

INSPECTION REPORT

Giggleswick Primary School
Settle

LEA area: North Yorkshire

Unique Reference Number: 121392

Headteacher: Ms A Michelmore-Brown

Reporting inspector: Mr C Parker 11897

Dates of inspection: 20th - 23rd September 1999

Under OFSTED contract number: 707637

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

Type of control: County

Age range of pupils: 4 to 10 years

Gender of pupils: Mixed

School address: Church Street
Giggleswick
Settle
North Yorkshire
BD24 0BJ

Telephone number: 01729 822248

Fax number: 01729 824357

Appropriate authority: Governing Body

Name of chair of governors: Mr Martin Lewton

Date of previous inspection: 21st –25th April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
C Parker, Registered Inspector	Mathematics	Attainment and progress
	Science	Teaching
	Design Technology	Leadership and management
	Information Technology	Staffing, accommodation and learning resources
	Art	The efficiency of the school
	Physical Education	
	Special educational needs	
M Hackney, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
M Powell	English	The curriculum and assessment
	History	The pupils' spiritual, moral, social and cultural development
	Geography	
	Music	
	Religious education	
	Areas of learning for children under five	

The inspection contractor was:

St Mary's Inspection Unit
 St Mary's Strawberry Hill
 Waldegrave Road
 Twickenham

Telephone No. 0181 240 4128

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 Alexandra House
 33 Kingsway
 London WC2B 6SE

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MAIN FINDINGS

What the school does well

- Standards in reading, writing and science are well above average. Standards in mathematics are above average.
- Results in national tests for seven-year-olds, in reading and writing, are very high.
- The pupils are progressing well as they move through the school as a result of very good teaching. Lessons are lively, interesting and move along at a good pace.
- Literacy and numeracy are taught effectively as part of a broad and balanced curriculum that includes a very good range of extra curricular activities.
- The pupils enjoy school, are eager to learn and the vast majority behave very well.
- The pupils have very good social skills and relationships within the school are harmonious.
- The teachers are fully committed to curriculum and professional development. They work very well together to plan, monitor and evaluate the curriculum.
- The headteacher provides very clear educational leadership for the school. The governing body provides very good support and is actively involved in monitoring the work of the school and planning for further improvement.
- Partnerships with parents are excellent.

Where the school has weaknesses

The school makes very good provision for its pupils. There are no major weaknesses. Areas where the school can make further improvements will be outlined to the governing body for inclusion in the action plan.

How the school has improved since the last inspection

The school has acted fully on the issues raised in the last inspection report. It now has a well planned curriculum that provides secure progression in children's learning. The school's aims have been clarified and now form the criteria against which the governing body evaluates the school's success. School improvement planning has developed considerably since the last inspection and is now clearly focussed to provide the governors with the mechanism to ascertain the value added by each initiative.

The quality of the teaching has improved further and is now very good. As a result, standards have risen. The school is now very well placed to bring about further and continuing improvements.

Standards in subjects

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
Reading	A*	A*	well above average	A
Writing	A*	A*	above average	B
Mathematics	C	C	average	C
			below average	D
			well below average	E

The results of the 1998 national tests and assessments for seven-year-olds in English indicate that attainment is very high in reading and writing when compared to both the national average and to schools where pupils come from similar backgrounds. Although the results for 1999 are not quite as high they remain very good. In mathematics, the results in 1998 were in line with the average for all schools and those where pupils come from similar backgrounds. In 1999 the results in mathematics have improved and more pupils have achieved higher levels. In science, the results were above average in 1998 and have improved further in 1999.

The children under five are very well taught, make rapid progress and are very well equipped with the skills to tackle the early stages of the National Curriculum.

Observations of lessons and scrutiny of the pupils' work shows that the proportion attaining the expected levels in English and science, at the end of both Key Stage 1 and when the pupils leave the school, is well above average. In mathematics, more pupils than usual are working at the level expected by the end of Key Stage 1 and most of the pupils in Key Stage 2 are on course to attain the levels expected by the time that they leave the school. In both key stages, the pupils with special educational needs make good progress towards the targets set for them in their individual education plans.

In information technology, the pupils are achieving the standards expected by the end of Key Stage 1 and by the time they leave the school. In the religious education lesson seen during the inspection, the pupils attained standards higher than those indicated in the locally agreed syllabus although a scrutiny of the pupils' work from last year suggests standards overall are broadly in line with the requirements. There is strong evidence to suggest that standards in religious education are improving and that progress is accelerating.

The pupils' work in history, geography, art, design technology, music and physical education is generally of a good quality, and the pupils are making good progress as they move through the school.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 10 years
English	Very Good	Very Good	Very Good
Mathematics	Very Good	Very Good	Very Good
Science		Very Good	Very Good
Information technology		Good	Good
Religious education		Good	Good
Other subjects	Very Good	Very Good	Very Good

The teaching is very good. In the lessons seen during the inspection the teaching was never less than satisfactory and in three-quarters of the lessons it was very good. There is a high level of consistency in the teaching that contributes significantly to the good and often very good progress made by the pupils. The teaching of English is very strong, particularly in Key Stage 1 where the pupils gain a very solid foundation which is successfully built on in Key Stage 2. The last inspection report commented on many strengths within the teaching. These have been consolidated and extended very successfully through professional development and strong teamwork.

The lessons are very well planned. The teachers are very clear about what it is they want children to learn. They use direct teaching effectively, set interesting tasks and encourage lively interaction through challenging questions. The marking of work is good and teachers' assessments are used to keep them well informed about the progress the pupils are making. Homework is used very effectively.

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses

Other aspects of the school

Aspect	Comment
Behaviour	The vast majority of the pupils is very well behaved and responds very positively to the school's high expectations of their behaviour.
Attendance	Above average.
Ethos*	The school creates a very positive climate for learning. There is a shared commitment to high standards. Relationships within the school are harmonious.
Leadership and management	The headteacher leads the staff of the school very effectively. She provides clear educational direction and shows a considerable commitment to her role and to the school. All of the teachers work very well together to manage and monitor the curriculum. They are very well supported by the governing body who monitor the work of school and set targets for improvement although these do not yet include specific targets for the attainment of each cohort.
Curriculum	The curriculum is very well planned. The teachers prepare a wide range of activities that help pupils to develop their knowledge, skills and understanding as they move through the school.
The pupils with special educational needs	The pupils on the special educational needs register are making good progress towards the clear targets set for them.
Spiritual, moral, social and cultural development	The school makes very good provision for the pupils' moral and social development. Overall provision for spiritual and cultural development is good. However, collective worship does not consistently foster the pupils' spiritual development.
Staffing, resources and accommodation	The teaching and non-teaching staff are well deployed. The school has adequate resources to deliver the planned curriculum. The accommodation, although used effectively, is far from ideal.
Value for money	The school continues to provide very good value for money.

*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.

The parents' views of the school

What most parents like about the school	What some parents are not happy about
I. the very good progress the pupils make; II. the good range of extra curricular activities; III. the very good relationships, particularly between older and younger pupils; IV. the excellent information available for parents; V. the excellent help and support the pupils receive from the committed teaching staff; VI. the maximum use made of all resources, including parents.	

The parents are extremely satisfied with the quality of education provided by the school and highly complementary of its work. The inspectors agree with the many positive observations made by parents both at the pre-inspection meeting for parents and in written responses.

KEY ISSUES FOR ACTION

There are no key issues for action.

However, in order to bring about further improvement the headteacher, governors and teachers should consider:

- VII. setting challenging annual targets for the standards to be achieved by each cohort;
- VIII. continuing to closely monitor attainment in mathematics so that standards rise to the levels consistently achieved in English;
- IX. a more co-ordinated approach to worship which more overtly engenders spiritual development;
- X. taking every available opportunity to improve the accommodation.

INTRODUCTION

- **Characteristics of the school**
- 1. The school serves the North Yorkshire village of Giggleswick, in which it is situated. A third of the pupils come from outside its designated area. Unemployment in the area is low. The pupils come from diverse social and economic backgrounds. The proportion of pupils taking free school meals is below the national average.
- 2. The profile of the children's attainment when they start school fluctuates from year to year, but is broadly average. The baseline assessment carried out by the school last year shows areas where the children's attainment is below average. The school attributes this to the low level of nursery provision in the area.
- 3. The school's admissions procedure allocates places, each September, to children who become five during the academic year. The school makes arrangements for four-year-olds to attend on a part-time basis when they first start school.
- 4. The school caters for pupils from four to ten years of age and is much smaller than average. There are 69 pupils on roll. This has decreased by approximately 10 per cent since the last inspection. Over a quarter of the pupils are on the special educational needs register, although none has a statement of special educational need. The proportion of pupils on the special educational needs register is above the national average. At the time of the inspection, five children were under five and taught in a mixed age reception class.
- 5. There are more girls than boys in all years except for Year 5 where there are far more boys than girls. There are very few pupils from other ethnic groups who do not speak English as their home language. However, these pupils speak English fluently and do not receive additional support.
- 6. Since the last inspection the permanent teaching staff has remained stable, and a new part-time teacher has been appointed. Recent changes have been made to the building to update the facilities in the school kitchen.

The school aims to:

- provide pupils with a broad, balanced, relevant and progressive education;
- provide good opportunities for the pupils to develop as happy, confident individuals achieving the highest standards of which they are capable;
- provide a safe, caring environment for all who work there;
- develop in its pupils a sense of right and wrong and provide the necessary encouragement for them to become responsible citizens;
- establish a strong partnership between pupils, staff, parents, governors and others in the local community.

· The school's current priorities for improvement are set out in action plans for:

- increased support for individuals in the classroom;
- the introduction of the home school agreement;
- the enhanced analysis of assessment data;

- improved monitoring by curriculum co-ordinators of teaching methods.

• **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1998	2	8	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	2	2	2
	Girls	8	8	7
	Total	10	10	10
Percentage at NC Level 2 or above	School	100 (93)	100 (93)	90 (93)
	National	81	81	84

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	2	2	2
	Girls	8	7	7
	Total	10	9	9
Percentage at NC Level 2 or above	School	100 (93)	90 (79)	90 (100)
	National	81	85	86

.....

¹ Percentages in parentheses refer to the recent 1999 test results

• **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.4
	National comparative data	5.5
Unauthorised Absence	School	0
	National comparative data	0.5

• **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	75
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

· EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

· Attainment and progress

1. The results of the 1998 national tests and assessments for seven-year-olds in English indicate that attainment is very high in reading and writing when compared to both the national average and to schools where pupils come from similar backgrounds. Although the results for 1999 are not quite as high they remain very good. In mathematics the results in 1998 were in line with the average for all schools and those where pupils come from similar backgrounds. In 1999 the results in mathematics have improved and more pupils have achieved higher levels. In science, the results were above average in 1998 and have improved further in 1999.
2. The pupils leave the school at the age of ten and therefore comparative data is not available from the end of Key Stage 2 tests. However, because the school has very good links with the middle school to which the pupils transfer it is able to monitor the results of its former pupils and use the information to evaluate its own contribution.
3. In the three years since the school was last inspected, overall attainment in national tests in English at the age of seven has been higher than the national average. In mathematics, the results were similar to average in 1998 but have improved significantly in 1999. Analysis of the results in mathematics shows that over the same period girls have not done as well as boys. However, there has been a considerable imbalance in the number of girls and boys taking the tests during this period, which explains the variation in results. The school has undertaken increasingly effective analysis of the results and has focussed on implementing the National Literacy Strategy in order to continue to improve standards. Steps have also been taken to implement the National Numeracy Strategy to build on recent improvements. The inspection evidence indicates that the school has ensured that standards in literacy and numeracy are secure and well above average.
4. Each cohort of children when they start school varies from year to year in size and in the profile of their attainment. Analysis of the school's baseline assessment shows attainment to be clustered around the average. The school's special educational needs register shows that the distribution of pupils who need additional support is uneven. The size of cohorts, their differing profiles of attainment and variation in the number of pupils with special educational needs lead to some fluctuation in results. Nevertheless, the school has established a clear upward trend in attainment that is not only ensuring that most children attain the levels expected of them, but also that the number of pupils attaining higher levels is increasing.
5. The children under five are very well taught, make rapid progress and are very well equipped with the skills to tackle the early stages of the National Curriculum. They acquire the language, literacy and numeracy levels expected of five year olds. The children successfully develop an appropriate knowledge of the world around them and their creative and physical awareness are enhanced.
6. Observations of lessons and scrutiny of the pupils' work show that the proportion attaining the expected levels in English, at the end of both Key Stage 1 and when the pupils leave the school, is well above average. The pupils listen well, contribute confidently to class discussions and read accurately and fluently. Attainment in writing is well above average with some higher attaining pupils writing confidently and using a wide vocabulary. The pupils are making good and often very good progress as a result of very good teaching and high expectations.

7. In mathematics, more pupils than usual are working at the level expected by the end of Key Stage 1. Most of the pupils in Key Stage 2 are on course to attain the levels expected by the time that they leave the school. The further development of mental arithmetic and an emphasis on rapid recall of number facts is having a positive impact on overall standards. The teaching of mathematics is very good and as a result the pupils make a particularly good start in Key Stage 1 and maintain good progress as they move through the school.
8. The inspection findings in science indicate that at the end of Key Stage 1 standards are well above average. A significant number of pupils are working at the expected level and a good proportion is attaining beyond this level. In Key Stage 2, standards are above average with the majority of pupils well on course to attain the level expected of them. The curriculum is well planned and the teaching is very good. As a result, the pupils make good progress particularly in their ability to draw conclusions from the observations they make during science investigations.
9. In both key stages, the pupils with special educational needs make good progress towards the targets set for them in their individual education plans.
10. The pupils are achieving the standards expected, in information technology, by the end of Key Stage 1 and by the time they leave the school. The good range of resources is being used increasingly although not extensively to support learning across the curriculum. The pupils are provided with a good range of opportunities to develop their knowledge and skills in word and image processing. They also have opportunities to control and model in which they show their ability to give precise instructions.
11. In the religious education lesson seen during the inspection, the pupils attained standards higher than those indicated in the locally agreed syllabus although a scrutiny of the pupils' work from last year suggests standards overall are broadly in line with the requirements. There is strong evidence to suggest that standards are improving and that progress is accelerating. This is directly linked to the development of the teachers' planning and a greater awareness of the range of activities and resources which generate interest and stimulate the learning.
12. In history, geography, art, design technology, music and physical education the pupils' work is generally of a good quality, and they are making good progress as they move through the school. Increasingly, the school is taking opportunities to use and develop the pupils' literacy and numeracy skills in all these subjects through, for example, finding information in history and applying their mathematical skills in design and technology.

18. **Attitudes, behaviour and personal development**

13. The pupils' attitudes and behaviour were reported as good at the time of the last inspection, and both have been very well maintained. In all classes, the pupils have a good attitude towards their learning and are interested and enthusiastic about their work. This response makes a substantial contribution to their good progress and to the life of the school. The pupils listen attentively to their teachers and respond well to each other. Most pupils, including those with special educational needs, concentrate well on their work both independently and when working together in small groups. They respond well to challenge, and pupils in all classes are keen to answer questions and to find out more information. For example, during an assembly and English lesson pupils in Key Stage 2 were very interested and keen to learn more about the life of Nelson Mandela. In all classes, pupils respond very well in literacy and numeracy lessons, and most show an enthusiasm for books, dictionaries and other learning resources. The pupils are happy and confident in school. All age groups

work and play well together. The pupils support each other well during lessons and at breaks, and of particular note is the way in which older pupils care for the younger ones.

14. Behaviour is good and the school is a very orderly and happy environment. This confirms the views of parents that the school achieves a high standard of good behaviour. The pupils respond well to the code of conduct, and they know the difference between right and wrong. They are polite and courteous and very friendly and helpful towards visitors. Most pupils demonstrate good self-discipline, but a few older pupils have to be reminded about the school's high expectations of their behaviour. There have been no exclusions during the last academic year. During the inspection, no evidence was seen of either bullying or harassment, and the pupils confirm that bullying is a very rare occurrence. In all classes, the pupils listen well to each other, and they share resources very co-operatively. Relationships are very good, and the pupils, teachers and other adults in the school interact very well together.
15. The pupils' personal development is very good. The youngest pupils settle very quickly. In the reception class, the children make very rapid progress in their ability to listen, to accomplish tasks and to co-operate with each other. They are thoughtful towards each other, can take turns in using toys and other equipment and can share books, colouring materials and other items. They integrate well with older pupils during playtimes and at shared worship. Older pupils are fully involved in the school's daily routines. The pupils show a mutual respect for the values and beliefs of others during discussions and when learning about other cultures and social traditions. They respond well to the school's very positive ethos and the good provision for their moral and social development through the well planned programme of personal and social education. The pupils in Key Stage 2 produce 'The Giggleswick Giggler' – a magazine that provides them with additional opportunity for very good personal development and experience which engenders a very good response. A number of pupils learn to play musical instruments and perform at the school's Summer Concert and Carol Service. The pupils in all classes willingly and confidently take on responsibilities for tasks around the school acting as classroom monitors, setting out play equipment and tidying areas of the classroom and learning resources. The pupils' personal development is extended well through regular opportunities to be involved in community activities and visiting places of educational and cultural interest.

21. **Attendance**

16. Attendance is very good, and has been well maintained since the last inspection. At 95.6 per cent it is above the national average, and there is no unauthorised absence. The pupils arrive punctually, and in all classes registration takes place promptly with an efficient start to the day. The lessons start on time, and this and the very good record of attendance have a very positive effect on the pupils' attitudes, attainment and progress.

QUALITY OF EDUCATION PROVIDED

Teaching

17. The teaching is very good. In the lessons seen during the inspection, it was never less than satisfactory and in three-quarters of the lessons it was very good. There is a high level of consistency in the teaching that contributes significantly to the good and often very good progress made by the pupils. The teaching of English is very strong, particularly in Key Stage 1 where the pupils gain a very solid foundation which is successfully built on in Key Stage 2. The last inspection report commented on many strengths within the teaching. These have been consolidated and extended very successfully through the teachers' further professional development and strong teamwork.

18. The teaching of the youngest children is very good, and consequently they progress rapidly in their early years. The teacher has a secure knowledge of the children's early literacy and numeracy needs. Her expectations of behaviour are high and the children's independence is fostered and encouraged. She supports them effectively. The lessons are very lively, interesting and have good pace and variety; there is often a wide range of activities that are carefully planned to meet the needs of the different ages and abilities of the pupils. Resources are used very well to help to create a focus for learning and often stimulate lively discussion. The teacher notes the children's achievements and uses them to plan lessons that have a clear focus for learning. The pupils are very well managed and they are reminded how to be kind to others; as a result their social awareness improves rapidly.
19. The teaching in Key Stage 1 and 2 is very good. The teachers have a secure knowledge of the subjects they teach. The lessons are carefully planned and in most cases they have a good pace and are very well organised. In Years 2 and 3, the teaching of literacy is particularly good, for example, when the focus of the lesson was on instructional texts. The teachers question the pupils skilfully. For example, in one science lesson, through very good direct teaching coupled with skilful questioning the pupils made very good progress in their understanding of how the earth moves around the sun. The assessment of the pupils' progress is very good. Work is marked, very good notes are kept of their particular achievements and this information is used effectively to plan the next stage of the pupils' learning. The teaching of numeracy is also very good. Rapid, clearly focussed mental arithmetic practice begins each mathematics lesson and challenging tasks are set for the pupils to use and develop their skills. The resources are used very effectively, for example, in science investigations. The lessons have a very good pace and the pupils are challenged through demanding tasks that are often modified for different ability groups.
20. The school has a good homework policy that reflects the recent national guidance and is used to extend classroom learning. For example, in Years 4 and 5 homework is given to develop the pupils' speed and recall in numeracy. When the pupils bring their homework to the next lesson, it is used effectively as a springboard for further learning. The pupils with special educational needs are very well supported. Throughout the school the teachers pay particular attention to developing the basic skills and competencies of the pupils on the special needs register through clear individual education plans that have precise targets for improvement. These are used effectively in lesson planning, and tasks are carefully modified to meet the pupils' particular needs.
21. Taken overall the very good teaching has a significant impact on the good and often very good progress made by the pupils.

27. **The curriculum and assessment**

22. The curriculum for the children under five is very well planned to meet their needs. It ensures that the vast majority of the children attain the nationally identified desirable learning outcomes by the time they are five.
23. The curriculum for Key Stages 1 and 2 is broad and there is a good balance across and within subjects. In accordance with requirements, all areas of the National Curriculum are taught, ensuring that all aspects of the pupils' development are addressed. The provision for religious education is according to the locally agreed syllabus. The school has a well established strategy for developing literacy and has made a good start in introducing the recent national numeracy initiative. It also has a good programme of personal and social education. Health education is taught as part of the science curriculum.

24. The curriculum at both key stages is of high quality, reflecting the careful thought given, not only to major new initiatives, but also to revising plans to retain the best aspects of the foundation subjects. This ensures that pupils progress well in their learning. Careful attention is given to planning activities in the light of earlier learning. The curriculum was commended at the previous inspection, but has improved further as a result of the good teamwork applied to its planning. This has ensured that the planning takes account of the skills and knowledge that are appropriate for each stage. The curriculum for the pupils with special educational needs meets the requirements of the code of practice. Individual education plans provide valuable information about the pupils' needs and set clear targets.
25. The school adopts a two-year cycle of curriculum planning to respond to the needs of mixed age classes. The co-ordinators have adopted a coherent, "building blocks" approach where termly topics are identified to introduce and develop a variety of skills, knowledge and understanding. Good links are made between subjects. For example, work in art complements and enriches work in geography, history and religious education. The provision for developing skills in information technology is made through many subjects including art and music. Plans are monitored and evaluated by the whole staff. This is a strength which ensures that the pupils do not repeat learning, but rather build upon it year on year.
26. The procedures for assessing the pupils' attainment are very good. A good quality policy indicates that the school employs a range of strategies and tests including base line assessment on entry to school. It uses this early information subsequently to measure what the school has added to a child's development. Reading and spelling are regularly tested and careful records of the pupils' on-going progress kept and used as a basis for the end of year reports. At the ends of lessons, the progress of individual pupils is frequently logged against a clearly defined set of learning objectives. This helps the teachers to plan future work that carries the learning forward.
27. There is very good provision for extra curricular activities including music, sports, gardening, French and other seasonal clubs. Carefully chosen educational visits are planned for all classes and support and enrich the curriculum. Members of the community who have particular talents and expertise also contribute to the pupils' learning experiences.

The pupils' spiritual, moral, social and cultural development

28. The school makes very good provision for the pupils' moral and social development. Opportunities for spiritual development are good. This is also the case for cultural development and some aspects of this are very good. The school's revised core statement of values and aims provides a good foundation for the pupils' personal development. However, there is no explicit statement relating to provision for spiritual development either in the overall aims or the policy for worship.
29. Nevertheless, aspects of spiritual development are effectively fostered through the attention given to environmental matters. This embraces issues relating to distant environments as well as the attention given to fostering an appreciation of the local area and includes the tending of the school garden. Often, text work during Literacy Hour offers opportunities for reflection which are well used. Through work in art, pupils' sense of the beauty of colour and form are successfully fostered. However, during school worship, opportunities for reflecting on the meaning of life and other issues which transcend the purely material, are insufficiently planned for. The teachers take every opportunity for raising the pupils' self-esteem and developing their sense of self worth. This impacts well on their enjoyment of work and develops their self-confidence.
30. The pupils' moral development is very well fostered through the consistently high expectations the school has of their behaviour. A sense of justice and fair play is engendered in the playground. Adults intervene effectively, for example, if young pupils attempt to remove play equipment from others. The pupils are trusted to carry out a wide range of responsibilities in school, allowing them total access to all areas of the building. No opportunity is lost to explore moral issues which arise in literature. Even the very young pupils were enabled to engage in a lively discussion of the inequities of a dog and a bear who dared to consume the contents of a picnic basket when their owner's back was turned!
31. The pupils, from a young age, are taught to be responsible members of the school with a well developed awareness of the needs of others. From their early days in school, the youngest pupils are led to appreciate the importance of co-operation and the need to help each other in work and play. The adults provide excellent role models of positive relationships. The pupils are provided with a variety of opportunities to interact with a range of adults from the local community as well as adults and young people they encounter as part of the Chernobyl link. Through residential, sporting and musical events, the older pupils meet and learn to engage in activities with others of their own age.
32. Both the main curriculum and the extra curricular activities successfully promote the pupils' cultural awareness. In some areas, such as history, geography and the use of literature, there are many strengths in the provision. The pupils have a well-developed sense of their local culture and history. They encounter books written by a wide range of authors and music from different countries. They visit galleries and theatres, which enrich their experiences significantly. Through religious education, they gain a growing awareness of the need to link world religions with the culture of population of urban centres not too distant from the school. The pupils are being acquainted with an increasingly broad range of cultures and their modes of dress, food, forms of religious celebration and artistic traditions that are contributing to the rich cultural heritage of this country. The use of technology is making an important contribution to developing the pupils' appreciation of its significance in everyday life.
38. **Support, guidance and pupils' welfare**
33. Since the last inspection the school has continued to provide very good support and guidance for all of its pupils. The inspection confirms the positive views of parents that their children

receive a very high level of pastoral care. The pupils with special educational needs are very well supported to allow them to take full advantage of all educational opportunities. The quality of support and guidance has a very positive effect on the standards the pupils achieve and on personal development. The pupils are happy and safe in school, and are taught by a staff who know them and their families well. Very good, consistent procedures are in place for monitoring the pupils' personal development and academic progress and the information is shared well by the teachers who work very closely as a team. The procedures for monitoring discipline and behaviour are consistent and very well promoted through the school's high expectations and good system of rewards and appropriate sanctions. The behaviour policy gives clear guidance on the use of restraint in line with recent requirements. The procedures for monitoring and promoting attendance are very good, with absence being well followed up through prompt contact with parents. Detailed records of all pupils are kept by the administrator and are used well. The completion of registers is consistently accurate and well monitored, and complies with the statutory requirements.

34. The pupils are well supervised in the playground at lunchtime, during breaks and at the end of the school day. The headteacher provides strong leadership on discipline and behaviour. All adults in the school interact well with the pupils and provide very good response to their individual needs. The very good adult role models and the recognition of good work and behaviour as well as the celebration of personal achievement is very effective in maintaining the good ethos of the school. Relationships are very good throughout the school which is likened by many to a large happy family. Bullying is not tolerated and is a very rare occurrence, but good procedures are in place to deal with and record any incident.
35. The provision for pupils with special educational needs is very good, and problems are identified quickly. The pupils receive good support from structured individual education plans which meet their needs well, and they have access to all outside support agencies with whom the school liaises effectively.
36. Good procedures have been established to monitor child protection issues, and all staff including lunchtime supervisors are aware of the action they should take in cases of concern. The headteacher is the designated person with responsibility for child protection, and has attended a training course which is soon to be updated. The pupils are well protected at school, and health and safety issues are constantly well monitored and assessed. Fire practices and checks of the equipment are held regularly. The pupils are made aware of safe practices in classrooms and playground and whilst using equipment. This is particularly relevant during physical education lessons when they use apparatus in the limited indoor hall space. The school has taken appropriate steps to alert parents to the potential safety hazard of traffic parking outside the school and new arrangements are reported to be bringing about improvements.
37. Good arrangements are made to support both parents and children prior to their induction into school and there is good liaison with the pre-school playgroup. Parents speak highly of the welcome that they and their children receive. Through the school's close links with the middle school the pupils in Year 5 are very well supported during their transfer. Good provision is made for personal and social education, which is effectively organised to provide a good programme of health and sex education and drugs awareness.
38. Arrangements for first aid are good, with all staff qualified, and first aid boxes located centrally. The pupils with specific medical needs receive good and caring support. An accident book is kept up-to-date, and good procedures are followed to contact parents and carers in the event of either accidents or pupils becoming ill whilst at school. The pupils are well organised and supervised at lunchtime and while eating their midday meal. Appropriate safety guidelines are followed when pupils are taken out on visits and good attention is paid to their welfare and safety.

44. **Partnership with parents and the community**

39. The partnership with parents and the community is excellent, and as was reported at the time of the last inspection, the school has a high profile within the village. Parents are unanimous in their agreement that they are strongly encouraged to be involved, and they and other members of the community feel very welcome in the school. They are very supportive and interested in their children's learning and the progress they make. A number of parents help regularly in classrooms giving good support with reading, art and craft, cooking, literacy and assisting pupils during various activities. Other parents help the school by preparing resources at home. Many more adults help when the pupils go out on educational visits, and they organise and support fundraising events for the school. Parents have signed a home/school agreement, and all pupils have a home/school booklet in which they record homework and which is used effectively as a means of communication between home and school. The parents association is very active and raises considerable funds each year to provide the school with additional resources.
40. The information provided for parents is excellent. The newsletters which they receive on a regular basis contain detailed information about events and topics to be covered within the curriculum, and there are regular parents' meetings and open days. In addition, there is ample opportunity for parents to discuss their children's progress with the teachers on a more informal basis. The prospectus meets the statutory requirements and contains helpful information about how the curriculum is organised. Parents speak highly of the new format for annual reports following their suggestions which the school has acted upon. The reports meet the statutory requirements and cover all the subjects of the National Curriculum and religious education. Good information is included about attainment and progress with personal targets for improvement. Parents whose children have special educational needs are very well informed and invited to attend all review and assessment meetings and to contribute to individual education plans.
41. The school's links with the community are strong, providing the pupils with very good opportunities for personal development and experience. For example, the pupils go out into the community to visit the elderly in Giggleswick and Settle and also entertain residents in school. At Christmas, groups of pupils sing in Settle market place, and following their Harvest Festival service they deliver the harvest produce around the village. The local environment is used well for geographical and environmental studies. The school has strong links with other schools in the area for sports and when joining together for a Science Fair. A variety of visitors into school work with the pupils to enrich the curriculum, including members of the Salvation Army, Russian visitors, an expert in brass rubbings, and parents and members of the community who have special skills. The pupils develop a sense of citizenship through their support of a number of local and national charities. They go out on a variety of visits to places of educational and cultural interest to support the curriculum, and these have included Barden Moor for environmental studies, Skipton Castle, Lancaster City Museum, Lancaster Muslim Welfare Society, and theatres in Harrogate and Halifax. The pupils in Year 5 have the opportunity to take part in a residential visit to Humphrey Head Outdoor Centre, which contributes well to their achievement and progress.
42. The school has developed good links with industry and local businesses. Through the North Yorkshire Business Enterprise the school has benefited from the assistance of a local quarry which the pupils visit for science and geography projects. A local construction company has enriched the curriculum through its work with pupils in science and technology on the building of a bridge when pupils visited the site and an engineer worked with them in school. Local businesses in both Giggleswick and Settle support the school well in their fund-raising events.

48. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

Leadership and management

43. The headteacher provides strong leadership of the school which is underpinned by very good teamwork. She is effective in both administrative and teaching roles and has established a clear educational direction for the school. The school's policies and practices are consistently implemented across the school. This strong leadership has been maintained since the last inspection and as a result the school has addressed all of the issues raised in the last report.
44. The school improvement plan is now a clear yet concise document. It has developed from a more general school development plan and now has a precise focus on improvement activities. It is based on an annual audit carried out by the governing body and sets out clearly what the school wants to do, what it expects to achieve and the criteria against which success can be measured. The headteacher and governors monitor the progress made and evaluate how successful the developments have been. An assessment of cost effectiveness and the value that is added by each initiative is a central feature of the latest school improvement plan.
45. The work of the governing body is effective. All members of the governing body are actively involved in monitoring the school's provision and its impact on the attainment and progress of the pupils. However, the school has not yet set targets for each cohort to allow the governors to monitor the progress of each group of pupils. Monitoring visits by governors are reported to the full meetings. Individual governors give the headteacher their support by helping to organise and manage activities and developments, for instance in organising the recent improvements to the school kitchen. The work of the headteacher and the governing body together provide the school with coherent management and leadership that have a very positive impact on the standards the pupils attain. The school is very well placed to maintain the high standards of provision and continue to bring about further improvements.
46. The teachers all have a number of additional responsibilities for managing and co-ordinating areas of the curriculum. They work well together and provide a coherent approach to curriculum development. The development of each subject is led by the co-ordinator, who also monitors the teachers' plans and the pupils' work. The strong teamwork approach to curriculum development has helped the school to introduce the literacy and numeracy strategies very effectively.
47. The school's aims were rewritten following the last inspection and now are very clear and underpin its work. The aims also form the criteria against which the governors evaluate the school's success. The school has an excellent ethos that encourages positive attitudes, expects high standards of behaviour and attainment and values the work of the pupils.
48. The management of the provision for pupils with special educational needs is very good. The Code of Practice for Special Educational Needs is fully implemented. All individual education plans are comprehensive and contain clear targets, tasks and an evaluation of progress. Early intervention through baseline assessment is carefully undertaken. All meetings with parents and outside agencies are recorded. Regular reviews result in amended provision and the removal from the special needs register of those pupils who have made good progress and no longer need additional support.
49. The school meets the statutory requirements in all respects.

55. **Staffing, accommodation and learning resources**

50. There are sufficient teachers with appropriate qualifications and experience for the number of pupils on roll. The part time teacher is used effectively to teach the subjects in which she has specific expertise. Taken overall, the teachers deal very successfully with the demands of the curriculum.
51. The teachers are well supported by the non-teaching assistants. The school has recently increased its commitment to non-teaching support, which is carefully deployed to cater for the needs of the school. The role of the administrative assistant is clearly defined. The time allocated to administrative support is limited, but vital to the smooth running of the school.
52. The professional development of the staff is carefully considered and linked to the school improvement plan. The teachers have a very strong commitment to teamwork, which is evident in the way they have approached the implementation of the literacy and numeracy strategies and their own professional development. They attend a wide range of training courses and often work together, supported by the local education authority advisory service, on development activities linked to school improvement. The lunchtime supervisors are well established and manage a range of activities for the pupils effectively.
53. The school buildings provide facilities that are far from ideal. Since the last inspection, significant improvements have been made to the school kitchen and the outside toilets have been demolished. However, the two prefabricated classrooms provide adequate space that has been transformed into an attractive learning environment by the teachers. In the main building, one large room is used as a classroom and multi-purpose hall. Although the teachers attractively display the pupils' work on large areas of the walls this does not totally hide the poor decorative state of the room. Half of the room is used every day for school lunches. This causes some disruption when the food is delivered and the tables and chairs set out immediately before lunch. The hall is also used for physical education, but the available space is too small for the older pupils. The hard play areas provide an adequate space for general play and games lessons.
54. The school has sufficient resources to support the effective delivery of the curriculum. Resources are carefully stored in the limited spaces available. The resources room is also the library and music room. There is an adequate stock of books that are frequently used by the pupils. The school has good levels of information technology resources that are used effectively across the curriculum.

60. **The efficiency of the school**

55. Financial planning is fully integrated into the school's three-year improvement plan. All development activities have allocated funding and are evaluated in terms of the value added to the school's provision and the standards that are achieved. However, specific targets for the attainment of each cohort have not yet been identified to provide the governing body with data against which they can measure the school's success.
56. Secure financial control has been maintained since the last inspection. A very recent audit report found only minor adjustments were needed to the school's financial procedures. The governing body regularly monitors spending and budgetary projection. The school carried forward a larger than usual amount of money at the beginning of this financial year. Much of this money has been used to pay for recent improvements. The governors also seek to retain a contingency to maintain current staffing levels through a period of fluctuation in the number of pupils joining the school. The headteacher has a heavy teaching commitment and there is only part-time administrative support, but the school nevertheless runs efficiently and

smoothly.

57. The teachers are carefully deployed so that their strengths are best used to the benefit of the pupils. As a result, the pupils make a very good start when they enter the school and progress well through Key Stages 1 and 2. The non-teaching assistants are effective both in their support for the teachers and the pupils for whom they provide additional assistance. The teachers use the school's resources effectively and make frequent, although not full use of the good information technology resources. The accommodation is far from ideal but it is used fully and effectively. The very good management and organisation of the available space ensures that the limitations of the building do not unduly impede the pupils' learning.
58. The funds the school receives for each pupil are well above average. Nevertheless, these funds are used effectively to ensure that the pupils are well taught, make good progress and attain standards that are either above or well above average in most subjects. As a result, the school continues to provide very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

64. AREAS OF LEARNING FOR CHILDREN UNDER FIVE

59. At the time of the inspection the children had only been in school for two weeks. Five children are taught in the mixed Reception and Year 1 class. During this induction period, two children attend for the whole day, three for the mornings only. The judgements made about the attainment and progress of the children under five are based on observation of the current intake along with observation of the pupils who are now five and scrutiny of the work they completed last year. The profile of attainment on entry varies from year to year, but taken overall it is broadly average. The youngest children are very well taught and make very good progress towards the desirable learning outcomes for five-year-olds.

65. Personal and Social Development

60. The children make very rapid progress in their ability to listen, to accomplish tasks and to co-operate with each other. They are thoughtful towards each other, can take turns in using toys and other equipment and can share books, colouring materials and other items. They are independent in various aspects of hygiene. Most of the children integrate well with older pupils during playtimes and at shared worship. The children reach the desirable learning outcomes in this area by the time they are five and are accustomed to the routines and expectations of school life as a result of very good teaching. The adults provide very good role models, establishing early orderly routines and making clear their expectations of good behaviour. They provide excellent opportunities for the children to work collaboratively, for example, while using dolls and puppets to re-enact a story. There is very good liaison with parents to ensure that the home and the school work together at this important early stage.

66. Language and Literacy

61. When they enter school, the majority of children have average language skills. They make good progress and attain the expected outcomes by the time they are five. Many are diffident speakers at first, but quickly progress to join in with somewhat older pupils to discuss books and to describe the activities in which they are engaged. They develop their confidence to ask questions, for example, about the use of the computer. By the time they are five, the majority recognise a range of letters and associate them with their sounds. Some pupils develop a sound-sight recognition vocabulary. They acquire a range of words to describe their own experiences and feelings. They enjoy handling books and recognise that print carries meaning. The teaching is very good and prepares the children very well for the formal curriculum. The children are provided with a variety of opportunities to develop talk. During the year, a good range of role-play areas such as the Teddies' House, Café and Post Office enables the children to use their language imaginatively. The many labels around the classroom, together with the availability of books, effectively enable the children to understand that print carries meaning. There is also ample provision for developing early writing skills. The children are encouraged to make marks on paper linked to a range of experiences such as recalling aspects of a picnic. Often, this is enhanced by work in art where they practise and develop letter shapes using paint and brushes. Their progress in learning a range of songs and rhymes by heart is very good.

67. Mathematics

62. The children make rapid progress in their use of number as a result of a variety of practical experiences and regular practice. They quickly learn to count to five, and then ten, and can match sets of objects to given numerals. They can count on their fingers while singing a

range of number rhymes and action songs. By the time they are five, the majority can describe the position of objects in relation to each other. They begin to identify and use technical terms to describe basic shapes.

63. The teaching is of high quality, based on sound planning and regular, careful assessment of the children's progress. The children are encouraged to use practical equipment for their work in mathematics. An example was a pattern sequencing activity where they had to interlock different coloured elephants to create a sequence. The children move smoothly on to mathematical requirements of the National Curriculum.

69. **Knowledge and Understanding of the World**

64. The children attain the desirable learning outcomes and by the time they begin National Curriculum programmes of study they have a well developed awareness of features of their environment. They can follow simple routes on plans and talk about getting around the school. They recognise the differences between some very old features of their local area and the more recent modern ones. They meet significant members of their community such as the police officers and fire fighters and learn to respect their role in helping others. The teaching is very good. There is a very varied range of opportunities for the children to develop a sense of their own area as well as of the vastness of the world. The majority of the children show a high level of curiosity as the range of activities they engage in expands their horizons. They are already encountering features of religious festivals such as celebrations of light. A good level of awe and wonder is generated as they link this with their work in science.

70. **Physical Development**

65. The children make good progress in developing the fine motor control needed to use pencils and other small equipment. They cut and stick paper and fabrics and are developing a sense of planning and designing. They are learning to control their bodies to produce a variety of movement such as curling and stretching. They successfully develop an awareness of safety. A variety of wheeled equipment provided for supervised use at playtimes effectively develops the children's mobility together with their awareness of how to negotiate space safely. The teaching is very effective because sensitive account is taken of the children's varying levels of physical ability when they enter the school. Good use of praise and appropriate support develop the children's confidence in tackling an ever widening range of physical activities.

71. **Creative Development**

66. The children generally achieve the desirable learning outcomes in all aspects of creative development. They learn to use colour effectively while painting or printing. They can communicate ideas through music, using their voices or instruments. While using role play areas and dressing up, they can enter into the world of imagined characters and create their own story lines based on fantasy or linked to stories they have heard. The teacher, well supported by other adults provides many well structured opportunities for creative work. For instance, the children select and organise a range of materials for collage. They use a variety of printing materials to produce, for example, a collaborative printed panel of their own hands in primary colours. The children respond enthusiastically to the range of creative work. They sustain concentration well and behave very responsibly when using dressing up materials or art equipment. They are encouraged to use the computer and a programmable toy, tools for making things and musical instruments.

English

67. The proportion of the pupils attaining the expected level in the 1998 national tests in reading and writing for seven-year-olds was very high. In speaking and listening, all of the pupils attained the expected level, but none reached the higher level. Over the last three years, standards have continued to rise steadily. In the 1999 tests more pupils attained higher levels in speaking and listening, reading and writing. The pupils' attainment is very high in comparison with the average for similar schools. Standards in writing, in particular, have improved since the last inspection. The pupils improve their literacy skills considerably both in Key Stage 1 and as they move through to Year 5 so that by the time they leave the school standards are well above average.
68. They make good, and sometimes very good, progress in developing their reading skills. This good rate of progress is a consequence of the strong links made between reading and writing and the many opportunities for the pupils to apply their skills across the curriculum.
69. By the end of Key Stage 1, from the evidence of the inspection, the pupils' speaking and listening skills are above average. A high proportion of the pupils is able to discuss a story line or their views of a character in the book. During lessons in religious education, pupils effectively sustain a dialogue while expressing their ideas and feelings in response to pictures or artefacts. Older pupils use a good range of descriptive vocabulary, for example, when offering views about the appearance and character of various famous people. During literacy hour, the pupils at all levels are encountering a variety of texts, which they read with interest and understanding. A small proportion of the oldest pupils has developed a high level of fluency and expressiveness, which is well above the expected level at this stage. They show insight into quite demanding and lengthy texts and are articulate when retelling particularly gripping parts of a novel or predicting the development of the plot.
70. Younger pupils have secure strategies for attacking words and use their sight vocabulary and their generally well developed phonic knowledge to tackle unfamiliar words. By the time they leave the school, a good proportion of the pupils can plan and structure their writing to suit a variety of purposes. They recognise that the style and layout of newspaper reports, for example, differs from that of more extended narrative. Older pupils are writing at increasing length, but are not yet engaged in very extended writing which involves chapters or is the result of collaborative work, for example, the writing of play scripts. The writing of pupils in Key Stage 1 shows a growing awareness of spelling patterns. The pupils generally space their words well and their letters are well formed. The higher attaining writers are confident in using a range of interesting vocabulary, in particular, using adverbs effectively to enliven their prose.
71. The pupils make good overall progress in developing their skills in all areas of English. This includes the pupils with special educational needs who write with increasing accuracy, structuring their sentences correctly and applying known rules to check their spelling. A good proportion of pupils make very good progress in developing both reading and writing skills. This is a result of the lively teaching they receive, the clarity of objectives set for various groups of pupils and the effective ways in which their work is assessed and subsequent work is planned.
72. The majority of pupils behave well in lessons. The younger pupils listen very well to instructions and take turns to answer questions. A very small minority of older pupils do not consistently sustain a high level of concentration and sometimes fail to attain the high standards expected of them. The pupils work well in their reading groups, listen courteously to each other and help each other over difficulties. Older pupils very responsibly and

sensitively listen to younger partners reading, an experience which contributes positively to the development of both reading and social skills.

73. The quality of teaching is high throughout the school. A significant proportion is very good, resulting in the rapid progress the pupils are making. Activities to develop the pupils' reading and writing skills are imaginative and securely matched to the teaching objectives identified for individual lessons. The teaching of spelling is a strong feature as pupils are taught a range of strategies for this important aspect of their writing. The teachers are skilful in reinforcing the pupils' spelling skills during the shared reading periods. For example, in lower Key Stage 1, reading and writing of the "ch" sound was being developed through reading, and then recording, aspects of a "bear" story, through a spoken activity using puppets, dolls and other articles and through word games. The variety and intensity of activities sustained the pupils' interest and concentration over a very considerable period of time. Consistent attention to the structure and language appropriate for different modes of writing is positively reflected in the pupils' confidence in recording work in subjects such as history and science. The pupils' work is usually constructively marked but, at times, older pupils do not respect requests to complete unfinished work.

74. The subject is well managed. The teachers have a very good understanding of the various criteria for assessing the pupils' work and adopt a range of techniques from the informal to the more summative recording of statements of attainment in different aspects of English which indicate progress year on year. Book provision is generally satisfactory but the accommodation does not lend itself ideally to the display of books in the most effective and arresting way. The pupils use the information technology facilities well to record their work.

80. **Mathematics**

75. The national tests and assessments carried out at the end of Key Stages 1 in 1998 indicate that standards in mathematics are in line with the national average and with the average of schools where pupils come from similar backgrounds. However, in 1999 the proportion of pupils attaining the expected level for seven-year-olds increased. There was also an increase in the proportion of pupils attaining higher levels, with one pupil attaining the level expected of eleven year olds at the age of seven. The results in mathematics have continued to improve since the last inspection. Trends in attainment over this period show significant improvement from 1996 to 1997. The improvement was consolidated in 1997 to 1998 and results have improved again this year. Analysis of the available performance data indicates that boys are more successful than girls in mathematics tests although the cohorts are small and over the last few years more girls than boys have taken the tests. The school is aware of this difference in attainment and has looked at the way mathematics is taught to both boys and girls. It can find no reason within either the teaching or general provision for these results. The inspectors agree with this assessment.

76. The inspection findings indicate that standards in mathematics are above average at the end of Key Stage 1 and when the pupils leave the school. The current standards achieved by the pupils are higher than indicated in the last inspection report when standards were in line with national expectations. The last inspection report suggested consideration should be given to speeding up the progress made by older pupils. This issue has been addressed and the pupils now make good progress as they move through the school and achieve above average standards in all areas of mathematics. Moreover, the standards currently being achieved by higher attaining pupils are very good. The lower attaining pupils also make good progress and they are achieving appropriately.

77. Evidence from scrutiny of the pupils' work from last year shows that in Year 1 they are able to order numbers and count confidently to 10. The higher attaining pupils work well with two digit numbers and use halves and quarters. In Year 2 the pupils progress to using hundreds,

ten and units, which some more able pupils add, subtract and multiply accurately. The pupils can tell the time and find right angles in a variety of shapes. By the time they reach the end of Year 2, many pupils show a good understanding of place value and their numeracy skills are secure. In Key Stage 2, the pupils build on the secure foundation they have gained in Key Stage 1. They work confidently with numbers and the older higher attaining pupils solve problems involving numbers in thousands. Their mental arithmetic is practised every day and consequently the pupils' rapid recall and mental calculation is improving. In Year 3 they know and use common fractions and can calculate problems involving money efficiently. In Years 4 and 5 the pupils work successfully with decimal fractions, grasp division with remainders and the higher attaining pupils undertake more complex data handling activities.

78. The ethos for learning in mathematics is good. The pupils at all stages enjoy their work and their attitude towards the subject is very positive. They relish the mental challenges often posed by their teachers at the start of numeracy lessons. The pupils concentrate well and work enthusiastically. They behave well, listen hard to their teachers and gradually become more independent in organising their learning. They share ideas and resources well and often help each other, discussing problems and sharing strategies that may help to tackle them. A group of higher attaining older pupils shows a healthy level of competition when tackling mathematical problems that spurs them to concentrate and work rapidly.
79. The quality of teaching at both key stages is consistently very good. The school has made a significant shift in the teaching of mathematics and embraced the National Numeracy Strategy. The teachers have secure knowledge of the new guidance and are using it very effectively. Their expectations for pupils' work and behaviour are high. The lessons are planned very carefully and good account is taken of the needs of pupils of all attainment levels. The teachers successfully match the mental challenges they pose to the needs and abilities of each group within the class. Activities are also carefully matched to the pupils' abilities to ensure that they are challenged. The methods and strategies the teachers use are appropriate and their organisation for mathematics activities is good. The teachers motivate the pupils and share their enthusiasm for mathematics. In Year 1, the teacher very skilfully uses rhymes to capture the pupils' interest and enhance their use of number. Similarly in Years 2 and 3, the teacher used a large number square with a spider and a fly to develop the pupils ability to count on and back and extended this to focus on the place value of digits within numbers. In Years 4 and 5 the strongest feature of the teaching is the emphasis placed on developing the range of strategies the pupils use to solve problems and the range of vocabulary used for subtraction. The teachers use the results of regular assessments effectively to help them in planning the work for the different groups of pupils in each class.
80. Inspection of the pupils' work shows that information technology is used from time to time as an integral part of, for example, a mathematics investigation into direction and turn. However, the opportunities to develop the pupils' mathematical skills through the use of information technology are not being fully exploited, but good links between numeracy, and information technology are made in the handling of data resulting from scientific investigations.
81. The co-ordinator has taken very effective steps to ensure the numeracy strategy has been introduced smoothly. Although this has meant a significant shift in the way mathematics is taught in the school, strong teamwork has encouraged consistent approaches to the teaching of mathematics at a very early stage in the introduction of the numeracy strategy.
87. **Science**
82. In the 1998 national assessments in science, more pupils than usual attained the level expected of seven-year-olds. In all aspects of science, the results of the assessments were above the national average. All of the pupils attained the expected level in life and living processes; this

is much higher than usual. The number of pupils attaining higher levels in 1998 was similar to the national average but this increased in 1999 when all of the pupils attained the expected level and almost half of the pupils attained higher levels. This clearly indicates that attainment has continued to improve since the last inspection and is now above average.

83. The inspection evidence indicates that all pupils are reaching the expected level by the end of Key Stage 1. These good standards are being built on in Key Stage 2 so that an above average proportion of pupils continue to attain the levels expected of them by the time they leave the school. This is an improvement since the last inspection when standards were in line with national expectations.
84. The inspection of the pupils' work shows that they make a good start in their early years in school and progress well. Their observation skills are developing through a range of investigations. In Years 2 and 3, the pupils make particularly good progress through tasks and activities that build and develop their knowledge and skills. The work of higher attaining pupils shows greater attention to detail in, for example, work on the growth of beans and greater accuracy in their work on magnetism. With good support and carefully modified tasks, the pupils with special educational needs are also making good progress. The pupils of all abilities have good opportunities to develop their literacy and numeracy skills through, for example, writing reports of investigations and drawing graphs to present their findings. All pupils are able to record the key elements of an investigation and are making particularly good progress in this respect. The strongest feature of the pupils' work, which highlights the very good progress they make, is their increasing ability to draw conclusions from the observations they make so that by the time they leave the school they make comprehensive records of experiments and investigations. Information technology is used well to handle data and to present graphs which support their findings.
85. The teaching is very good overall. Throughout the school, the teachers display a secure knowledge of the subject matter they are teaching and use the good resources effectively. For example in an investigation into which materials provide the best shadows the teacher supplies many materials of the same colour to develop the pupils understanding of fair testing. The lessons are well planned and clearly focus on what the pupils will learn. The teachers have high expectations of the pupils' behaviour in science lessons and manage the pupils effectively. Expectations of presentation are also high and as a result most of the pupils present their work neatly using words, diagrams, charts and graphs to record their observations and findings. In Year 1, the teacher led a well-informed discussion about how light enters the eye. In Years 2 and 3 the teacher entered into a challenging discussion with pupils about how the earth spins in an orbit around the sun. With skilful teaching and questioning the teacher helped a number of pupils to grasp this difficult concept. Through clear expectations, careful questioning and good support for the lower attaining pupils they made very good progress in their recording skills and the presentation of their finding. In Years 4 and 5 the teacher challenged the pupils to devise an experiment to show that light travels in a straight line. The lesson was well managed and pupils were provided with extension activities that demanded research. This task also provided the pupils with opportunities to use and develop their literacy skills.
86. The pupils are keen and eager to participate in science activities. They clearly enjoy lessons and are happy to talk about the work they are doing. One Year 2 pupil whilst explaining that it would take 150 years to drive to the moon added, '...but you'd be a skeleton by the time you got there!' The pupils in all classes discuss their work with other pupils and contribute fully to group activities.

92. **OTHER SUBJECTS**

92. **Religious Education**

87. In the lesson seen during the inspection, the pupils attained standards higher than those indicated in the locally agreed syllabus. A scrutiny of the pupils' work from last year suggests standards are broadly in line with the requirements of the agreed syllabus. There is strong evidence to suggest that standards are improving and that progress is accelerating. This is directly linked to the development of the teachers' planning and a greater awareness of the range of activities and resources which generate interest and stimulate the learning.

88. The pupils understand that the religious traditions of this country are mainly Christian. They are developing a keener awareness of communities in this country who are followers of other major world faiths such as Hinduism, Islam and Judaism. The younger pupils acquire a sound knowledge of a range of stories from the Bible such as the story of Noah and the Flood. They know the names of major Christian festivals and are making good progress in linking features of celebrations, for example Christmas, with festivals of light in other faiths. Through the use of artefacts, pictures and posters, the pupils in Year 2 are acquiring an appropriate recognition of the importance of worship within the Hindu lifestyle. They are developing sensitivity towards the various objects which play a significant part in Hindu worship. This was evident during their discussion about a Hindu shrine and their experience of preparing a puja tray.

89. At Key Stage 2, the pupils are beginning to acquire a deeper knowledge of significant events such as The Creation. They know that many cultures such as that of the Aborigines and the Chinese have their own distinctive creation myths. The carefully planned work on Judaism resulted in good progress in the development of the pupils' knowledge about Jewish traditions and family life such as the significance of the preparation of the Pesach meal.

90. The locally agreed syllabus provides very secure and detailed guidelines which the teachers use well to develop their own planning. The medium term plans seen are of good quality and support the provision of a better integrated, more coherent programme for religious education. The teachers' own knowledge is improving together with their increasing confidence in using a range of resources to enliven their teaching. A developing display of fabrics, garments, pictures and artefacts linked to Hinduism is already providing a source of interest and discussion and arousing a sense of awe and wonder among the pupils. In the lesson seen, the teaching was very good and scrutiny of the pupils' work indicates that the teaching is good throughout the school.

91. The pupils involve themselves in lively discussion about aspects of religious education. The younger pupils enjoy listening to stories from the Christian and other traditions and willingly express their thoughts and feelings about some of the moral issues raised, for example, in some parables. There is a fascination and a developing sensitivity about the practices and symbols of a range of faiths, together with a growing awareness of the impact of religion on the lives of believers.

97. **Information Technology**

92. The pupils are achieving the standards expected by the end of Key Stage 1 and by the time they leave the school. The good range of resources is being used increasingly although not extensively to support learning across the curriculum. The pupils are provided with a good range of opportunities to develop their knowledge and skills in word and image processing. During the course of the inspection the pupils in Years 2 and 3 used the Roamer and the oldest pupils began to explore the possibilities of Logo moving quickly on to creating simple procedures. Data handling was being developed effectively in science where the pupils entered, for example, the measurements they took of the length of shadows and produced

graphs as part of their record of their science investigation.

93. By the end of Year 5, the pupils can retrieve information from CD-ROM. They can produce newspaper articles that record, for example, the demolition of the outside toilets and present it in columns. Their use of word processing builds satisfactorily as they move through the school. In Years 2 and 3 they can enter the text and change the font, its colour and size. There are also some good examples of software being used to allow children to experiment with line and colour in Year 1 where they have produced illustrations for book covers. Taken overall the pupils are progressing well.
94. All of the teachers support the use of information technology in their classes. From the start of Key Stage 1 the pupils are encouraged use software such as talking books and pictorial adventures. In all the lessons seen where information technology was in use the teachers demonstrated a secure knowledge of the software they were using. The teachers plan their use of information technology carefully and are clear about what they want the pupils to learn. In Years 4 and 5 the teacher introduced Logo through direct teaching. As a result the pupils gained the knowledge they need to use the software very quickly. The teacher with co-ordination responsibility gives good support to the other teachers particularly when technical problems occur.
95. The school has sufficient hardware and software resources, although some of it is ageing, to provide an extensive range of experiences for the pupils in all year groups.

101. **History, Geography, Art, Design and Technology, Music and Physical Education**

96. The quality of the pupils' work in history and geography meets the expected level and a significant proportion of pupils produce work that is of better quality than expected for their ages. In both subjects, the pupils are making good progress as they move through the school because the good planning ensures they develop their historical and geographical knowledge and skills through a broad range of activities that build on previous learning.
97. In history, the younger pupils have an appropriate awareness of the passage of time and recognise differences between the lifestyle of today and that of the Victorian period. They know that in the past, Britain has been subject to invasion. A visit to a museum has allowed pupils to form a picture, for example, of what a Roman legionary looked like. The older pupils develop their knowledge and understanding of life in Victorian times. They appreciate the importance of archaeological evidence through their work on Saxon settlements and Viking invasions. The pupils show considerable interest and a developing awareness of their own local history. They are curious about the changing appearance of their locality and also about how occupations in the present day have changed from those of the past. The older pupils are applying their skills with increasing assurance as they study different periods of history.
98. In geography, the younger pupils know that the weather affects the way people dress and the crops people grow. The older pupils recognise significant features of weather such as frontal systems and know how to use a wider range of measuring equipment to record patterns of local weather. From their early learning about local jobs and services, they progress to an appreciation of different lifestyles and occupations prevalent in countries such as Peru. At all ages, the pupils use a range of plans, maps, atlases and globes to develop their geographical knowledge and skills. For example, during a geography lesson on India, groups of pupils were able to use a range of resources including books, maps, brochures and artefacts to gather information about aspects of that country.
99. The teaching of history and geography is good. The lessons are well planned. The teachers

use their secure subject knowledge to good effect and provide the pupils with many opportunities to develop their research skills. The pupils' work is carefully marked with helpful comments. The teachers establish clear expectations and encourage the pupils to make improvements. They are enthusiastic and provide the pupils with challenging resources that stimulate their interest. They often make helpful links with other subject areas such as art and religious education that contribute to a rich learning experience.

100. The pupils' work in art and design and technology is of a good standard. The pupils have a better range of well planned opportunities to develop their designing and making skills than in many primary schools. In art, the pupils have access to a wide range of media. The pupils are progressing well in both subjects.
101. The youngest pupils are introduced to the primary colours and use oil pastel to produce good quality pictures of flowers. In Years 2 and 3, the pupils have produced an interesting range of work that includes tie-dye, weaving with paper and working with shapes in juxtapositions. They have also produced work in the style of Bridget Riley, which is attractively displayed in their classroom. The older pupils have produced interesting prints, mixed media collages, portraits and acrylic paintings based on 'The Natural World' that show their willingness to experiment with colour.
102. Much of the current work in design and technology focuses on food and is closely linked with work in science. The youngest pupils know the different ways a potato can be cooked and experience the results from baking potatoes in both conventional and microwave ovens making clear and careful observations. The older pupils have successfully planned and made a green salad with dressing. There are many examples of the pupils' past work that show their ability to work with, for example, structures and simple gear mechanisms. The pupils' designs progress well as they move through the school and show greater detail and accuracy. The older pupils annotate their designs to show materials, measurements and the tools they will need.
103. The teaching of art and design and technology is good. The teachers place a strong emphasis on safety and hygiene in design and technology lessons. In a lesson to identify whether buns, meringue and custard contain egg yolk, egg white or both the teacher carefully planned the activities, prepared the resources thoroughly and worked effectively with both a parent helper and classroom assistant to involve the pupils in a series of interesting activities. In an art lesson the older pupils were encouraged by their teacher to look closely at the shadows created by the folds of a drape. The teacher also taught a range of techniques, which the pupils successfully applied to their work.
104. In music the pupils make good progress as they move through the school so that by the age of ten the quality of their work is above average. The pupils at Key Stage 1, sing enthusiastically although their sense of pitch is not always secure. They sing songs from memory and are developing greater expression through recognising when it is appropriate to sing loudly or softly, fast or slow. They are making satisfactory progress in listening to each other when they sing together in class. Their sense of rhythm is often good. They can clap an increasing range of rhythms using either parts of the body or instruments. They are beginning to produce answering phrases to rhythms using a more varied range of untuned percussion instruments. The older pupils sing expressively and tunefully in class but their contribution to singing during school worship does not always meet this standard. They sing an interesting repertoire of songs from British and other cultures such as the Caribbean and Africa. Many of these older pupils apply the knowledge and skills gained in instrumental lessons and extra curricular clubs to their class lessons. Some of the oldest pupils, for example, are progressing well in their mastery of a range of recorders. They sing well during school productions and enjoy music lessons. The extra curricular opportunities offered to them are well supported. From the evidence of a video recording, many pupils appear

confident and very engaged when combining musical and dramatic performance during school productions.

105. The teaching of music is generally good. This is particularly the case where the teacher has a very secure knowledge to develop a range of skills and instrumental ability to lead groups. The planning of work in music at Key Stage 1 is appropriately linked to work in other subjects and takes account of the need to develop skills progressively. In Key Stage 2, the planning is based on a published scheme which is demanding in the way it describes the skills and concepts to be learned. This works well in the hands of a teacher whose knowledge of music is secure.
106. The pupils work well in physical education lessons. The younger pupils can stretch and curl both in floor exercises and when using apparatus. They work well together to get out and put away the apparatus and are made aware of the need to work safely. The pupils in Key Stage 2 show good control of a ball using their feet, hands and hockey sticks. For example they can dribble in and out of cones and some can shoot quite accurately at a small target using a hockey stick. Most of the oldest pupils can plan, perform and evaluate sequences of movement that include balancing and travelling. The lack of space is a significant limitation for the older pupils, which severely restricts the opportunities for them to develop their ideas.
107. Physical education is well taught. The teachers use the hard play area and the very small hall to the full. They plan their lessons thoroughly and use demonstration effectively. Given the significant limitation within which physical education lessons take place they are very successful in helping the pupils to develop their skills.

PART C: INSPECTION DATA

113. SUMMARY OF INSPECTION EVIDENCE

The school was inspected by a team of 3 inspectors who, over a period of 3 days, completed a total of 7.5 inspection days.

Twenty-eight lessons were observed either wholly or in part during over 31.4 hours of observation of lessons and scrutiny of the pupils' work. A representative sample of pupils' work, covering all age groups was scrutinised.

All subjects taught during the inspection were observed, but it was only possible to see a very small number of lessons in religious education, history, geography and design technology. All available evidence was used to assess the standards pupils are attaining and the progress they are making in these subjects.

The pupils were also observed arriving at and leaving school, during registration and on the playground. Discussions were held with pupils about their work. A representative sample of pupils was heard to read in all year groups.

Discussions were held with the headteacher, the teachers, and some members of the non-teaching staff. The registered inspector met with the chair of the governing body during the inspection.

A meeting, before the inspection, to seek the views of parents was attended by 21 parents. Questionnaire responses were received from 34 parents (64 per cent). In addition a small number of parents spoke with inspectors during the inspection week.

The school improvement plan, curriculum plans, budget papers, policy documents, teachers' planning, pupils' records, reports to parents and attendance registers were all analysed.

All assemblies held during the inspection were attended.

113. **PART C: INSPECTION DATA**

113. **DATA AND INDICATORS**

113. **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y5	69	0	17	3

113. **Teachers and classes**

113. **Qualified teachers (YR – Y5)**

Total number of qualified teachers (full-time equivalent):	3.3
Number of pupils per qualified teacher:	20

113. **Education support staff (YR – Y5)**

Total number of education support staff:	2
Total aggregate hours worked each week:	18

Average class size:	21
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113. **Financial data**

Financial year:	1998/1999
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	£
Total Income	143 517.00
Total Expenditure	131 334.00
Expenditure per pupil	1824.08
Balance brought forward from previous year	10 177.00
Balance carried forward to next year	22 360.00

113. **PARENTAL SURVEY**

Number of questionnaires sent out:	53
Number of questionnaires returned:	37

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	73	24	0	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	65	35	0	0	0
The school handles complaints from parents well	38	56	6	0	0
The school gives me a clear understanding of what is taught	49	46	0	5	0
The school keeps me well informed about my child(ren)'s progress	57	32	11	0	0
The school enables my child(ren) to achieve a good standard of work	56	42	3	0	0
The school encourages children to get involved in more than just their daily lessons	64	25	11	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	44	44	3	9	0
The school's values and attitudes have a positive effect on my child(ren)	54	46	0	0	0
The school achieves high standards of good behaviour	67	33	0	0	0
My child(ren) like(s) school	76	24	0	0	0