

INSPECTION REPORT

SCAPEGOAT HILL JUNIOR AND INFANT SCHOOL

Golcar, Huddersfield

LEA area: Kirklees

Unique reference number: 107645

Headteacher: Mr K Shilton

Lead inspector: Mrs R S Rodger

Dates of inspection: 15-17 November 2004

Inspection number: 269548

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
Gender of pupils:	Mixed
Number on roll:	62
School address:	School Road Scapegoat Hill Golcar Huddersfield West Yorkshire
Postcode:	HD7 4NU
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D Humphries
Date of previous inspection:	April 3 2000

CHARACTERISTICS OF THE SCHOOL

This is a small primary school situated on the outskirts of Huddersfield admitting children between the ages of four and eleven. There are 62 pupils on roll, including six pupils in the Foundation Stage, two of whom attend the school part-time because they are still four years old. Almost all the pupils are of White British heritage. The proportion of pupils with special educational needs is well below average. Four pupils have special educational needs (6.4 per cent), including one pupil with a Statement of Special Educational Need; they all have specific learning difficulties. The area in which the school is situated is average socially and economically and the proportion of pupils eligible for a free school meal is below the national average. Pupils' attainment when they begin school is generally matched to the expectations for their age in all areas of learning. The school has achieved the Artsmark award for good achievement in art and design, drama, dance and music. Partnership with the cluster of small schools in the area is a strong feature. A local preschool is held in the school two afternoons a week.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10347	Mrs R S Rodger	Lead inspector	Foundation Stage, English, art and design, geography, history, information and communication technology and physical education.
9649	Mrs J M Smith	Lay inspector	
33225	Mrs E Greensides	Team inspector	Mathematics, science, design and technology, music, religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school. Standards have improved and are good, overall; teaching, learning and assessment are good. Leadership is good. However, based on the very high cost to educate each pupil in the school, value for money is only satisfactory.

The school's main strengths and weaknesses are:

- the good improvement in standards since the last inspection;
- the ethos, attitudes and behaviour of the pupils are very good;
- the very good relationships with parents;
- the very good support provided by experienced teaching assistants;
- provision for the small number of Foundation Stage pupils is very good;
- links with other schools and colleges very effectively enrich the curriculum
- leadership by the headteacher is good;
- governance and financial management are good;
- the role of subject leaders is under developed in some subjects, and weaknesses in the presentation of some pupils' work have not been identified;
- the poor condition and limitations of the building limit developments to the curriculum in information and communication technology(ICT), outdoor provision for the Foundation Stage and physical education; this is a barrier to learning.

School improvement is good. Improvement in the weaknesses identified in the previous inspection in April 2000 has been good. The teaching of mathematics and the improvements in the quality of ICT have been good. Pupils know how to improve their work and planning has improved.

STANDARDS ACHIEVED

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

*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.*

There were only eight Year 6 pupils in 2004, therefore to compare the results in national tests with previous years' results is unreliable as each pupil represents 12 percentage points. A more reliable picture of performance in the national tests is to compare the results over a four year period which shows that the school's average points score was above the national upward trend for 11 year olds. The table above shows that standards in the 2004 national tests were above average in English, average in mathematics and well above average in science. Pupils in Year 2 achieved well above average in reading, mathematics and science and above average in writing in the 2004 teacher assessment trial¹. The overall trend was also above the national upward trend for 7 year olds. **Pupils of all abilities achieve well**, including those in Years 3 to 6 who have special educational needs and higher attaining pupils throughout the school. Standards in lessons are good throughout

¹ This means that the pupils did not complete the national tests.

the school in English and mathematics and pupils achieve well. Standards are satisfactory in science, religious education and design and technology. Standards in ICT have improved and are now good by Year 6. There is too little evidence to judge standards in the other subjects. In the Foundation Stage, the pupils are on course to exceed the standards they are expected to reach by the end of reception in all areas of learning and their achievement is very good.

Pupils' personal qualities are very good. Attitudes and behaviour are very good. Pupils are interested and work hard; they enjoy school very much. **Pupils' spiritual, moral, social and cultural development is very good.** Attendance is well above average and this is very good.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching and learning is good overall. Good organisation and management of pupils in mixed-age classes is consistently good. In the best lessons pupils are challenged and work well in small groups on work well matched to their needs. Teaching assistants provide very good support for all pupils, especially to those with learning difficulties. At times work does not stimulate the pupils, for example, when they are asked to complete work sheets or when they have to listen for too long and become bored. The curriculum is well organised, but too much time is allocated to teaching English and mathematics, with the result that some subjects are not taught enough. Music is not taught weekly and religious education has only recently met statutory requirements. Accommodation is poor and is a barrier to learning. Provision for activities outside the normal school day is good. Assessment is good. Pupils are very well cared for and partnership with parents is very good. The school has very good links with local schools and colleges and overall links with the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher takes effective overall responsibility as well as leading by the example of his own good teaching. Teamwork is a strong feature of the school's work. Governors do a good job and are very supportive. They ensure that all legal requirements are met. They have overturned a budget deficit to a reasonably healthy position despite falling rolls. Arrangements to check the work of the school are efficient and reasonably effective, despite being informal in some subjects. The leadership and management of some subjects requires development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school and have no concerns about any aspect of its work. Pupils are very well supported and they value the help given by their teachers which helps them to learn. Teachers are fair and listen to their pupils' ideas.

IMPROVEMENTS NEEDED

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

- to develop the role of some subject leaders so they have a better knowledge and understanding of standards, teaching and learning and developments in their subject.
- to improve the presentation of pupils' work.
- improve the quality of accommodation when funds permit.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall. Pupils start school with standards typical of pupils the same age elsewhere. Irrespective of their ability, gender, ethnicity or special educational need, pupils achieve well. Standards are above average in English and mathematics by Year 6 and in reading, writing and mathematics by Year 2. Small year groups, very good attitudes to learning and a strong ethos of care and consideration for each other all contribute to the good achievement made throughout the school.

Main strengths and weaknesses

- Achievement in the Foundation Stage is very good.
- Small year groups and good curriculum continuity contribute to good achievement.
- Achievement in information and communication technology is good.
- Standards in the non-core subjects are not as high as in English, mathematics and science

Commentary

1. The table showing the average points scored by pupils in Year 6 in the 2004 national tests is not included in the report because there were too few pupils in the year for the figures to be reliable. Achievement is good and the standards achieved by pupils throughout the school have improved since the previous inspection. In Year 6, standards in English and mathematics are above average and the pupils achieve well; this is as a result of the impact of training and support for teachers since the previous inspection. Standards in science are broadly average in lessons; this is lower than the results of the 2004 national test results which were well above average because there has been no training for staff; the subject leader has not checked progress so far through the year; and a much higher priority has been given to English and mathematics. The table below shows the average points scored by pupils in Year 2 in 2004. The results were well above average in reading and mathematics and above average in writing compared to similar schools with a well above average proportion of pupils reaching Level 3 in reading and an above average proportion doing so in writing, mathematics and science.

Standards in national teacher assessments at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	18.3 (18.8)	15.8(15.7)
writing	16.3(16.5)	14.6(14.6)
mathematics	18.2(19.3)	16.2(16.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year

2. Pupils in the Foundation Stage achieve very well in personal, social and emotional development, communication, language and literacy and in mathematical development. They are likely to exceed the early learning goals in these areas of learning by the time they leave the reception class. Indeed, the pupils are already meeting the early learning goals in the shape, space and measures aspect of mathematical development. This very good achievement is due to the impact of good teaching that is very well matched to their needs and the challenge they receive by working with older pupils for some of their time in school. Younger pupils generally in the mixed age classes make very good progress because they can extend their learning and frequently complete what is planned for older pupils which can be challenging.

3. Achievement in ICT is good and much improved since the previous inspection. Pupils have good skills and apply them well to support learning in other subjects such as history. Year 6 pupils reached above average standards in their control technology lesson where they learned to program the sequence of lights on a helter skelter in different combinations.

4. Throughout the school the achievement of pupils with special educational needs is good. Support staff work well with pupils in lessons and pupils contribute well in lessons, enabling them to make good progress. Very few lessons were seen in the non-core subjects, but based on the work on display, in pupils' books and discussions with pupils, standards and achievement are satisfactory. There is some indication that greater attention is beginning to be given to applying literacy skills in some subjects that is leading to higher standards. This is linked to the early stages of implementing the recommendations of *Excellence and Enjoyment*² which the school are involved with in partnership with other schools in the neighbourhood cluster of schools.

Pupils' attitudes, values and other personal qualities

The school promotes personal development **very effectively**. As a result, pupils' attitudes and behaviour and the development of their personal qualities, including their spiritual, moral, social and cultural development, are **very good**. Attendance is very good.

Main strengths and weaknesses

- Pupils are committed and enthusiastic learners
- Pupils throughout the school behave very well
- The school works very effectively to help pupils become caring, confident and responsible members of the community
- Pupils enjoy coming to school and attendance and punctuality are very good

Commentary

5 The very positive attitudes which pupils have to their learning make a significant contribution to their achievement. In lessons, pupils, including the youngest ones, are very responsive to their teachers; they listen carefully, co-operate and are eager to do their best. In mathematics lessons they are not daunted by difficult problems because, as one pupil said. "It's so satisfying when the solution clicks". Pupils' success in the annual swimming gala is indicative of the high level of commitment which pupils bring to sporting and other out of school activities

6. Pupils are proud of their school and behave very well both in lessons and around the school. They respond readily to teachers' high expectations of good behaviour and seldom need reminders on how to behave. Both parents and pupils describe the school as a very friendly place. They agree that bullying is rare and that when incidents do occur the school deals with them promptly. There have been no exclusions.

7. Pupils' very good moral and social development is a strength of the school. As soon as they join the school pupils are made to feel members of the school family and this helps them to grow in confidence and self-esteem. Older pupils show a strong sense of care for younger pupils and help them in a very natural and friendly manner. The school provides good opportunities for pupils to exercise responsibility; for example older pupils sell fruit at break time. The daily act of worship provides good opportunities for spiritual reflection and also for pupils to learn about the festivals and beliefs of other religions. The school is aware of the importance of helping to prepare pupils for life in multi-cultural Britain and seeks out opportunities to do this; for example older pupils visit a local

² Schools have the freedom to develop their own rich and varied curricula and innovative ways of teaching literacy and numeracy.

Sikh gurdwara. Parents all agree that their children are happy in school and this is reflected in their very good attendance and punctuality.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.5	School data	0.1
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**. The quality of teaching and learning is **good**. Curricular provision is **satisfactory**, and there is a **good** programme of enrichment activities in place. Partnerships with parents are **very good**. The school has **very effective** routines in place to check on the health, safety and well being of pupils.

Teaching and learning

The quality of teaching and learning observed during the inspection was **good** overall. Assessment is **good**.

Main strengths and weaknesses

- The quality of teaching and learning in the Foundation Stage is very good.
- The organisation and management of pupils in the mixed age Foundation Stage to Year 2 class is very good.
- Two teaching assistants provide very good support for individual pupils and work very well in partnership with teachers, especially in Years 5 and 6.
- In some satisfactory lessons, expectations for the presentation of work are too low and pupils complete too many undemanding worksheets.
- The use of assessment information for target setting has improved since the last inspection.

Commentary

8. The table below shows that three quarters of the lessons were good or very good. Most of the good and very good teaching is in the Foundation Stage and in mathematics and in some of the non-core subjects. In the good lessons, pupils are involved and contribute well in discussions, they work hard in lessons, progress at a brisk pace and there is a good balance between listening and working independently. Sometimes, there are too many learning intentions and the pace of learning is too slow because the lessons are too long.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	16	6	0	0	0

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

9. The small number of pupils in the Foundation Stage is taught alongside pupils in Years 1 and 2 for most of their time. However, they are provided with work that is aptly matched to their age and abilities as well as linking effectively to topics covered by the older pupils. For example, older pupils in the class learned about three-dimensional shapes, while the youngest pupils made an alien with the shapes. As a result of very good intervention by a skilled teaching assistant, they learned the names of the shapes they used. At other times they work as a discrete group practising the initial sounds of common words or making use of the larger space in the hall for role play; for example, they made a spacecraft for an alien from blocks and showed their skills in counting backwards from 20.

10. The management, grouping and match of work to the needs of the three age groups of pupils in one class are very good. Planning is suitably matched to the individual needs of the pupils. As a result, the youngest pupils make very good progress. In a summary discussion in a mathematics lesson, for example, a very young pupil confidently and correctly volunteered the answer 'triangular prism' in response to a question to older pupils. In an art and design lesson, older pupils used a range of techniques as they moulded clay into sculptures in the style of Epstein.

11. Two well-experienced teaching assistants support pupils of all abilities well, especially those few pupils with special educational needs. They work well in partnership with teachers; for example, during a Year 5 and 6 English lesson, one teaching assistant asked the teacher challenging questions which helped to stimulate the interest and participation of the pupils as they found out about the use of dramatic language in *Macbeth*. The support for pupils with special educational needs is effective and, as a result, pupils with a statement of special educational need are fully included and participate well in all lessons by volunteering answers to questions spontaneously and working well independently.

12. There is an overuse of worksheets in science, history and geography in Years 3 and 4. The amount of information required on some of these worksheets is minimal and sometimes lacks challenge for more able pupils, especially in science. Space to write is limited and leads to untidily presented work that is transferred into pupils' books in this class.

13. Overall, assessment is good and much improved since the previous inspection. Pupils are set targets in reading, writing and mathematics that they refer to as they complete their work; most pupils know what their targets are. Marking of pupils' work is sometimes very thorough and pupils know what they need to do to improve, but in some cases there is insufficient reference to the pupils' targets. Detailed up-to-date records of achievement in writing in Years 1 and 2 track progress effectively towards each National Curriculum sub-level of attainment and give the teacher a clear picture of progress. The same level of rigour is less evident in reading records, where individual progress is tracked via the completion of a twice yearly standardised test. Ongoing day-by day assessment is often no more than a cursory comment in a home reading record that does little to inform the pupil or their parents what has been achieved or what needs to be achieved.

The curriculum

The school provides a **satisfactory** curriculum for all its pupils. A **good** range of additional activities outside school hours enriches pupils' learning. Although resources are **satisfactory**, the accommodation is **poor** and is a significant barrier to learning in some subjects.

Main strengths and weaknesses

- The accommodation is poor, and this is a significant barrier to learning in some subjects.
- The curriculum for pupils in mixed-age classes has been carefully and effectively designed
- The amount of time spent in teaching mathematics and English has a detrimental effect on the rest of the curriculum.
- A good programme of additional activities outside school hours extends pupils' learning experiences, interests, and talents.

Commentary

14. For pupils in Years 1 to 6 all National Curriculum subjects and religious education are taught, meeting statutory requirements. The school provides opportunities for older pupils to learn musical instruments. The curriculum has been carefully designed to ensure it meets the needs of all pupils, including those with special educational needs. A two year long term plan ensures that all aspects of the National Curriculum are covered, and lessons are carefully planned so that pupils of all ages within the class learn appropriately to their age and ability. Activities are suitably differentiated within each class for both age and ability. For example, in a science lesson on healthy foods in the class of the youngest pupils, the very youngest pupils made salt dough models of food, Year 1 pupils categorised foods into healthy or not, with the good support of a teaching assistant, and Year 2 pupils worked with the teacher to sort foods into their different types.

15. The provision made for pupils to learn successfully in English and mathematics is good, and is satisfactory in science. The learning opportunities provided in other subjects are at least satisfactory, but changes of timetable since the two year curriculum plan was implemented, have meant that less time is given to some of the non-core subjects than was originally intended. This has meant, for example, that music is not taught each week and that time given to religious education has only recently met statutory requirements. The school is addressing some of these issues with wider cross curricular work, such as links between history, music, dance and drama in the Greek topic at the end of last year, and with off timetable days such as the Victorian day and creative arts days. The extensive time given to mathematics and English has arisen as a result of the need to improve standards in those subjects. The leadership of the school is aware that opportunities to apply literacy and numeracy skills across the curriculum should be developed and have included this on their school improvement plan.

16. The school provides an extensive and varied programme of activities outside normal school time, and take up for these sessions is good. Pupils are provided with the opportunity to take part in drama, gardening, ICT and a range of sporting activities. The size of the school means that there are seldom enough pupils to make up numbers for full teams in competitive sport, but the school enters sporting competitions against similar sized schools in as many sports as possible, and is a member of the small schools' football league. Other sports include rounders, netball, and swimming, where the school in recent years has reached national swimming finals.

17. The school is well resourced to cover lessons across the curriculum, and also shares some larger resources with other local small schools. The provision of a small computer suite in all classrooms is enabling all pupils to develop their ICT skills and, along with interactive whiteboards in two classes, is raising interest in the subject. These resources are an improvement since the last inspection. Teaching assistants are deployed very well across the whole curriculum.

18. The accommodation of the school, however, is poor. Inside areas are well cared for, but space is severely restricted in all areas of the school. There is no outdoor area specifically for the Foundation Stage pupils. The hall is too small for physical education to be taught effectively to older pupils, and this is made worse by the essential storage of large equipment and tables for lunch time. Noise during physical education lessons, and when the hall is being set up for lunch, is distracting to the oldest class who work behind a screen door. There are no spaces within school for withdrawal groups, or for a suite of computers for whole class teaching of ICT. The accommodation overall is not suitable for those with physical disabilities. The governors have plans ready to improve this situation as soon as there is funding available.

Care, guidance and support

The school provides **very good** care for pupils and very effective support and guidance based on the **good** monitoring of their achievement and personal development. Pupils' views are sought and acted upon very well.

Main strengths and weaknesses

- All staff work very effectively to ensure pupils' well-being and happiness.
- Health and safety procedures are very good.
- There has been good improvement in the use of assessment information to provide pupils with targeted support.
- The school seeks out and responds to pupils' views very effectively and the school council plays an important role in the life of the school.

Commentary

19. The school has a strong caring ethos. Pupils feel secure, happy and well-cared for and parents are very pleased with the very good care their children receive. The school has careful procedures to ensure the safety of the premises and staff are vigilant at all times. The risk assessments which are done when pupils go on visits are thorough. The school promotes healthy living well and is making good and systematic progress towards the Kirklees Healthy School Standard Award. There are effective procedures for child protection. Although pupils who have special educational needs are well cared for, the school has not yet arranged for an audit on how it can improve access for the disabled.

20. Teachers know their pupils thoroughly; they respond very well to their individual needs and provide them with good guidance. At the last inspection the use of assessment information to provide targeted support for pupils was found to be unsatisfactory; it is now good. Pupils all have individual targets on how they can improve their work and these are shared with parents. The school has good arrangements for helping new pupils to settle in the school and also for supporting pupils' transition to secondary school.

21. Pupils agree that the school listens to them and takes their views into consideration. There is a very effective school council whose members are elected from all three classes. In conversation with inspectors, council members talked in a confident and mature manner about how they help to improve the school, for example by deciding on new playground equipment, by conducting surveys on pupils' favourite fruit and by alerting staff to problems with the water fountain. The work of the school council is helping pupils to develop good habits of citizenship.

Partnership with parents, other schools and the community

The school has a **very strong** partnership with parents who hold the school in very high esteem. **Very good** links with the community and **very good** links with other schools make a significant impact on pupils' learning and personal development.

Main strengths and weaknesses

- The exceptionally high level of parents' confidence in the school underpins the very effective partnership between home and school.
- The school provides parents with a very good range of information.
- Parents and grandparents provide the school with good help.
- Very good links with other schools and colleges help to enrich the curriculum very effectively.

Commentary

22. The parents' questionnaire and pre-inspection meeting with parents both reveal the exceptionally high level of confidence which parents have in all aspects of the school's work. Parents particularly value the good, open and friendly communication which they have with teachers which means that any concerns they may have are speedily dealt with. The school regularly consults with parents and is responsive to their views

23. The school provides parents with very good information which helps them to support their children's learning effectively. Detailed curriculum booklets provide a very full picture of what pupils are learning. Homework books and the sharing of targets also help parents to feel fully involved in their children's learning. Good annual written reports on pupils' progress contain perceptive comments which are personal to each child and also contain useful suggestions for areas for improvement.

24. A few parents and grandparents give valued help in the classrooms. For example, pupils in the youngest class were thrilled when a parent who is a midwife talked to them about how midwives care for babies. The school also values the work of the Friends of Scapegoat School who meet regularly to organise social and fund-raising events.

25. The school's very good links with other schools and colleges make a good contribution to pupils' learning and particularly to their creative development. For example the production of "Creative Heights" done with the Heights Cluster of Small Schools was very successful and pupils enjoyed two stimulating arts days working with students from Huddersfield University. The school's links with its main receiving secondary school are developing well and include some good curriculum links.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. Governance is **good**.

Main strengths and weaknesses

- The headteacher has worked hard to improve the school in recent years.
- Governors do a good job, they have worked effectively with the headteacher
- The school's priorities are a good reflection of the needs of the school
- Leadership of some subjects is not good enough.

Commentary

26. The hardworking headteacher has created a strong, caring ethos throughout the school in which pupils are highly valued and respected. The school improvement plan is a thorough appraisal of the school priorities. Despite a heavy teaching commitment, the headteacher has introduced several new initiatives into the day-to-day work of the school effectively; arrangements for the remodelling of the workforce and time for his staff to plan, prepare and assess are in place; aspects of the Primary National Strategy are in place; and the school is working towards achieving a healthy school award. The headteacher checks the quality of teaching and learning in line with performance management requirements and provides teachers with feedback as required. Much of the review of performance is informal as the number of staff is so small and team working is a key feature of the school's work.

27. Governors manage the finances efficiently and prudently. School priorities are carefully costed in the school improvement plan and governors monitor expenditure regularly to ensure best value is achieved. The uncertainty over ownership of the school and the falling rolls in recent years mean that capital expenditure has been limited and governors have to ensure there are funds to maintain the current staffing levels despite falling rolls. This situation is beginning to have an impact on the quality of education provided by the school for the youngest pupils and the provision for physical education. The governors are aware of the limitations of the building and have a long term strategy to add a new classroom and improve the provision for the outdoor area for the Foundation Stage as soon as funds are available.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	260391
Total expenditure	258191
Expenditure per pupil	4098

Balances (£)	
Balance from previous year	21809
Balance carried forward to the next	24009

28. As a small school, teachers are required to take responsibility for several subjects. Leadership in some subjects is more effective than in others. In English, mathematics and ICT, leadership is effective and, as a result, achievement is improving. Due partly to a lack of time, and having several curriculum areas to manage subject leaders in other subjects are less effective. As a result, they do not know what happens in different key stages or how high standards are in the subjects for which they have responsibility. This has had an impact in one class in particular because standards and expectations of pupils learning are not as high as the rest of the school.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

There are six pupils in the Foundation Stage, including the two youngest pupils who attend school part-time in the afternoon because they are not yet five. The pupils are taught in a mixed age class with Year 1 and 2 pupils.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Pupils' personal, social and emotional development is given a high priority at all times.

Commentary

29. The needs of the youngest pupils are given prime importance in the mixed age class of Year 1 and 2 pupils. They are encouraged to listen and contribute in whole class sessions, but are quickly taught as a small age group for all areas of learning. As a result, they develop good levels of confidence. By the time they are part of a Year 1 group, they have developed social skills beyond those expected of pupils the same age. They are on track to exceed the early learning goals by the time they leave the reception class. Achievement is very good as a result of the very good teaching by a teaching assistant .

30. Behaviour is very good and the pupils are keen to cooperate, can take turns and take very good responsibility for their own learning when working independently.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- A high priority is given to teaching basic skills
- Pupils are well taught by an experienced teaching assistant.

Commentary

31. The quality of teaching and learning is good. Achievement is good. The pupils learn to recognise the first sounds of words and write letters correctly. They practise doing this on a daily basis as a small group in a number of effective ways: they form letters in the air with their finger; observe letters as they use a 'treasure chest' ; or use a feely bag of letters shapes to learn how different letters are formed. Learning is considerably enhanced by the industrious way in which the pupils tackle the work they have to do.

32. The pupils are taught to read on an individual basis for some of their time and at other times they work as part of the whole class group listening to stories at the beginning of English lessons. This is not always effective as the books used are sometimes too small and the pupils are unable to see the words in order to read them. The pupils are interested in books and turn readily to them and talk about favourite characters with support. They are likely to exceed the early learning goals in this area of learning by the time they leave the reception class

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**

Main strengths and weaknesses

- Practical activities are used very effectively to help pupils learn.

Commentary

33. Pupils are achieving the early learning goals in this area of learning as a result of very good teaching. Achievement is very good. Well planned activities are used to help pupils to count numbers backwards as, for example, when a spacecraft was launched as part of a role play set up in the hall. Pupils recognised and named many three-dimensional shapes as they made an alien from empty containers. They confidently contributed to a joint lesson with Years 1 and 2 to share their familiarity with terms such as triangular prism.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

34. This area of learning was sampled. Medium term plans and examples of pupils' work shows that they learn about the local area and about the different parts of their bodies with the support of ICT. The pupils learn to drag and paint using an ICT paint program. As part of a topic about the classroom, they learned how to use positional language as they placed features on a simple map of the classroom. The pupils have worked in the area around the school, but there are limited opportunities for learning on a regular basis outside as the school does not have a dedicated outdoor area for the Foundation Stage. Teaching and learning are good and the pupils achieve well based on the progress seen in their books.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The pupils develop a good awareness of the effect of exercise on their bodies.

Commentary

35. The pupils have a weekly physical education lesson in the hall with older pupils in their class. The four-year-olds love imitating the older children as they copy their movements. They listen to instructions and move about with good control and confidence. They work away from the rest of the class learning how to control a bouncing ball effectively. At all times their attention is drawn to the effects of exercise on their bodies as they discuss and feel their beating hearts. The pupils are likely to exceed the early learning goals in this area of learning by the time they leave the reception class. Achievement is good as a result of good teaching.

CREATIVE DEVELOPMENT

36. This area of learning was sampled. A scrutiny of planning and displays of pupils' work show that standards are generally typical and the pupils are likely to meet the early learning goals in this area by the time they start into Year 1. A high priority is given to imaginative play both in the classroom and very good use is made of the hall to develop more creative role play areas, for example the construction of a rocket launch pad with blocks enabled the pupils to take on several different roles as they set off to the moon. Teaching and learning in this session were good and the pupils achieved very well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- Achievement throughout the school is good and standards have improved since the last inspection.
- Daily quiet reading is not used as effectively as it could be.
- The subject is used well to support learning in other subjects.

Commentary

37. Standards have improved throughout the school since the last inspection. In the last four years they have risen at a rate above the national upward trend in Years 2 and Year 6 in the national tests. Achievement throughout the school is good in reading, writing and speaking and listening. Pupils of all abilities achieve equally well, especially the small number of pupils with special educational needs. Standards in lessons are above average in reading, writing and speaking and listening. Pupils write fluently in Year 2. Handwriting is accurate, adjectives are used accurately and capital letters and punctuation are used correctly. Higher attainers in Year 2 use speech marks correctly. Year 6 pupils use a wider range of writing styles in other subjects effectively. The presentation of work in Years 3 and 4 is unsatisfactory. In some cases, the pupils' writing has deteriorated throughout the term. Pupils use too many worksheets in which the space to write is too cramped. This results in unsatisfactory work that is mirrored in other writing.

38. A daily quiet reading session is held in each class and individual pupils read to the teacher. This is not the most effective way to use this time as pupils are frequently off task in some classes and do not read as intended. A decision was taken in school to revert back to hearing pupils read individually instead of following the recommendations of the National Literacy Strategy suggestions for guided reading. As a result, reading records are sparse and do not identify targets for improvement or say what pupils have achieved in any detail. Parents signing the reading record are unlikely to get any help in how to support their child from comments in these records. Class records for reading do no more than record the books the pupils have read.

39. The quality of teaching is good overall, but ranges from satisfactory to very good. Pupils learn effectively when:

- work is well matched to their needs and challenging;
- they are aware of their targets for improvement and know how to improve their work;
- expectations are clear and precise and pupils understand what to do;
- information and communication technology is used well to model writing;
- lessons are well organised and managed;
- relationships and behaviour are very good;
- teaching assistants are involved with small groups of pupils.

40. Features of teaching that were less effective were very few but included:

- a lack of challenge and insufficient time allocated to applying literacy skills;
- modelling of writing is not good enough in Year 3 and 4;
- introductory sessions are sometimes too long;
- all pupils are expected to complete the same work irrespective of age or ability in Years 5 and 6.

41. Leadership and management of the subject by the headteacher are good. Steps to improve standards in writing by providing training for staff have had a good impact. Formal checking of writing takes place regularly by the subject leader with support provided by the local education authority. This is beginning to have an impact on standards, especially in Years 1 and 2.

Language and literacy across the curriculum

42. A high priority is given to applying writing skills in other subjects, particularly history and geography. This is a good feature of the work throughout the school. Pupils are confident and articulate when answering questions and joining in discussions. For example, Year 5 and 6 pupils spoke knowledgeably about their work on Shakespeare and showed good understanding.

MATHEMATICS

Provision in mathematics is **good**.

- Pupils achieve well because the teaching of mathematical skills and understanding is good.
- Pupils are encouraged to try out their ideas to investigate and to solve problems.
- Pupils of all ages and abilities in mixed age classes are both supported and challenged.
- Pupils have high levels of enthusiasm and enjoyment for mathematics, and this helps them to progress.
- Mathematics is not sufficiently represented in other subjects

Commentary

43. The teaching of mathematical skills and understanding is good, and this is an improvement since the last inspection. Teachers are secure and confident in their teaching, and make very good use of the computerised interactive whiteboards as an aid to learning. Pupils know what is expected of them during lessons because teachers tell pupils what they are going to learn, and activities and tasks within lessons are designed to ensure good understanding and development of skills within this focus.

44. As a result of good teaching, pupils make good progress and standards have been rising consistently since the last inspection, being now well above those expected in national tests at Year 2 and in line with national expectations in Year 6. A strength in standards is the very good number skills that pupils have been taught, and the range of strategies which they have acquired to solve number problems. Throughout the school, most pupils are quick and confident about carrying out mental calculations and can clearly explain how they arrived at their answers. They use precise mathematical language such as “denominator” and “triangular prism” from very early ages.

45. Teaching skills support, challenge and extend learning, and expectations of what pupils can achieve are high. Pupils are aware of these expectations through a system of individual targets, which are regularly reviewed and are shared with parents. Teachers plan extension work to challenge higher attaining pupils in each unit of work, and this is effective as it is more than just further work of the same kind. In one lesson observed during the inspection, a high ability group of pupils were challenged through direct teaching, intervention and differentiated tasks. The level of their discussion was very high, and they had both the security and the independence to investigate each other’s work and to compare answers and strategies used to work out problems. Work is very carefully planned for the full range of ages and abilities within the classes, and the school has been identified as being in the top twelve schools in the authority for raising attainment for lower ability pupils.

46. The use of the interactive whiteboard acts as a stimulation for pupils, and they are also encouraged to investigate and to solve problems together. As a result, pupils have high levels of enthusiasm and enjoyment for mathematics, and this helps them to progress. Pupils in Years 1 and 2 who were investigating shapes used a song to keep their interest high, and their ideas were often correct, and always plausible. They were able to conceptualise shapes which they could feel, but not see, and were completely involved and absorbed in the “game” they were playing. Another teacher made use of the television Countdown game to investigate more complex number strategies, and pupils were highly excited and interested in what they were doing. Older pupils talked enthusiastically about the challenge they see in mathematics, and spoke of the excitement they have when a concept “clicks” or a stubborn problem is solved.

47. Leadership and management of the subject are good. Effective steps have been taken to improve standards and the quality of teaching and learning, which is now good. The use of ICT to support learning is a strong feature of the teaching.

Mathematics across the curriculum

48. The focus on mathematics and the length of time given to the subject over recent years has been a contributing factor to improvements since the last inspection. However, this time is not currently always used to best advantage. Pupils work for the whole hour and a quarter on learning skills and developing their understanding, with no time given to applying mathematics to other subjects within the curriculum. As a result, little mathematics was seen in science or design and technology, or used to support learning in other subjects of the curriculum.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Standards have improved since the last inspection because teachers now focus on developing pupils' understanding and enquiry skills.
- Pupils do not always take enough care when presenting their work

Commentary

49. Standards in the national tests at Year 2 and Year 6 are well above expectations nationally. Pupil achievement is good, and many are working at the higher levels of attainment by the time they reach Year 6. Pupils in Year 1 talk confidently about healthy and unhealthy foods, and by Year 2 are able to correctly group foods into groups. The level of their discussion is high, and they use this to test their thinking. For example, they are able to talk about the difficulties of grouping mixed foods such as spaghetti bolognese, and to understand that several food groups may be represented. Pupils in this class are ably supported by teaching assistants who have a good background knowledge of science. Older pupils demonstrate good knowledge and understanding across all strands of the subject, and use appropriate scientific terms when describing experiments they have done. Much of their work involves trying things out and investigating. When devising experiments, pupils understand the place of prediction and hypothesis, and understand the value of a fair test. They are taught to repeat experiments to ensure that results are consistent, and use a variety of charts and tables when recording. However, mathematics and ICT are under-represented as aids to learning.

50. Leadership and management of science are satisfactory. The co-ordinator has recently revised the science policy, and resources for the subject are sufficient and well used. Test results and work in pupils' books are not always analysed or scrutinised and areas for further development have not been identified. Current standards are not as high as the results of the national tests last year as a result. In the infant class science is well displayed on the walls, and books are easily available for pupils to use.

51. Pupils are able to explain scientific facts and observations using models and theories by the time they leave school. In Years 3 and 4 pupils' recording of investigations are often limited by the overuse of worksheets that set out a format to be followed. There is not always enough opportunity for pupils to decide how to organise the recording of their findings. This means that more able pupils are not able to record additional points that they have noticed during their investigations, and so the teacher is not able to explore ideas with them and further extend pupils' understanding. In this class there is evidence of low expectations in presentation, and work is frequently untidy and poorly organised.

52. The quality of teaching and learning is satisfactory. A small number of lessons were seen. Pupils show interest and are keen to learn. In Year 6, for example, learned to apply the key vocabulary associated with food chains such as 'herbivore', 'omnivore' and 'carnivore' correctly. Effective use of ICT and challenge for the higher attainers contributed well to the good teaching overall.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Improvement since the last inspection has been good.
- Leadership is good.
- Pupils in Years 5 and 6 are challenged in lessons.

Commentary

53. Despite the absence of a suite for whole class use, laptops and desktop computers in the two classes of older pupils mean that all pupils are taught a suitable range of skills and achieve well. For example, pupils, showed good skills as they programmed their laptops and also when they prepared Power Point presentations in history. Achievement is good and pupils attained above national expectations in a Year 6 lesson using control technology. Overall, standards are in line with expectations. Standards are in line with nationally expected levels in Year 2, based on the small amount of work seen. Pupils open and save their work and show good levels of skill dragging an icon with a mouse.

54. The subject leader was appointed shortly after the last inspection. She has had good support from the LEA. As a result, there is an action plan that enables her to have a clear view of the strengths and areas for development in the subject. A comprehensive self-assessment scheme has been introduced for all the pupils. The subject leader has worked hard, and with success, to raise the profile of the subject, not least by her own good example of using the interactive whiteboard regularly as part of teaching and learning. Staff are provided with good quality guidance on web sites and extensions to a national scheme of work.

55. The quality of teaching is good in Years 5 and 6. Learning intentions are shared with pupils and explanations are clear and supportive to younger pupils. A brisk pace is kept up, as well as responding with further instructions for those pupils not keeping up. A good range of challenges enabled higher attaining groups to forge ahead as they controlled the sequence of the lights on a helter skelter. The inbuilt range of options on the program meant that all pupils could progress at their own level and achieve success.

Information and communication technology across the curriculum

Information and communication technology is used consistently with all year groups. In Years 1 and 2 several programs support applying basic literacy skills, to label body parts in science and in geography to use the mouse to drag objects to make a town. Older pupils use the Internet with confidence to research historical periods.

HUMANITIES

56. Religious education is reported in full below. Geography and history were sampled and reported below. Geography and history are frequently taught together when a local study is taught.

The small sample of work seen in geography shows that standards are satisfactory throughout the school. Pupils use maps and photographs well to learn about different places.

57. **Geography** is well taught and used very effectively to promote literacy skills. Teaching and learning were good in the one lesson seen in Year 2. Good use is made of the local area; pupils map this, recall physical features and study digital photographs to help recall what they saw on a walk around the village. As a result, pupils describe the features of the local area with confidence and show good observational skills in their recall of particular features. The study of the local area in Years 1 and 2 is closely linked to history.

58. **History** was not seen being taught during the inspection. Classroom displays feature timelines with key facts of the period displayed. There was a good range of pupils' work displayed around the school and in their books. Standards are broadly satisfactory. There are good links to literacy and information writing skills, such as the use of lists and bullet points in pupils' writing.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**

Main strengths and weaknesses

- Religious education is enriched by good quality resources, and a variety of visits and visitors
- Leadership and management of the subject have improved since the last inspection and are now satisfactory
- Provision for religious education has only recently been adapted to meet statutory requirements

Commentary

59. Standards in religious education are in line with expectations, and teaching and learning is satisfactory. Achievement is satisfactory. The subject is taught in line with local education authority guidelines, and pupils study Christianity, Judaism and Sikhism in depth. Throughout the school pupils investigate and discuss the beliefs, practices and people involved in these religions, and the influence of each in the modern world. Other religions are also taught; in the week of the inspection, for example, the assembly theme was about Rama and Sita and Diwali. Pupils talk with interest about religious education, and enjoy all aspects, especially the discussions. They have good knowledge of the religions studied in depth, along with an awareness of other religions. They have a good understanding of the purpose of learning about other religions and their own in a multi cultural world.

60. Religious education has developed as a subject since the last inspection, and leadership and management are now satisfactory. The subject leader has identified and addressed several areas for development, and has suitably modified the locally agreed scheme, adapting it to cater for the needs of mixed age classes in a clearly defined two year cycle. She has renewed and improved the quantity and quality of resources and artefacts available to pupils, and has implemented a programme of visitors to the school. In the week of the inspection all junior pupils visited a local Anglican church, and were very well supported by booklets prepared by the subject leader. They took part in a mock baptism, and pupils played the roles of parents and godparents whilst the vicar led them through the service. All were very enthusiastic and excited about this visit and were able to recall many of the aspects the day after.

61. Due to pressures of time on the foundation subjects of the curriculum, religious education has not had a sufficiently high profile within the school, and was not meeting statutory requirements until recently. This has had an impact on standards which are not as high as other subjects. The school recognised this, however, and has suitably addressed this issue. The subject leader now teaches religious education throughout the school when covering for teachers' planning time, and in this way, all pupils are now receiving their entitlement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

62. Art and design, design and technology, music and physical education were sampled and are reported as such. One **art and design** lesson was observed. Standards were above average and achievement was good in Years 1 and 2. Evidence from all sources suggests that teaching and learning are good. Pupils use a range of media to create sculptures. A group of Year 2 pupils added to the range of portraits displayed by sculpting clay in the style of Epstein with great care. Older pupils showed good drawing skills and used watercolours to good effect to represent local buildings and landscapes.

63. Only one lesson was seen in **design and technology**, but photographs in the subject portfolio indicate that work is of at least satisfactory standards. Good links with other subjects are made. As an example, pupils in the lower juniors worked on designs for alarms, following a study of electricity and circuits in science. This was also linked to work in history. Pupils make effective designs, which they evaluate and change before actually making their models. Pupils talk enthusiastically about this subject, and are themselves able to relate it to topics across the curriculum, as when making pots in history for the Greeks. Pupils are also very well aware of the links between design technology and art.

64. No lessons were observed in **music** and there is insufficient evidence to make secure judgements about standards and teaching. Pupils sing with enthusiasm in assemblies, and older pupils have the opportunity to learn a musical instrument with visiting peripatetic teachers. A commercial scheme of work is used for class music, which is sometimes integrated into other lessons, especially in the infants, and which is often blocked in time to work towards a performance. For example, older pupils used music, along with dance and other performing arts, towards a presentation about the Greeks, performed in a local theatre to parents and the community.

65. One **physical education** lesson was seen in Years 1 and 2. The quality of teaching and learning was good and pupils achieved satisfactory standards. Good opportunity was given for pupils to warm up and discuss the effect of exercise on their bodies. Year 2 pupils learned how to control a ball. They followed instructions very well and observed good practice as a means of improving their own skill in dribbling with a ball. The pupils are involved in competitive sports including, swimming and football after school. All pupils far exceed the minimum recommendation to swim 25 metres by the time they leave the school with many able to swim 400 metres. The pupils have access to a nearby swimming pool and, as there are so few, they all have very regular swimming time. The nationally agreed scheme of work is followed and games, gymnastics and dance are taught in blocks each term. This is sometimes linked to performances for different audiences.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

66. No lessons were seen in this area of the school's work and so no judgements are made on overall provision. However, pupils' personal development is clearly an important part of the school's work, and as well as being taught as a subject on its own, is also integrated in to many other subjects, such as religious education, physical education and science. The school nurse comes into school on a regular basis to support different areas of personal and health education, and pupils are taught about sex and relationships and the dangers of drug abuse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	4
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).