mean character 'Starjick'. Pupils' levels of participation are very good as they search for more powerful phrases and the industry is impressive as they settle to individual tasks. The teachers in both Year 1 and 4 are

particularly effective in focussing on the learning needs of pupils. The Year 1 teacher, for example, uses a simple physical exercise of 'catch the butterfly' to help pupils re-focus. In Year 4 clear learning intentions and targets are used most effectively to help pupils with their concentration. Pupils' enthusiasm and work ethic adds much to the quality of learning.

- 52 Effective subject leadership is responsible for the good pupils' achievement that exists. The subject leader is the deputy headteacher and she brings all her skills to the fore in evaluating the quality of the provision. The enthusiasm and expertise of the subject leader is making a significant difference to the provision. As a result of the monitoring of teaching, learning and planning there is a consistent approach being applied by all staff. Learning intentions are being shared at the beginning of lessons and plenaries are used effectively to check on how well pupils have done in achieving these intentions. There is an evolving system of target setting in place and this is being appropriately applied by all staff. The emphasis on developing pupils' speaking and listening skills is another important issue that the subject leader has been responsible for. The subject leader's own expertise is also used to good effect as part of her role has focused on modelling lessons for her colleagues. The overall effect of all of this has been to create very good provision for English. The subject is one that is enjoyed by the pupils.

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

- 53 Pupils make appropriate use of their literacy skills across the curriculum. This is something that is increasing as the school's curriculum is developing. There are good opportunities for pupils to record work in written form in science, history, geography and religious education. In addition, teachers are maximising chances for pupils to talk about their tasks. This is prominent in physical education and art.

## **MATHEMATICS**

### **Provision in mathematics is good**

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

- Good teaching, especially in Years 1 and 4, ensures that pupils attain standards which are above average expectations by the time they leave the school
- Mathematics is managed well by the two subject leaders
- Pupils' very good attitudes to their work have a positive impact on their learning
- Pupils with special educational needs are not always supported with appropriate work for their needs

#### **Commentary**

- 54 Standards in the Year 2 national tests have shown a variation in pupils' attainment over the last four years, but are now improving and are in line with average expectations. By the time that pupils leave school aged 9, they are working at a level which is above expectations, and achievement is good overall, and very good for those with a higher ability. Throughout the school pupils have good calculation skills because they are taught a wide range of strategies. They are able to explain their methods and are beginning to use more precise mathematical vocabulary. Teachers are generally secure and confident in their knowledge of maths and this enables them to teach both clearly and accurately. They challenge pupils well with a wide range of focused questions which extend pupils' thinking at all ages.
- 55 Mathematics is well managed by the two subject leaders. They maintain very effective records and make regular analyses of all test and assessment results as well as a range of checks to ensure the quality of teaching and learning. They have correctly identified areas for development, and have clear action plans for improving pupils' problem solving and investigational skills. This is beginning to have an effect on pupils' learning; pupils in Year 4

were able to explain how they would mechanically solve a word problem. However, they are as yet still unable to apply some of their good number skills to more abstract problems or investigations. Pupils' books evidence an inconsistency in approach to teaching problem solving across the school, and marking can be brief, not leading to areas for improvement.

- 56 Pupils have very good attitudes to mathematics and display high levels of enthusiasm and interest. Together with teachers' high expectations of their attitudes and behaviour, this results in good progress in learning. Relationships are very good, which allows pupils to work together in collaboration when developing their skills or discussing number problems. Teachers provide a variety of support or extension activities and materials in lessons, which mean that most pupils achieve well and have a good understanding of what they have learned. However, evidence from lessons, and from pupils' books, indicate that pupils with lower ability and those with special educational needs do not always achieve as well as others in the class. This is because work provided is not always appropriate to their needs, and targets for improvement are sometimes very general, with too ambitious steps, rather than small steps in progress.

### **Mathematics across the curriculum**

- 57 Teachers plan good opportunities to use mathematics across other areas of the curriculum. This means that pupils can use and develop their skills in maths to support learning in, for example, science, design and technology and communication technology.

## **SCIENCE**

### **Provision in science is good.**

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

- The percentage of pupils attaining level 3 at the end of year 2 is well above the national average.
- In Year 1 good teaching that is well focused on developing pupils' skills and scientific thinking enables pupils to achieve well.
- The standard of work seen in Year 4 is above that expected for the pupils' age.
- New procedures for marking, target setting and assessment are not used consistently in all classes.
- In Year 2 tasks are not sufficiently differentiated to meet the pupils learning needs.

#### **Commentary**

- 58 Pupils in Year 1 achieve well owing to the school's practical, investigative approach to the subject. There is good emphasis on the correct use of specific vocabulary, which ensures that pupils fully understand scientific terms. For example, a pupil in Year 1 explained that 'compare' means 'what's different and what's the same.' In lessons like these where teaching is good, pupils are encouraged to be active learners by carefully formulated questions which helps them to draw on previous learning and to make connections with learning in other subject areas. This develops and deepens understanding, particularly for the more able pupils. On the few occasions where teaching is less secure, opportunities for consolidating or extending pupils' learning are missed and this results in pupils who are less enthusiastic missing out on completing tasks or extending their learning.
- 59 Year 4 pupils were very enthusiastic when talking about science. The standard of work in the workbooks of the more able is above that expected for their age. Pupils explained that they particularly enjoyed investigative work and were very confident when asked to explain the meaning of 'insulation' and 'conductor'. Year 3 pupils were able to discuss electrical circuits, referring to a classroom display that includes ICT and independent work. They were also



able to make connections between their geography work on pollution and its effect on wildlife around the school environment.

- 60 There was insufficient evidence to make an overall judgement on teaching and learning. Pupils record their work in workbooks and regularly write the learning intention as a title, which is an effective strategy in ensuring that they understand the intended learning of the lesson. Pieces of work are marked but many comments do not show pupils how to improve the standard of their work.
- 61 Leadership of the subject is good. As the result of the monitoring of teaching and learning, scrutiny of teachers planning and pupils' work, and analysis of data the subject co-ordinator has a sound understanding of standards through school and is able to provide clear direction. The school has identified scientific enquiry as an area for further development. The short term planning format has changed to include at least one investigative skills focus each week. The school has been well supported by the local education authority in providing training for the teaching staff. Science is well resourced as it remains a priority on the school improvement plan.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Provision for ICT has improved greatly since the previous inspection.
- Pupils are attaining in line with national expectations.
- Teachers have gained in confidence and are making greater use of ICT across the curriculum.

### **Commentary**

- 62 Since the previous inspection much has been done to improve the overall provision for ICT. The provision is now satisfactory with the school having spent a great of money to increase resources, which has included the setting up of a much larger ICT suite. There are interactive whiteboards in two classrooms and plans to extend this so that each classroom will have an interactive whiteboard. As a result of the increased resourcing and additional professional development opportunities provided the confidence level of the staff is much higher than it used to be.
- 63 By the end of Year 4 pupils are attaining at the levels expected for their age. They are able to access information from the Internet and use this information as part of on-going work. They can place photographs and diagrams alongside word processed writing and can adjust the position and size of the photograph or diagram. They are able to send e-mail but do not have knowledge of setting up an address book. They have experienced collecting data and presenting it in graphical form but have limited experience of spreadsheets.

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

- 64 Pupils use ICT for a variety of subjects. There are good examples of ICT being used to support work in English, mathematics, science, the humanities and for art and music. Staff look for any opportunity to involve pupils in using ICT but this tends to be done in the ICT suite more so than in classrooms.

## HUMANITIES

### Religious Education

#### Provision in religious education is satisfactory

- Teachers make appropriate links between religious education and PSHCE whilst stressing the spiritual elements of this subject.
- A good range of resources and artefacts, including visits and visitors from different cultures, support religious education.
- Long term planning indicates a breadth and balance across a range of different world religions

#### Commentary

- 65 As only one lesson was observed in religious education, the scrutiny of pupils' work and discussions with them, teacher's planning and discussions with teachers confirm that provision is satisfactory. The quality of teaching and learning in the lesson seen was good. Pupils made progress in their understanding of Judaism.
- 66 Standards are in line overall in relation to the locally agreed syllabus. Whilst this is a satisfactory improvement since the last inspection, the range of visits and visitors has been extended which is enriching this subject for the pupils. Parents from different faiths contribute positively to religious education in a variety of ways, for example, by providing traditional dress or organising an Eid party in school. Older pupils are able to discuss their visits to a Christian church and a synagogue, comparing and contrasting religious customs and symbols. Religious education has an appropriate priority throughout the rest of the curriculum. It contributes well to pupils' personal development, as pupils learn what is right and what is wrong, and explore ideas about the beliefs and customs of other faiths.
- 67 Leadership of religious education is satisfactory. The co-ordinator has good subject knowledge and has provided each teacher with a resource file to facilitate planning. Although the subject co-ordinator has gathered and begun to analyse data, this aspect is not developed sufficiently to impact further on raising standards.

#### Geography and History

- 68 There is insufficient evidence to make judgements on the provision of **geography** and **history**. In both subjects there is a two-year cycle of topics which co-ordinators believe allows for more detailed study. However, as pupils record geography and history in a shared book or folder it is difficult for younger pupils to differentiate between the two subjects.
- 69 In geography, pupils have a satisfactory understanding of the features, climates and ways of life found in their local environment and contrasting environments. For example, Year 1 pupils are able to extend their learning about Katie Morag's island life by considering modes of transport on the Isle of Struay. Year 3 pupils are keen to share their knowledge about recycling by designing posters. The pupils expressed their own views about the impact of vandalism on their school environment and the school's response to it. This work has enhanced their learning about how people affect the environment and they are beginning to recognise ways to manage the local environment better. Year 4 pupils have studied the contrasting environment of Egypt in order to gain a greater understanding about their history topic of ancient Egypt.
- 70 History was sampled during the inspection. However, evidence from pupils' work and from talking to them indicates that standards are broadly in line with national expectations by the time that pupils leave the school. A feature of the history programme of study is its links to other curriculum areas. Year 2 pupils are enthused when talking about their classroom

display on the Great Fire of London, taking care to explain how their teacher 'aged' their independent writing and that they worked collaboratively to develop their ICT skills for newspaper articles. Older pupils used the internet to research the life and times of the Tudors and used oil pastels to complete portraits of Henry VIII. More able Year 4 pupils produced mind maps to reflect on their learning about ancient Egypt.

- 71 The subject co-ordinator for geography and history is new to this post and has not yet had time to develop her role. Leadership and management are satisfactory. The opportunities to monitor and evaluate provision have been limited. Resources are satisfactory in both subjects.

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

### **Art and Design**

- 72 No lessons were observed in art and design and so no overall judgement is made about the quality of provision. Teachers display pupils' art work well so that classrooms and shared areas look bright and colourful. Some examples of high standards were seen on the walls and in previous work especially that produced during the school's Art Week at the beginning of this academic year.

### **Design Technology**

- 73 No lessons were seen in design and technology so secure judgements on standards, achievement or the quality of teaching and learning cannot be made. However, medium term planning, the work seen on walls and that in the subject portfolio indicates that pupils of all ages receive regular opportunities to design and make in a range of different contexts.

### **Music**

- 74 No lessons were observed in music and there is not enough evidence to make secure judgements about standards and teaching. A commercial scheme of work is used as a means for broadening the base of teachers' expertise, and they are also well supported by the subject leader. Pupils sing with enthusiasm in assemblies, and older pupils have further opportunity to develop their singing skills in the school choir. The school takes part in the local music festival, and regularly produces concerts for parents, governors and friends of the school. Instrumental tuition by a visiting teacher is also available.

### **Physical education**

- 75 Although there was no opportunity to observe physical education lessons everything suggests that pupils are attaining well in this subject. There is good attention to developing pupils' physical skills from early on. The opportunities provided for pupils to participate in sport, especially football and rugby, outside normal lessons is also adding to the quality of the provision. Physical education is given a high priority in the school and this is in line with the school's desire to ensure that pupils are encouraged to have a healthy life style.

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

### **Commentary**

- 76 This subject was only sampled during the inspection and therefore, no judgement is made about overall provision. However, this is clearly an important part of the school's work as teachers make good opportunities to integrate personal, social and health education and citizenship into other lessons. For example, moral and social education is an important part of many religious education lessons, geography lessons develop an understanding of the effects of pollution and vandalism around the school grounds and science lessons add to

pupils' understanding of healthy living. Visitors to the school include a 'Stay Safe' puppet show for Year 1 pupils and each year group take part in a drug education programme in accordance with the governors' policies.

- 77 Pupils are extremely confident when answering questions in lessons and this is reflected in the very good relationships that exist between pupils and staff. The positive attitudes of pupils and their very good behaviour are helping them to learn more effectively. The school council effectively represents pupils' views at its weekly meeting and has written to Kirklees Council about the impact of dog dirt. A good example of how the school promotes personal development is the support that play leaders give to younger pupils during playtime. Activities beyond the normal school day also make a significant contribution to pupils' personal development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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