

INSPECTION REPORT

Cumberworth C. of E. (A) First School
Huddersfield

LEA area: Kirklees

Unique Reference Number: 107741
School Inspection Number: 188677

Headteacher: Mrs. M. Shaw

Reporting inspector: Mrs S. E. Hall
21750

Dates of inspection: 15th – 17th November 1999

Under OFSTED contract number: 706878

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

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Information about the school

Type of school	First School
Type of control	Voluntary Aided
Age range of pupils	4-10 years
Gender of pupils	Mixed
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Appropriate authority: Governing Body

Name of chair of governors: Mr. S. Ayre

Date of the previous inspection: 5-8th February 1996

Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Mrs. S. E. Hall (Registered Inspector)	Mathematics Science Design and technology Art Physical education	Under fives Equal opportunities Attainment and progress Teaching Leadership and management
Mr. T. Heavey (Lay Inspector)		Attendance Attitudes, behaviour and personal development. Support, guidance and pupil welfare. Links with parents and community.
Mr. M. McCabe	English Information technology History Geography Music	Special educational needs. Curriculum and assessment. Spiritual, moral, social and cultural development. Staffing, accommodation and resources. Efficiency.

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Pupils make good progress in mathematics and science and their attainment is above average.
- Pupils generally make good progress in other subjects, particularly art and the progress made by the older pupils is often very good.
- The provision for pupils with special educational needs is good and these pupils make good progress.
- The quality of teaching is good and there is a significant proportion of very good teaching.
- Pupils' attitudes to work and their behaviour and relationships are all very good.
- The school's provision for pupils' spiritual, moral and cultural development is good and that for their social development is very good.
- The school provides good levels of support and guidance for pupils.
- The school has a good relationship with parents and the local community.
- The leadership provided by the headteacher is very good and has been instrumental in helping the school to move forward in the last year.
- Attendance is very good.
- The quality of staffing, accommodation and resources is good.
- The school is very efficient and well run.

WHERE THE SCHOOL HAS WEAKNESSES

- I. The standards of writing across the curriculum are not as high as they should be.
- II. Standards in information technology are below average for all pupils and the school is not fulfilling all areas of the curriculum for information technology.
- III. The planning and provision for the areas of learning for children under five is insufficient and sometimes inappropriate, with the provision for the physical development of these children being very limited.
- IV. Curriculum planning lacks consistency. There are no schemes of work for the range of subjects.
- V. The use of assessment information to plan future work to take account of previous learning is not systematic and is unsatisfactory.

This is an improving school where the strengths outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has undergone considerable change since the previous inspection. The acting headteacher became headteacher and a new deputy headteacher was appointed. Both staff have subsequently left the school. During this period, staff illness and temporary staffing arrangements affected the development of the school in many areas. The rate of school improvement in this period dropped considerably and many initiatives, including the development of the provision for children under five, were not implemented. Since the appointment of the current headteacher and other staff there has been considerable improvement in many areas and a very clear understanding of the areas for further development. Whilst the rate of improvement since the previous inspection has been satisfactory overall the capacity for further improvement is now very good. The quality of teaching has been substantially improved and this has had a marked effect on the progress that pupils now make.

The previous inspection identified the need to ensure that the statutory requirements for recording attendance are met. This has been done. The school was required to improve the consistency of reports to parents; these have been satisfactorily improved. There was an identified need to improve the continuity in the planning of history; this has not been sufficiently improved. A further key issue was to improve the quality of teaching in the small number of lessons in which progress was slow. This has been improved and there is no unsatisfactory teaching. The school was also required to implement and maintain the good quality of planning

in the school development plan. The current plan whilst suitable has not sufficiently involved staff, governors or parents.

STANDARDS IN SUBJECTS

The table shows the standards achieved by **7 year olds** in **1999** based on the National Curriculum tests (there is no comparative data for the oldest pupils' aged 10);

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

The baseline assessment carried out in the reception class shows that the attainment of children on admission to the school is above average in most areas of their development. There are small numbers of pupils in some year groups and comparative information needs to be treated with caution.

The 1999 assessment information shows that the proportion of pupils attaining the expected level in reading has improved from that of 1998. Whilst good in comparison to all schools, attainment is average in comparison to schools with similar characteristics. The proportion of pupils attaining the expected standard in writing improved very slightly from the previous year. However, when compared to similar schools, writing remains well below average. The 1999 assessment information shows continuing improvement in mathematics with standards well above average. Inspection findings indicate that by the end of Key Stage 1 and when the pupils leave the school, attainment in mathematics and science are above average, that in reading is average and that in writing is below average. The improvement in reading and mathematics is linked to the successful implementation of the National Literacy and Numeracy Strategies.

Standards of attainment in information technology are below national expectations. Standards in art are well above those usually seen and standards in other subjects are at least average for the age of the pupils.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 10 years
English	Satisfactory	Good	Very good
Mathematics	Satisfactory	Good	Very good
Science		Good	Very Good
Information technology		None seen	None seen
Religious education		N/a	N/a
Other subjects	Satisfactory	Satisfactory	Good

The quality of teaching is good overall as reflected in both the lessons observed and in the scrutiny of pupils' recent work. In the lessons observed, teaching was good in almost thirty two per cent of lessons and was very good in a similar proportion of lessons with satisfactory teaching in thirty six per cent of lessons. There was no unsatisfactory teaching observed.

The quality of teaching of children under five is broadly satisfactory. The teaching of pupils in reception and Year 1 is satisfactory. Teaching in Years 2 and 3 is good and occasionally very good. Teaching in Years 4

and 5 is usually very good. Pupils with special educational needs are well integrated in all lessons and they receive good support and guidance from teachers and support staff.

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	Very good. Pupils of all ages are generally very well behaved, polite and respectful of people and property.
Attendance	Very good. Above the national average. Registration procedures meet statutory requirements.
Ethos*	Very good. The pupils have positive attitudes to learning. Relationships are very good. The school is fully committed to promoting high standards.
Leadership and management	Good overall. The headteacher is providing very good leadership through a period of change in the school. Subject co-ordinators are becoming more effective in the monitoring of teaching and learning. The governing body is developing its involvement in the strategic management of the school.
Curriculum	Satisfactory overall. The curriculum for the under fives does not consistently reflect the appropriate learning outcomes. Whilst long and short term planning occurs there are no schemes of work to ensure that the progress pupils make is carefully planned. The use of assessment information to inform future planning is unsatisfactory
Pupils with special educational needs	Good. Pupils are well supported and most make good progress towards the targets in their individual education plans.
Spiritual, moral, social & cultural development	Good. The provision for pupils' spiritual, moral and cultural development is good and that for their social development is very good.
Staffing, resources and accommodation	Good. There is a good number of teaching staff. The internal accommodation of the school has recently been improved and is good. There is no suitable outdoor play equipment for younger pupils.
Value for money	Satisfactory. The income and expenditure per head of pupils is very high compared to all primary schools, but income is used well.

** 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
VI. Most parents are satisfied with the standards achieved and feel the school has moved forward from an unsettled period. VII. Parents feel that staff are very approachable. VIII. Parents feel the standards of behaviour are good and that pupils are happy.	IX. Several parents would like more information X. A small number of parents are unsure of the

The inspection findings support the positive views of the school. The school rewards' system is well considered and appropriate. There are appropriate opportunities for parents to see and discuss pupils' work.

KEY ISSUES FOR ACTION

In order to raise standards of attainment, the headteacher and staff, with the active support of the governing body, should:

1. raise the standards in information technology (paragraphs 14, 31, 37, 39, 131 - 135) by;
 - ◆. developing teachers' expertise and confidence through relevant in-service training in all aspects of the curriculum (paragraph 134);
 - ◆. implementing in full all the appropriate aspects of the programmes of study, through direct teaching of the subject throughout the school (paragraphs 39, 131, 132);
 - ◆. providing more regular opportunities for pupils to use information technology as a tool for learning in all areas of the curriculum (paragraphs 131, 132);
2. improve the provision for children under five (paragraphs 72, 78, 86, 98) by;
 - ◆. ensuring that schemes of work and daily plans are appropriately aimed at the nationally established desirable learning outcomes and that activities are provided for the younger children in the class (paragraph 86);
 - ◆. providing suitable outdoor facilities that provide opportunities to further develop physical and personal and social development (paragraphs 78, 98);
3. improve the quality of curriculum planning (paragraphs 40, 41, 44, 73) by;
 - ◆. ensuring that long, medium and short term planning build systematically upon what the pupils know, understand and can do (paragraphs 40, 41, 44);
 - ◆. completing schemes of work in all subjects and using these to ensure that the progress that pupils make is carefully planned (paragraphs 40, 41, 44, 73, 134, 142, 147, 150, 155, 161, 167)
4. improve the use of assessment information (paragraphs 7, 10, 47, 48) by;
 - ◆. analysing all of the available data, most especially in writing, to identify the needs of pupils and variations in performance between classes, year groups and pupils of different gender (paragraph 10, 48, 105, 106)
 - ◆. establishing a system for monitoring the progress of individual pupils through the school (paragraphs 7, 10, 48)
 - ◆. setting appropriate and specific targets for improvement, particularly in writing (paragraph 47);

INTRODUCTION

Characteristics of the school

1. Cumberworth Church of England (Aided) First School is situated in Upper Cumberworth near Huddersfield. The number of pupils on roll during the inspection was 74, which is smaller than the average size of school. 3 children under five were admitted this term to the school, one of who was under the age of five at the time of the inspection. Eleven children under five will be admitted in January. There is a two-point entry for admission to the school. Virtually all children when they start school have attended either state or private nurseries or playgroups. On entry to the school, there is a wide range of attainment but baseline information on entry to the reception class indicates that attainment in basic skills is generally above average.

2. The proportion of pupils known to be eligible for free school meals is very small (0.3 per cent). There are no pupils speaking English as an additional language. The percentage of pupils identified as having special educational needs (7.4 per cent) is below the national average. There are two pupils with statements of special educational need. The school is currently organised into a reception and Year 1 class, a Year 2 / 3 class and a Year 4 / 5 class. Pupils leave the school at the age of ten.

3. The school was built in 1820 with additional classrooms added much later. There has been recent re-modelling of the building. The large majority of parents own their own homes and are in full-time employment. There is a higher proportion of children in high social class households and more adults with higher education than the national average.

4. The aims of the school include “ to provide a broad and balanced curriculum based on Christian principles for all children in an atmosphere of encouragement and support. ” The school sets internal targets for attainment, which include areas of reading, writing and mathematics. Priorities for school development focus upon areas of the core curriculum.

4.

4. Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	10	3	13

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	9	8	10
	Girls	2	2	2
	Total	11	10	12
Percentage at NC Level 2 or above	School	85 (73)	77 (73)	92 (73)
	National	82 (80)	83 (81)	87(85)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or Above	Boys	9	9	9
	Girls	2	2	2
	Total	11	11	11
Percentage at NC Level 2 or above	School	85 (73)	85 (73)	85 (73)
	National	82(81)	86(85)	87(85)

4. Attendance

Number of pupils in final year of Key Stage 1 absent through absence for the latest complete reporting year:

		%
Authorised Absence	School	3.4
	National	5.7
Unauthorised absence	School	0
	National	0.5

4. Exclusions

Number of exclusions of pupils in final year of Key Stage 1 during the previous year:

	Number
Fixed period	0
Permanent	0

4. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	32
Satisfactory or better	100
Less than satisfactory	0

¹ Percentages in parentheses refer to the year before the latest reporting year

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

4. Attainment and progress

5. The small number of pupils in some year groups can result in fluctuations in attainment. In the 1998 National Curriculum tests, pupils' attainment in reading at the end of Key Stage 1 was well above the national average when compared to all schools but in comparison with schools with similar characteristics, reading was average overall. A very high percentage of pupils reached higher than expected levels. Over a three-year period, attainment in reading tests has been very high, though in 1998 this fell from previous years. The proportion of pupils attaining the expected level in reading rose from 73 per cent in 1998 to 85 per cent in 1999. When compared to all schools, attainment in reading was well above average. However, when compared to schools with similar characteristics, attainment is average. The inspection findings are that standards in reading are average at the end of Key Stage 1. The school has implemented the National Literacy Strategy well and the careful planning of reading activities is having a beneficial effect on the progress made. The standard of reading in the previous inspection was good.

6. The national tests for seven-year-olds in writing in 1998 showed that attainment was well below average in comparison to all schools. No pupils attained levels above those expected. This is a very unusual pattern, as attainment in reading and writing are often very similar. There is little evidence to indicate a specific reason for this but both previous and subsequent information largely reflects lower attainment in writing. Over a three-year period, the performance of pupils in writing was close to the national average but shows a significant fall in 1998 from that of previous years. In 1999, the national tests in writing indicated the proportion of pupils attaining the expected standard to have been largely as previously, rising from 73 per cent in 1998, to 77 per cent in 1999. When compared to all schools, attainment was average. However, when compared to schools with similar characteristics, attainment in writing was well below average. The inspection findings are that standards in writing are below those expected at the end of Key Stage 1. The school has identified the development of writing skills as a priority and has improved the opportunities for extended writing. The previous inspection indicated that standards in writing were good, this inspection indicates a fall in standards from that time.

7. Whilst assessment information indicates that the attainment of boys at age seven has been better than that of girls in some subjects, the very small number of girls in some year groups does not make this comparison significant. The relatively small number of pupils in some year groups can result in fluctuations as can the relatively high number of pupils with special educational needs in some year groups. Several staffing changes in the recent past have affected the rate of progress made by some pupils. The school has only very recently begun to analyse assessment data and use this to track pupils' attainment and progress.

8. In English, standards in speaking and listening are above the levels expected at the end of Key Stage 1. Most pupils use a good range of vocabulary and listen and respond well. Many pupils make good use of appropriate vocabulary in mathematics and science to ask and answer questions about their work. By the time the pupils leave the school, many have a wide vocabulary and make good use of specific vocabulary as seen when conducting experiments involving forces in science lessons. Pupils ask and answer questions thoughtfully and often in detail. Standards in speaking and listening remain largely as seen in the previous inspection.

9. In Key Stage 1, pupils read a range of fiction and non-fiction texts, often with appropriate fluency and expression. Most pupils use a range of strategies to work out words that they are not familiar with. In Key Stage 2, most pupils read with expression and enjoyment and like the touches of humour found in many texts.

10. In writing, skills in Key Stage 1 are below those expected. Younger pupils learn to write in reasonable sentences but most use capital letters and full stops with limited accuracy. This lack of technical accuracy continues in Key Stage 2 where pupils rarely produce imaginative work of a high standard across the range of subjects. Pupils in both key stages make limited progress in the development of appropriate writing skills. The use of available assessment information, whilst recently extended, is not fully effective in identifying and

improving areas of weakness.

11. The attainment of seven year old pupils in mathematics is generally better than in English as borne out in the 1998 and 1999 end of Key Stage 1 tests. The 1998 National Curriculum tests show pupils' results to have been well above average when compared to all schools and those with similar characteristics. A very high proportion of pupils attained levels above those expected. The previous inspection report noted standards above national expectations. Assessment information shows that over a three-year period, performance of seven-year-olds in mathematics has been well above the national average. In 1999, the proportion of pupils attaining at least the expected level increased from 73 per cent in 1998 to 92 per cent in 1999. This indicates that attainment in mathematics was well above average. Inspection findings support the test results, both at the end of Key Stage 1 and when the pupils leave the school. The school has recently adopted the National Numeracy Strategy with enthusiasm and understanding.

12. By the end of Key Stage 1, older pupils can count on in twos and fives and sometimes backwards from a given number. Higher attaining pupils can speedily add ten to a range of numbers. In Key Stage 1, pupils make good progress in the use of numbers and in using and applying mathematics in a range of activities. Older pupils make good progress and a significant number make very good progress in mathematics.

13. In science the 1998 teacher assessments a very high proportion of pupils attained at the higher levels in virtually all of the expected areas of science. Data from the 1999 assessments indicate that a larger proportion of seven-year-old pupils attained the expected level than in the previous year. Inspection findings are that standards of attainment are above average especially in the area of experimental and investigative science. This is both at the end of Key Stage 1 and when the pupils leave the school. Pupils make good progress in science and many older pupils make very good progress especially in areas of experimental and investigative science. Pupils can use their previous knowledge of how to carry out a fair test by attempting to control the variable aspects when carrying out practical investigations. These findings indicate that the high standards noted at the last inspection have been maintained.

14. Pupils' attainment in information technology throughout the school is below average. The teaching of information and communications technology skills is insufficient and progress is unsatisfactory. This shows a fall in standards from the previous inspection. Teaching of the subject has not kept pace with the rapid advances in the subject in recent years. The school is not currently fulfilling all the requirements of the National Curriculum especially in areas of control and modelling. Whilst there have been some recent developments in the organisation for the subject, the overall rate of progress in the improvement of standards has been slower than it needed to be.

15. Pupils' attainment in art throughout the school is well above that usually seen in pupils of similar ages. Attainment in physical education throughout the school and in music in Key Stage 1 is above that usually seen. Attainment in design and technology is appropriate throughout the school as it is in history at Key Stage 1. In Key Stage 2, limited evidence was available for work in history and music. There was limited evidence on which to base judgements on attainment in geography throughout the school. This is mainly planned for later in the year.

16. The overall progress of pupils in the school is currently good. Pupils enter the school with attainment that is generally above average and most make good progress in lessons due to the good quality of teaching that they are currently receiving. Many of the oldest pupils make very good progress in most subjects. There appear to be no significant differences in the standards of attainment of boys or girls.

17. Pupils with special educational needs make good progress in relation to the academic and social targets which are set for them in their individual education plans. Their progress is reviewed on a regular basis with new targets being set as appropriate. The quality of classroom support enhances the progress that the pupils make

Attitudes, behaviour and personal development

18.The very good attitudes, behaviour and relationships, supported by good provision for personal development, are a strength of the school and greatly enhance access to the curriculum for all pupils. Inspection judgements are supported by the views of parents who comment on the family atmosphere and on the high standards of pupils' behaviour.

19.New pupils benefit from a useful starter pack that enables them to adapt quickly to school routines. The pupils are attentive and enthusiastic, settling down quickly in lessons and helping to set out the materials for each activity. One pupil in Year 1 was seen to pick up two boxes of pencils, one for his own work group and one for those at the next table. The other pupils acknowledged his kind gesture. Question and answer sessions elicit a particularly good response, with pupils holding up their hands to answer and speaking with confidence and clarity when called upon to reply. Pupils work very well together in groups. They persevere when confronted with difficulties and are not afraid to 'have a go.' This was noted in the efforts of a young pupil who was congratulated by the teacher for his attempt to write a difficult word. The supportive working environment enhances pupils' attitudes to work and their self-esteem.

20.The pupils behave very well, reflecting the high expectations of the staff team and the very good ethos of the school. The very good behaviour is characterised by the orderly way in which pupils move around the school and by their ability to work without direct supervision. There is no evidence of bullying and there have been no exclusions since the previous inspection. The pupils' politeness and good manners catch the eye of visitors and the parents agree that the school's values and attitudes have a positive effect on their children.

21.The quality of relationships throughout the school is very good, generating an atmosphere of warmth and mutual respect. Adults in the school act as good role models, offering calm assurance to the pupils and behaving courteously to one another. Parents' report that their children feel very comfortable talking to members of the school staff team. A high degree of confidence is observed in the classroom where pupils are at ease in the presence of the teacher and other adults. These very good relationships have a considerable impact on learning.

22.Pupils' personal and social development is good. They enjoy the opportunity of being given responsibilities in the running of the school. This includes being librarian, computer technician, or chair stacker during lunch break. So eager were two pupils to sweep the floor of the dining hall that the only workable compromise appeared to be to let them sweep up together with the one available brush. Personal responsibility is promoted in the classroom and pupils in reception and Year 1 are seen to prepare materials for lessons, to share without squabbling and to respect the property of others. Where this growing sense of personal development and responsibility is translated into strategies for independent learning and pupils making choices, it has an even greater impact on learning.

22. **Attendance**

23.The school has a very good attendance record which, at 96.6per cent, is well above the national average. Though the raw attendance figure is slightly down on that of the previous inspection, the overall attendance, including very good punctuality, no unauthorised absence and full compliance with legal requirements for registration, is extremely good. Pupils 'sign in' on arrival in the classroom by attaching their name-label in its proper place on the registration board. The teacher then does a head count and completes the register. This procedure saves time, allowing an earlier start to activities. Liaison with the Education Welfare Service is now firmly founded on a contractual arrangement. The school has successfully addressed a key issue from the previous inspection to ensure that statutory requirements for recording attendance are met.

23.

Quality of education provided

Teaching

24.The overall quality of teaching is good. No unsatisfactory teaching occurred during the inspection. Teaching was sound in one third of lessons, good in a further third and very good in the remainder. There has been a considerable improvement in the quality of teaching from the previous inspection where the overall

quality of teaching was sound, with a minority of unsatisfactory teaching occurring in both key stages. Three quarters of the teaching staff have changed from the time of the previous inspection. Whilst some parents have been concerned about the number of staffing changes during periods of staff illness, most parents are appreciative of the current standard of teaching. Teaching is now a strength of the school.

25. Whilst there is good teaching seen in each class in the school, the best teaching occurs with the oldest pupils in each key stage. The teaching of pupils in Years 4 and 5 is consistently very good.

26. The teaching of children under five whilst satisfactory, has limitations in planning to meet the specific needs of children under five. It is only very recently that staff have begun to plan with reference to the desirable learning outcomes of the six recognised areas of learning. Staff plan a range of activities which are generally based upon the first stages of the National Curriculum. Whilst this may be suitable for most children in the current reception group, the needs of pupils who have recently left the under fives' group are more diverse.

27. The specific learning needs of the youngest children are not consistently reflected in lesson planning. Children under five and those in the reception group who have recently attained their fifth birthday are subsumed into the class of Year 1 pupils. Whilst on occasion this is satisfactory, this does not consistently meet the needs of the youngest children in areas including personal and social development and in physical development. Children enter the school with varying levels of attainment and differing pre-school experiences. Staff create a calm, supportive and purposeful learning environment. On occasion, emphasis is placed on learning through play. This supports pupils' personal and social skills and the development of speaking and listening skills. However, some of these activities lack focus or adult input. Staff have begun to use the information gained from baseline assessments to organise some activities that take account of the different rates of progress that the children make.

28. The teaching of English across the school is good. The school has successfully implemented the National Literacy Strategy. Planning is detailed and learning objectives are clearly identified. The planning for independent activities is often for ability based groups within the mixed age classes. This usually ensures that there is a suitable match of task to the pupils' understanding. The teachers are enthusiastic in their approach to literacy and these positive attitudes motivate the pupils. The quality of teaching in English has improved since the previous inspection. Literacy work links to topic work in other subject areas, although the development of writing skills across the curriculum has often been ineffective.

29. The teaching of mathematics is generally good and from Year 2 onwards it is sometimes very good. The school has very effectively implemented the National Numeracy strategy with the majority of teachers showing evident commitment to and enjoyment of mental mathematics activities. Teachers have been well led during the introduction of the numeracy hour by the co-ordinator who is a lead teacher of mathematics in the area. This leadership has encouraged teachers to ensure that mathematics is well integrated into other subjects, especially science. Staff organise mental mathematics activities well and this results in activities that challenge and motivate the pupils well. This has helped to improve the standard of teaching since the previous inspection. The level of challenge of the oldest pupils in each key stage is very good. This is well illustrated in mental warm up activities where pupils in Years 2,3,4 and 5 count forwards and backwards to given numbers with eagerness and interest.

30. The teaching of science is also good and that of the oldest pupils is very good. Some staff have a very good understanding of the importance of experimental and investigative science and organise very effective open-ended experiments where pupils work in small groups to estimate, test, record and interpret data about forces. This provides a very good level of challenge to the pupils and motivates most pupils well. The development of estimation and investigation is very well developed in mathematics and in science and is considerably more advanced than in many schools. The extension of investigational activities has improved since the previous inspection.

31. Teachers generally have good subject knowledge in the range of the subjects of the National Curriculum and particularly in mathematics and science. However, in information technology, teachers' knowledge and

understanding is limited. During the period of inspection, classroom computers were not seen in use at all, even though their use to support teaching in several areas would have been appropriate. Some staff acknowledge that they lack confidence and skill in this area of teaching and are reliant upon the subject co-ordinator to provide specific teaching of relevant skills. The sample of pupils' recent work indicates that computers are rarely used to support day-to-day learning activities. However, work on display around the school indicates that the subject co-ordinator has good levels of skill and is beginning to enhance learning in this area through specific teaching activities.

32. Pupils with special educational needs are well taught by class teachers and by skilled support assistants who are attached to individual pupils through their statements of special educational need. Teachers have a satisfactory knowledge of pupils' special needs but do not always ensure that the targets in pupils' individual education plans are sufficiently clear to enable proper assessment of their progress.

33. The planning of lessons is mostly very good; especially for the older pupils in each key stage. Teachers' understanding of the learning needs of pupils with a range of attainment is good. Teachers often plan activities at different levels and most activities occur in mixed age groupings, which are based on attainment. Planning clearly identifies exactly what the learning objectives are and how activities are to be organised. The methods that teachers employ to interest and motivate pupils are usually very good. These include a good mix of explanation, discussion and almost always a practical activity. The use of demonstration is well considered as seen in a very good physical education lesson with pupils in Years 2 and 3. The teacher not only joins in the warm up exercises but also makes effective use of pupil demonstration to emphasise the development of technique and to raise pupil self esteem.

34. The management of pupils is very good and is a strength of the school. Teachers make very clear what their expectations of pupils are in a calm and often friendly manner. The staff have established very good relationships with the pupils. This is very well illustrated when pupils in Years 4 and 5 arrive in the class from a boisterous lunchtime. Within two minutes, pupils are reading in silence without the teacher having to speak. The use of time is usually good, although very occasionally some pupils are required to listen to introductions that are too long for them to maintain full concentration. The use of resources is good as was exemplified in a science lesson with the oldest pupils investigating the friction caused by the addition of rubber bands to a piece of wood pulling a book. The pupils' learning is considerably enhanced by the opportunity for each group of four pupils to test the amount of force required by using a force meter.

35. The day to day assessment of pupils' work through the quality of verbal feedback throughout the school is good. This enables the pupils to understand what they have done well and what they need to do to make further progress. Teachers make good use of deserved praise to motivate pupils to try hard. The quality of marking of pupils' work is more varied with that of the oldest pupils being consistently good.

36. The use of homework is a concern of several parents who would like this to be on a consistent basis. The school is in the process of formulating a policy, which is intended to regularise the current system. During the period of inspection there was little use of homework to enhance pupils' learning and this aspect of teaching is unsatisfactory.

The curriculum and assessment

37. The school offers a broad and balanced curriculum that includes all the subjects of the National Curriculum and religious education. The inspection of religious education does not form part of this inspection and is reported upon separately. The curriculum for children under five is broadly satisfactory, although not closely based upon the nationally agreed areas of learning. The curriculum satisfactorily promotes pupils' intellectual, physical and personal development. Pupils are effectively prepared for the next stage of their education through appropriate links with the middle school, which they will attend on leaving. The arrangements to teach the skills of information technology are currently unsatisfactory. There are appropriate arrangements for health education and sex education. Pupils are not taught however about the dangers of the misuse of drugs. This is not a statutory requirement but schools are recommended to include teaching about drugs' misuse as part of the health education curriculum. Time given to teaching is above the

nationally recommended levels. However, the timetable contains substantial amounts of “story time” which takes up to one and a half and for one class two hours over the week. The school has not clearly identified the purpose of this time.

38. The school has successfully implemented the National Literacy Strategy and provision for English is satisfactory, although pupils do not perform as well as expected in relation to those in similar schools. Pupils’ skills in strategies to help them read and to write grammatically and correctly are underdeveloped. However, the school has put in place good arrangements to address these issues. The National Literacy Strategy is being increasingly well implemented and additional time has been set-aside during the week to enable pupils to develop their skills in writing.

39. Overall provision in the other core subjects of science and mathematics is good. Pupils are not taught the full range of skills specified in the requirements of the National Curriculum for information technology. Pupils develop their skills in word processing and general confidence in the use of computers but they do not learn about the skills of handling data and the use of information technology in controlling and modelling. As in English however, good arrangements have been put in place to address these issues. The headteacher is timetabled to teach information technology to all pupils and is currently undertaking a thorough assessment of their skills in the subject. It is proposed that this assessment will then be used to ensure that the full range of skills is taught to all pupils. Provision for art is good. Pupils achieve high standards in the subject. Because of the recent emphasis placed by the school on literacy and numeracy, other subjects, including geography are underdeveloped although overall provision is generally satisfactory.

40. There are policy documents for English, information technology, history, geography and music but not for other subjects. English and mathematics are taught in accordance with the national strategies for the subjects but there are no schemes of work for any other subjects. The absence of policies and schemes of work limits the school’s ability to plan work in subjects which is appropriate for pupils’ ages and stages of development and provision in this aspect of the curriculum is unsatisfactory. This places pressures on staff to assess how planning in the core subjects of the curriculum builds in a continuous and progressive manner on previous learning.

41. The majority of subjects are taught through a topic approach covering a two-year cycle. The school has just begun to implement a planning strategy and assessment routines to identify how the topics link to individual subject areas but the strategy is not yet sufficiently consistent to ensure that all subjects are systematically taught. However, this strategy is a useful start and now needs to be built systematically around full schemes of work indicating what pupils are expected to know, understand and do at each stage of their development. Planning for lessons is variable and whilst often very good it is occasionally very brief. Where planning is brief this does not always give sufficient attention to what pupils are expected to learn nor the particular aspects of the National Curriculum which it is intended to teach. The school is aware of this issue and is adopting a planning format, which ensures that lessons are more consistently planned. All pupils including those with special educational needs have equal access to the curriculum.

42. Arrangements for pupils with special educational needs are good and meet the requirements of the Code of Practice for these pupils. Their individual education plans are well used, especially for the small number of pupils with statements of special educational needs who are receiving additional support. The school ensures that this support is well used. Pupils are rarely withdrawn from lessons, which ensures that they do not miss important aspects of lessons. No pupils are disapplied from subjects or aspects of the National Curriculum or from the national tests at age seven. The school has made a number of recent revisions to the format of individual education plans and the current format is good because it makes provision to involve pupils in the review of their progress. Some of the targets, which are set, are not precise enough to enable an accurate assessment to be made of pupils’ progress.

43. A satisfactory range of educational visits and visitors such as to local museums for work in history and visits from dance and music workshops supports the curriculum. Appropriate support is also provided where necessary for pupils with special educational needs through the involvement of visiting specialists. There is a satisfactory range of extra curricular activities including football and netball, which are open to boys and

girls. The school plays a few competitive matches against other schools in the area.

44. The last inspection identified the need to improve the quality of planning for history. This issue has not been successfully addressed. Planning for history is unsatisfactory because there is no scheme of work for the subject, which allows teachers to plan work systematically across the school. The last inspection also found that standards in information technology were above national expectations. This is not now the case and the school has not maintained this position. Standards in information technology are now below expectations but the school is aware of the need to improve curriculum planning for the subject.

45. Procedures for assessing and recording pupils' attainment and progress are satisfactory. Teachers know their pupils well. Classes are relatively small and information about pupils' progress is exchanged regularly on an informal basis. The school has analysed recent national test results at the end of Key Stage 1 and has identified areas for improvement, including pupils' performance in writing. The timetable has been adjusted to take account of this issue. The school has begun to use optional assessment materials for many older pupils. The very recently introduced arrangements to plan and assess subjects of the curriculum through the use of topics are a good foundation for the future. However, there has been insufficient time for these arrangements to be consistently put in place.

46. The school maintains well kept records of achievement for all pupils. These contain samples of pupils' work and supporting photographs. They need however to be developed so as to be regularly dated, contain teachers' comments and an indication of the National Curriculum level reached by the pupil. The school has a potentially effective policy for the assessment, recording and reporting of pupils' work but it is very recent and the procedures identified in it are not yet consistently used. The marking of work is inconsistent across the school. There are some examples of very good marking which clearly identifies for pupils how they can improve their work. This marking is used largely with older pupils. Some marking however consists of little more than ticks and single word comments such as "good" which do not help pupils to improve their work. Most teachers give good oral feedback during lessons, which supports and motivates pupils.

47. The last inspection identified the need to improve the consistency of curriculum information to parents. The school has satisfactorily addressed this issue and reports meet statutory requirements. There are good arrangements to inform parents as to the school's expectations for homework. Each pupil takes home a sheet on a termly basis, which gives brief details of work to be covered in a number of subjects and advice as to how parents may help.

48. Arrangements to use the procedures for assessing pupils' attainment and progress in teachers' planning are currently unsatisfactory, primarily because they are very recent and have not yet been fully put into practice. Additionally, assessment procedures are limited by the absence of schemes of work in the vast majority of subjects, which clearly identify what pupils are expected to learn over time. The school has collected baseline information on the attainment of children on entry to the school. However, the use of this and other such information to carefully track the progress made by pupils in the range of subjects is ineffective. In a small school the information gained from tracking pupils' attainment is particularly important in identifying curriculum strengths and weaknesses. Procedures to monitor the academic and social progress of pupils with special educational needs are better. New targets are regularly set and used by staff in the teaching and management of these pupils. These targets are sometimes not precise enough to allow an accurate assessment to be made of the progress of these pupils.

Pupils' spiritual, moral, social and cultural development

49. The school's provision for spiritual, moral, social and cultural development is good overall. This aspect did not form a focus of the last inspection and so no comparison can be made with the position at that time.

50. The school makes good provision for the spiritual development of pupils. All pupils join in hymns and prayers in assemblies. Assemblies often make a good contribution to pupils' spiritual development through their planned themes and the use of candles and music. They focus for example on the theme of friendship, illustrating the qualities of Jesus' friends. Assemblies foster a spirit of belonging through shared humour.

For example, pupils noticed that the headteacher had missed out one of the twelve disciples to her great embarrassment and pupils' good-natured humour. Assemblies provide short periods of quiet reflection when pupils think about what sort of friends they are and what they would like from a friend.

51.Spiritual development is also promoted through lessons. Teachers share their own preferences with pupils. For example, in a lesson on the ancient Egyptians, the teacher tells them that she loves mathematics but her real passion is history. Relationships within the school are secure and pupils have no fear of ridicule. For example, a pupil with a slight stammer is confident to speak in front of others and is listened to with courtesy and respect.

52.Provision for pupils' moral development is good. The school charter is displayed prominently around the school extolling the virtues of honesty, respect and politeness. Pupils are reminded by teachers of the school's expectations in this respect. For example, when one pupil has had a minor incident of misbehaviour, the teacher reminds him that this is "Not how we behave in this school." The reminder is quiet and done in private but is nonetheless effective. Adults in the school provide good role models for pupils treating them and other adults with courtesy and respect. A very small number of parents expressed concern that the school had amended its comprehensive procedures for the rewarding of achievement and good behaviour in order to make them more manageable. The school feels that the revised procedures are more in keeping with the maturity of pupils and that older pupils in particular found the previous procedures embarrassing. Inspection evidence supports this conclusion.

53.The school makes very good provision for pupils' social development. Social development is well promoted for some pupils by extra curricular clubs such as the recorder, drama and mixed netball and football clubs. The school has participated in a large number of charitable fund raising activities showing care for others such as the Christian African Relief Trust. Pupils have a good number of designated responsibilities both within their classrooms and in the school as a whole.

54.The youngest pupils in reception and Year 1 remind each other that it is sensible to wear aprons when engaged in water activities. They are given opportunities to work with the minimum of supervision with the teacher maintaining a "watching brief" in a quiet and unobtrusive manner. The oldest pupils share a range of responsibilities including the upkeep of the library and the supervision of the computer suite, which is open to pupils at lunchtime. Pupils respond well to these opportunities and treat equipment with respect. A particularly strong feature of the school's provision for social development is the method of allocating these responsibilities. An advertisement is displayed in school and pupils are required to submit a written application outlining their suitability for the particular job. They are then formally invited to interviews with the headteacher and are informed in writing of the outcome.

55.Provision for pupils' cultural development is good. Pupils are made aware of local cultural traditions and activities through a wide range of visiting performers including dance and drama. Local sports' teams visit and pupils benefit from visits from the Yorkshire cricket coach. Pupils learn about different cultures and have produced writing and high quality artwork on the story of Rama and Sita. Pupils visit, for example, the local church at appropriate times of the year and the local organist and another helper provide much valued recorder tuition to pupils and accompany their singing in assemblies. Year 5 pupils last year produced a page for the local newspaper and pupils from Oldham visited the school. As part of the UNICEF Day for Change, pupils were given a talk on the education programme in Mozambique.

55. Support, guidance and pupils' welfare

56.The school's good provision for support, welfare arrangements and guidance of its pupils identified at the previous inspection has been sustained and in some areas strengthened. Parents report that they feel well supported and that the school knows their children well. They were unanimous in stating that the school's values and attitudes have a positive effect on their children.

57.There are satisfactory procedures overall for monitoring progress and personal development. Work has been done on target setting for individuals, marking and monitoring policies have been formulated and home

reading diaries are now in place. The format of pupils' reports has been improved in accordance with the action plan and Individual Education Plans (IEPs) have been introduced. The application of these policies however, has not yet achieved a good level of consistency. IEPs vary in quality, while reports give only a sketchy indication of personal targets for the next year. The school makes good provision for monitoring personal development by promoting a sense of personal responsibility and mutual respect. Pupils wishing to do a particular job in the school have to make a formal application and attend an interview, which is very good preparation for the world beyond the school.

58. Pupils with special educational needs are generally well supported within their class groups. The school involves specialists from the local authority in making provision for pupils when this is considered appropriate.

59. The school has developed very good procedures for monitoring and promoting discipline and good behaviour through its clear and detailed behaviour policy and through the home/school agreement signed by parents and pupils. The high standards exemplified by the staff team are promoted through the improved awards and merits system and through circle time activities. The school charter is prominently displayed and the consistent application of the behaviour management strategy by all adults in the school means that good order and harmony are maintained without even the need for raised voices. Exceptional effort or achievement is celebrated by a 'mention' at Friday assembly.

60. There are very effective procedures for monitoring and promoting good attendance. Any unexplained failure to arrive at school by 9.30 is immediately followed up by a telephone call to parents or carers. Term time holidays are granted only by formal application. The Education Welfare Service has a contractual arrangement with the school to provide a twice-yearly register check and to respond immediately to any request for help from the school.

61. The school's managers make good provision for the pupils' wellbeing, health and safety. The detailed health and safety policy includes regular risk assessments, although these are recorded in limited detail. There are procedures for reporting and recording hazards, implementation of appropriate regulations, at least termly fire drills and a useful road safety policy. First Aid duties are shared between two members of staff who have both received suitable training and the procedures for reporting and recording accidents was seen to work efficiently. The school has well-structured Child Protection procedures based on Local Education Authority guidelines, and members of staff were able to identify the headteacher as the designated person. All these measures, together with the good day-to-day arrangements provide a caring environment that provides a solid platform for learning.

61. **Partnerships with parents and community**

62. The school has enjoyed a good quality partnership with the community it serves since the previous inspection, thereby enhancing the personal and social development of its pupils and improving their access to the curriculum. Parents of pupils with special educational needs are involved appropriately in reviews of their children's progress. The last inspection identified the need to improve the consistency of curriculum information to parents. The school has satisfactorily addressed this issue and reports meet statutory requirements. There is now a consistent format for reports, which covers all subjects of the National Curriculum and religious education. Some of the information contained in the reports tells parents about the work which has been covered but does not give sufficient information about what pupils actually know, understand and can do. The school gives a brief indication of intended learning targets for English in the reports but this does not happen for any other subjects.

63. The school provides a good overall quality of information to parents about their children's progress and about other school matters. Parents report favourably on the informative monthly newsletter, and on the three formal consultation sessions per year at which their children's work is on display. The governors' report to parents, drafted by the governors themselves, complies fully with statute and includes a summary financial statement. The already detailed information in the prospectus is supplemented for parents of children new to the school by a helpful information pack. The curriculum information that the school provides each term is

reported by parents to be particularly helpful and to have improved in recent years

64. There is a good level of parental involvement in their children's education, now ratified in the home/school contract signed by the school, by parents and by pupils. Parents are encouraged to support their children when they bring work home, and especially by hearing them read. The new format of school reports also makes provision for parents and pupils to sign and add their comment. The opportunity to involve themselves directly in their children's education on a regular basis has been taken up by a few parents, who now make a good contribution to the daily life of the school. Other parents help out on school trips or on other special school events such as the termly church services or class assemblies. Parents at their meeting, report that they are always made welcome in school and that the school is always willing to listen to their suggestions and to act upon them. It is in supporting fund raising activities as 'The Friends of Cumberworth' that the parents have made a major contribution to improving the school premises. Their efforts have helped to carpet school walkways and to refurbish the library and the information technology suite, greatly improving opportunities for learning for their children. As part of the school's millennium celebrations, the Friends of the School have arranged to provide each pupil with a personalised school mug.

65. The school makes good use of links with the wider community to enrich the learning experience of the pupils. The school will be the focal point for laying down a millennium time capsule, while for other millennium events, the focus shifts to Wakefield for a joint diocesan church festival. Local groups such as the Community Association and the Brownies make good use of school premises. Each year at Christmas, the school invites local senior citizens to its Christmas Concert to show pupils how they should care for others. In their turn, the pupils make great efforts to raise money for the disadvantaged throughout the world. They help to finance an Education Project in Mozambique and support the Christian African Relief Fund. Pupils also raise money for several other projects enriching the personal and social development of the pupils.

66. The school is less successful in establishing fruitful partnerships with local industry and commerce with such links being satisfactory. Denby Dale Parish Council makes an annual grant. A local football team has given a donation and a firm of solicitors has recently provided the school with a football kit. There is an arrangement with a local garage to support the school. While the potential of such arrangements has not yet been fully exploited, a good start has been made.

The management and efficiency of the school

Leadership and management

67. The overall quality of the leadership of the school is good and has improved since the previous inspection. The school has recently improved in many major areas including the quality of teaching and in the organisation of lessons. The new headteacher has provided very good leadership following a period of uncertainty and many changes in the school. The governing body provides satisfactory management of the school.

68. Following the previous inspection, the acting headteacher was appointed as head and a new deputy headteacher was appointed. During this time there were periods of staff absence that resulted in some pupils having several temporary teachers in succession. There have been further changes to the senior management team since this period. Whilst some necessary changes occurred in this period other necessary developments, including the provision for children under five, did not keep pace with that seen in other schools. In many respects the school was in a comfort zone where attainment was largely satisfactory but progress was slower than it should have been. Since the appointment of the new headteacher and other senior staff, considerable improvement has occurred in several areas. Through well considered in-service training and support, the quality of teaching has improved and this is impacting upon the progress that pupils make. Whilst the improvement since the last inspection has been satisfactory, the capacity for further improvement is now very good.

69. The headteacher provides very effective leadership. She has a clear grasp of the priorities for school development and has had a major influence in ensuring the necessary and quite marked progress in several key areas, including teaching. The headteacher, with the clear support of the staff and governing body, has been

instrumental in establishing a clear educational direction for the school that is firmly based upon the raising of attainment. The headteacher was aware of the need to build staff morale following the period of uncertainty and has worked with sensitivity to establish staff confidence in the necessary changes. The newly established senior management team shares a very good understanding of what needs to be done to maintain the pace of recent improvement.

70. The support and monitoring of teaching and curriculum development is satisfactory. Unusually in such a small school, the headteacher has no permanent class teaching commitment. Time is set aside to work alongside colleagues in each class, which enables the headteacher to have first hand knowledge of the standards in each class. Time is also allocated for staff to have occasional opportunities to work alongside colleagues. This is good practice in extending the staff's role in the monitoring and evaluation of planning, teaching and learning across the school. However, whilst these procedures have been introduced only recently and the feedback of such information is often informal and not fully effective in identifying areas for development including information technology.

71. Subject co-ordinators have begun to work together to monitor standards of work throughout the school through shared sampling of pupils' work in the main core subjects. This again has been effective in establishing staff confidence in such initiatives.

72. The governing body undertakes its duties in a satisfactory manner and fulfils its responsibilities through the role of committees and in full meetings. A few governors visit and help in the school on a regular basis and are well informed of school developments. However, some governors have limited first hand involvement in the day-to-day activities of the school and have not always been aware of some management issues. Governors have undertaken training in appropriate areas including literacy and numeracy and have a satisfactory understanding of their responsibilities. However, as a whole, the governing body has historically left many management decisions to the headteacher and has not been active in school development planning and other crucial areas of school development. This has allowed some areas of development, including that for children under five, to occur at a slower rate than is desirable. The Chair of the Governing Body is beginning to develop his role well.

73. The implementation of the aims and values of the school is good. These have been re-established in a corporate manner by the staff and with pupil and governing body involvement. All staff are committed to the raising of attainment. The school is intent on providing a stimulating learning environment and is very successful in this aim. This is exemplified in the recent re-modelling of the internal corridor areas, information technology suite and library, all of which are very attractive and considerably enhance the learning environment. The school provides equality of opportunity to all pupils. School policies whilst not extensive, are appropriate, although not all subject policies and schemes of work are in place.

74. School development planning is satisfactory. The school has a suitable and well considered development plan that generally identifies priorities and targets for future development. Historically, the school development plan was drawn up by the headteacher with minimal involvement of the staff and governing body. All concerned share an understanding of the need for corporate involvement in the next planning cycle.

75. The ethos of the school is very good. The school is caring and supportive yet committed to further improvement. The provision and management of special educational needs is good. The headteacher retains oversight of pupils with special educational needs along with a designated teacher. A governor is appointed with responsibility for special educational needs and she reports regularly to the full governing body on the effectiveness of the school's procedures. These procedures are reported appropriately in the governors' annual report to parents.

76. Staff and governors value the contributions of every child and provide a good level of support for the pupils. The school has successfully implemented both the national literacy and numeracy strategies. Several

staff have enthusiastically embraced these and good levels of professional development have been undertaken in these areas. The school has begun to respond to the changes in status of information technology and has considerably enhanced resources in this area, although planning and teaching are not yet effective in the subject. The school has begun to respond to national initiatives on homework and is in the process of regularising such arrangements. Parents generally support the school well and feel there have been significant recent improvements in school management.

Staffing, accommodation and learning resources

77. The last inspection report commented upon the good staffing arrangements in the school and this position has been maintained and in some respects improved. The match of staff numbers and experience to the needs of the National Curriculum is very good. Careful records kept by the headteacher indicate that staff have undertaken a good range of recent and relevant additional training. Support staff work collaboratively with teachers and are particularly effective in supporting pupils with special educational needs. Recent staffing changes within the school, undertaken in consultation with the local authority, have seen the enhancement of teaching expertise. Staff are well deployed and the headteacher, who does not have a class commitment, ensures that her time is well used to monitor standards and support curriculum development, especially for information technology. The school carried out appraisal last year for all staff and the professional development needs of staff are closely linked to the school's own priorities. Good arrangements are in place to ensure that new members of staff are effectively inducted into school procedures and practice.

78. Accommodation in the school has benefited from recent refurbishment, which has addressed most of the minor deficiencies identified in the last report. Accommodation is now good and is well used. There are however no separate outdoor facilities for younger pupils. The hall and yard are small and are barely adequate to accommodate present pupil numbers. Older pupils cannot take part in physical education in whole class groups because of restricted hall space. The interior of the buildings is well maintained and carpeted and provides a bright and attractive learning environment. The recently refurbished library, improved with help from pupils from the local high school, is a good addition to the school's accommodation. There is a large school field and an attractive environmental area, which are used mainly in summer months.

79. The provision of resources is good except with respect to large play equipment for younger pupils. There is no permanent equipment for the development of a range of gross motor skills for the youngest children. A computer suite with facilities for up to ten pupils has recently been provided but is currently underused to promote pupils' skills in information technology. Resources are well managed by the school and are in good condition.

80. Resources for pupils with special educational needs are satisfactory. Support staff are well briefed by teachers as to the intended learning outcomes for the pupils. Pupils do not make good use of specially designed programs on the school's computers.

80. The efficiency of the school

81. The last inspection found that the school operated as an efficient unit and this concurs with the findings of the current inspection. The efficiency of the school is very good. The headteacher and governing body have effective systems in place to plan and monitor expenditure. The school is more favourably staffed than many similar schools and good use is now being made of staff to promote pupils' learning. Support staff, who are provided through pupils' statements of special educational need are well used to support the progress of these pupils. Accommodation and resources are well used and equipment is accessible and in good condition. The potentially very good resource of the information technology suite has until recently been underused but the headteacher now teaches all pupils there on a regular basis. The very recent audit found only minor administrative items to address and commented that systems in the school were in general better than those in most similar schools.

82. Funding for pupils with special educational needs is appropriately spent and pupils receive their entitlement to time from the designated support assistants

83. Day-to-day financial procedures are very good and the school administrative officer works closely with the headteacher and local authority to ensure that the school complies with all requirements. The administrative officer has produced her own spreadsheet to ensure that information is provided to the governing body in a format which enables it to make effective decisions.

84. The school is very well funded with an income per pupil well above that for the majority of similar schools. The socio-economic circumstances of pupils are good and their attainment on entry to the school is above average. The school maintains this position and overall progress has now improved and is good. The school promotes very good attitudes and behaviour in its pupils and the overall quality of teaching is good with a substantial proportion being very good. There is no unsatisfactory teaching. Taking these factors into account, the school provides satisfactory value for money, maintaining the position, identified at the time of the last inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

85. The school admits children twice a year, with three children under five starting in the mixed reception and Year 1 class this term and with a further eleven children to be admitted in January. Most children have attended local nurseries or playgroups prior to admission to the school and have very mixed early learning experiences. The school has collected baseline information for the last two years and this indicates that whilst wide-ranging, attainment is generally above average in most aspects of children's development. Children under five make satisfactory progress, with some making progress that is good. By the age of five most exceed the desirable learning outcomes in the six key areas of learning.

86. The teaching of the under fives overall is satisfactory, which largely maintains the position noted in the previous inspection. No unsatisfactory teaching was observed. Unusually, the school has only very recently begun to plan around the nationally agreed learning outcomes and has been slow to implement this form of planning and organisation. Many children are launched into the early stages of the National Curriculum from admission to the school. This is not always appropriate to the stage of development of children under five, particularly in the area of personal and social development. Very recently, opportunities for pupils to learn through structured play have been extended. However, as yet these opportunities lack focus or staff input and this lack of structure fails to ensure such opportunities are fully effective. Staff create a calm and secure environment, where children make a happy start to their school life.

87. Most children in the reception class have entered the school with well-developed personal and social skills and often exceed the desirable learning outcomes in this area before their fifth birthday. This is evident in the way that they work and play together. For example, they work within the whole class group in activities planned around the national literacy and numeracy strategies. Children wait patiently for their turn and listen carefully to each other. Children under five have settled quickly into the class routines. They are able to seek help if they need to and they have very good relationships with the staff and with each other. Staff place appropriate emphasis on encouraging the development of children's confidence and self-management skills by encouraging children to put equipment away and organise their belongings. Staff value children's efforts and this builds their self-esteem. However, there are few opportunities for children to make choices and show initiative. Teaching in this area of learning is satisfactory as is the progress made by children.

88. Language and literacy skills are well developed. Most children exceed the desirable learning outcomes by their fifth birthday. Children enjoy talking about what they are doing and what they know. The current group of reception children all have a good vocabulary and are able to speak with confidence and clarity of expression. They enjoy listening to stories and respond well. They show a good understanding of what they hear. For example, when staff talk about old toys in a history activity, reception children say that they use construction kits to make items but that the kits they use are different from the old metal construction sets. Children have a good understanding of the need to listen to others. Staff develop this through question and answer activities and in story times. Children are able to take part in role-play activities in the class café taking on the roles of customers and staff. This enhances the skills of speaking and listening although there was no use of suitable clothing to enhance such activities.

89. The teaching of language and literacy is satisfactory, as is the progress made. Teachers' planning identifies learning objectives but sometimes fails to clarify the links to the desirable learning outcomes or the National Curriculum references. This sometimes limits the opportunities of learning through structured play including role-play. Children benefit from the clear structure of the school's literacy strategy which develops reading and writing skills systematically. Children share books with adults and at home. Staff have recently widened the use of early reading materials to broaden the children's reading experiences. Children in the reception group read familiar text correctly and with obvious enjoyment; sometimes laughing out loud at parts of the story that amuse them. They have a good understanding of what they have read and have a good grasp of individual letter sounds to try to work out what unfamiliar words say. Some children make good use of pictures in their books to help them understand the story.

90.Children make good progress in reading; this is not just through the satisfactory standard of teaching but is also linked to the quality of support received at home and the children's very positive attitudes to emulate their older siblings.

91.Children are developing suitable letter formation and are satisfactorily developing their writing skills through copying words and starting to record their own thoughts or observations. Children can copy text about mixing buns and phrases or sentences matched to the text in their reading books. Most children can write their own names accurately and unaided. Handwriting is generally well formed and neat with only occasional letter reversals. Opportunities to practise writing skills are provided in an appropriate range of activities including when taking meal orders in the class café.

92.Children's mathematical development is generally appropriate and children are on line to attain the desirable learning outcomes by the age of five. The teacher organises a satisfactory range of activities that help children to practise and consolidate their mathematical skills and understanding. Staff recognise the need for children to experience mathematics in everyday situations including in sand and water play. Staff understand the need to compare and contrast objects to give children a secure understanding of shape and size. Teaching in the mathematical area of learning is satisfactory, although in the activities observed, there was limited staff in-put to group activities with the under fives with staff focusing mainly upon older pupils in the class. In whole class numeracy activities, children under five join in some parts of counting activities and observe activities using a function machine adding or subtracting cubes. The progress made is satisfactory.

93.Children in the reception group sort coins into those worth 1p or 2p. They very quickly and accurately count and record how many pictures of 1p coins there are on a worksheet to 7p, only occasionally reversing the number symbols. All reception group children take part in this activity with no discernible difference in attainment. When observing and sorting old and new toys as part of their work in history, children discuss distinguishing features including size and shape. They identify largest and smallest and pieces of construction kit that are long or short. The sample of work shows that children have some understanding of the concept of more and less. They can count and record numbers of objects to ten. They put drawings of the three bears in order from big to little. They draw round their feet and measure these using cubes. Displays of recent work show that children have produced pictures as part of the production of block graphs of their hair and eye colour and of how far they can throw a toy.

94.Children's knowledge and understanding of the world develops well and most children exceed the desirable learning outcomes by their fifth birthday. Teaching in this area is generally good. There are good opportunities for children to learn about times past. The study of old and new toys also enhances scientific learning through discussion of the materials that toys are made from. Children take part in food technology activities making buns for everyone in the class. Children know that they add air to the flour when they sift it and that the buns will rise and turn brown in the oven. In a previous activity, children discussed and decided what foods they would take for a picnic lunch and draw their chosen foods in a picnic hamper. For a recent visit to Bretton Hall, children in the class made their own lunch boxes.

95.In a science activity, children learn about their senses. They take part in tasting fruit activities and several can predict and test whether fruit is sweet or sour. This enhances their vocabulary with children able to explain "ugh it's slippy" when tasting melon. Children very much enjoy taking part in floating and sinking activities and become so excited in unsupervised experimentation that this interests the rest of the class. They can explain how a heavy stone that usually sinks will float when put onto a plastic tray and how items that would normally float can be made to sink. During the period of inspection the classroom computer, whilst switched on, was not used.

96.Children's creative development is above average and teaching in this area is good. Staff plan suitable opportunities to try out different art materials and techniques. Children are observed making collage pictures using a range of materials, although no teaching input to such activities was observed. This limits the opportunities to discuss what they have done or refine their work. Displays of children's recent work shows that they have painted large pictures of themselves and some have drawn well-observed pictures of their friends' faces. They have produced pictures of skeletons using art straws. All children have recently made

good quality flat masks of clay. Children take part in a well-taught music lesson and recognise and name several percussion instruments including a tambourine and drum. Most are confident to perform an accompaniment to other pupils. All can use parts of their body including their tongue, hands and feet to make appropriate noises. Children enjoy taking part in whole school hymn singing and join in the chorus of familiar hymns.

97. Role-play has a reasonable emphasis in developing children's imaginative play. However, whilst children have the opportunity to take part in role-play activities in the class café the organisation of this is not highly stimulating. Children are given few opportunities to develop initiative and make choices in their learning and this limits the progress made in developing initiative and strategies to solve problems.

98. Children's physical skills develop satisfactorily and teaching in this area is satisfactory. Children meet the desirable learning outcomes. Activities including handling pencils, glue spreaders and scissors help children to develop fine motor skills appropriately. When using items in the water tray, children can successfully pour liquid from one container to another. Children have access to a suitable range of jigsaws and construction kits. However, there is no outdoor play equipment and this limits the regular access that pupils have to a suitable range of equipment. There is no equipment to develop the skills of riding, pushing, pulling, climbing or swinging. This affects the development of both physical and social skills. Whilst the children have access to indoor physical education equipment, some of this is designed for older pupils and is less suitable for children under five.

English, mathematics and science

English

99. By the end of Key Stage 1, pupils' attainment in English is broadly in line with the levels expected for seven year olds and on line to reach the expected levels at the age of eleven. In the national tests in 1998, the school's results in English overall were broadly in line with the national average. Results in reading were above the national average for all schools and in line with the average for similar schools. Results in writing were well below those for schools nationally and those in similar schools.

100. The figures for 1999 show an improvement over those of last year including results for those pupils at higher than expected levels in both reading and writing. Taken over three years, the figures reveal a dip in pupils' performance in 1998 especially in writing. The school has identified reasons for this dip connected with the relatively small number of pupils involved in the tests. Statistically, the small number of pupils and the low number of girls cause difficulties with national comparisons. Inspection findings broadly concur with the results of the national tests especially as regards under-performance in writing for older pupils and in some aspects of reading. The previous inspection found that standards of achievement in English were above national expectations in both key stages. Standards have fallen since that time although pupils are now making good progress due to the implementation of the National Literacy Strategy.

101. Progress in English is now good and has accelerated, especially over the last two terms. This is due to the increasingly successful implementation of the National Literacy strategy and particularly effective teaching for pupils in Year 2 and in Key Stage 2. The majority of pupils, including those with special educational needs, are now making the good progress, which is commensurate with their levels of ability on entering the school. In general, these levels of ability are higher than average.

102. By the end of Key Stage 1, standards in speaking and listening are above the levels expected for that age. Pupils are confident and articulate in a range of situations and they listen attentively to the teacher. For example, in a lesson dealing with the complicated rules for the plural endings of different words, pupils make very good attempts to explain the rules for irregular words such as children, mice and geese. In Year 5, pupils eagerly offer suggestions for instructions to make tea. They modify their instructions after careful thought saying for example that, "Some people might not have milk or sugar." Attainment by the end of Year 5 in this area is above average. Pupils with special educational needs who have specific difficulties of articulation also speak confidently.

103. Standards in reading by the end of Key Stage 1 are in line with those expected for pupils of that age. Reading skills are regularly reinforced and practised through the National Literacy Strategy which has been effectively implemented by the school and by the effective prompts for homework given termly to parents including sight vocabulary and reading books. Pupils understand clearly the difference between fiction and non-fiction books suggesting that it is possible to look at the content page of a non-fiction book and, "If you're interested you can go to the page."

104. Pupils' skills in reading unfamiliar words are underdeveloped and they do not make sufficient use of strategies to help them build words. For example, a pupil pronounced "acid" as "akide" and was unable to suggest alternatives until prompted by the teacher. Greater attention is now being paid to this aspect in the teaching of English. Reading for pupils in Year 5 is also on line to reach the required levels by the age of eleven. Most read instructions accurately and guess what activity is being undertaken from the instructions being read. For example, one pupil points out that the tea bag has been left in the cup when people are being instructed to drink the tea.

105. Pupils' standards in writing at the end of Key Stage 1 are below those expected for their age. Although handwriting is generally well formed and consistent in size and shape, only a minority of higher attaining

pupils use joins in their free writing although this is better in their handwriting practice. Overall levels of punctuation are poor, with very few pupils attempting punctuation other than capital letters and full stops. Capital letters and full stops are not secure and are not a regular feature of writing for the majority of pupils. This situation continues in Key Stage 2. Pupils are not familiar with and do not regularly use more advanced punctuation. For example, a small number of higher attaining pupils in Year 5 debated whether to use a colon or semicolon to precede a list they were writing. They were unable to name either form of punctuation simply describing it as “that thing.” Whilst pupils have limited opportunities to produce extended writing and writing for different purposes such as letters and poems, this has not been a regular feature of their work until recently. The school has now introduced specific lessons to address these forms of writing.

106. The extended writing lessons described above are a good example of how the school has recently begun to improve pupils’ progress in English. In Year 2, pupils increase their understanding of the rules governing the endings for plural nouns, understanding for example that if the word ends in “s” or “sh,” the plural will generally take “es.” Pupils with special educational needs make very good progress due to the skilled intervention of the classroom support assistant who has been very well briefed by the teacher on the lesson content. By Year 5, pupils, including those with special educational needs, continue to make good progress and in lessons their progress is often very good. They build on work in the previous lesson producing a final draft of a set of instructions which is exceptionally neat, shows careful thought and development and illustrates their abilities more effectively than previous work in their exercise books.

107. Pupils’ attitudes to English are consistently good and are very good in half of the lessons observed. Pupils in Year 1 behave very well. They have a responsible and mature attitude to their work saying for instance when learning how to flick through a book for information, “You mustn’t bend the pages.” By Year 5, pupils sustain their concentration for long periods often without adult supervision. For example, a group of five pupils leaves the classroom to develop their work in the computer suite. They work unsupervised for over twenty minutes, checking the time and returning at the appointed time.

108. The standards of teaching in English are good. No unsatisfactory teaching was observed during the inspection. Teachers generally have a good knowledge of the subject and lessons are planned effectively in accordance with the National Literacy Strategy. Planning for the oldest pupils is good and shows regular links with the National Curriculum programmes of study and has references to the elements of the National Literacy Strategy. The best teaching has very high expectations of pupils and lessons move quickly but at a pace which pupils can follow. Teachers use technical language such as “imperative verbs” in such a way as to enable pupils to understand and use strategies and techniques to improve their work. Pupils are very well managed. For example, pupils in Years 4 and 5 are quite restless when they return after a boisterous playtime. The teacher ignores the minor interruptions and they quickly fade as pupils settle down to their work. The school has good resources for the National Literacy Strategy and they are well used to promote pupils’ learning.

109. The school has drawn up a two-year plan for the teaching of English. It is detailed and provides a good guide to teachers in the teaching of the subject. It shows links to other curriculum areas, which are well used. For example, lessons for the oldest pupils develop work they have been doing in design and technology when they write instructions for the construction of their projects. English is well managed by the co-ordinator and by the headteacher. The headteacher and the staff from the Local Education Authority have monitored lessons giving feedback to the teachers. The co-ordinator taught English across the school last year in order to monitor standards. Through these mechanisms and through the monitoring of pupils’ performance in the national tests, issues such as underachievement in writing have been identified and strategies devised to address them. Although pupils use word processors to develop their work, the use of information technology in English is underdeveloped.

110. Resources for English are good. The school library has recently been refurbished and relocated and provides a very attractive learning environment which pupils are beginning to use with enjoyment. The majority of pupils have used it and explain how to use the simple colour and number reference system.

Mathematics

111. The attainment of the pupils in the 1998 National Curriculum assessment tests at the end of Key Stage 1 was above average when compared to all schools and those with similar characteristics. The proportion of pupils who attained the higher levels in these tests was very high in comparison with the national average. The high levels of attainment were particularly seen in using and applying mathematics to solve problems. Attainment in other areas of number and algebra, and shape, space and measures was considerably lower. Attainment in mathematics considerably improved in 1997 and whilst dipping in 1998, overall attainment in the period was well above the national average. The small number of pupils in some year groups makes a comparison of trends in attainment difficult. This includes comparisons of the different attainment of boys and girls, as in some year groups there are very small numbers of girls.

112. The 1999 end of Key Stage 1 assessments indicate a further improvement in the proportion of pupils attaining the expected level or above, this having risen from 73 per cent in 1998 to 92 per cent in 1999. Inspection judgements are that the attainment of pupils is generally above average and that a significant proportion of pupils have attainment that is well above average. There is no appreciable difference in the attainment of boys or girls. The previous inspection report noted mathematical attainment to be also above average.

113. The attainment of the oldest pupils in the school is also above what is expected of pupils of a similar age. Pupils in Years 2, 3, 4 and 5 all have very good approaches to using and applying mathematics to solve problems. By the end of Year 5, pupils have firmly based understanding of numbers and can use a good range of strategies to work out a range of increasingly complex problems. The progress made by pupils, including those with special educational needs, throughout the school is good and the progress of a significant proportion of pupils is very good.

114. Pupils in Year 1 recognise and name a range of coins to the value of £1. They make up given amounts of money using coins and generally record this accurately. Higher attaining pupils work in the class café and order a slice of pizza and a drink. They add together the cost of these two items and some work out the amount of change they will receive from 20p. Some higher attaining pupils work out which coins they need to make a given amount if they have a small purse that will not hold a large number of 1p coins. Lower attaining pupils distinguish between 1p and 2p coins and add how many 1p coins they have to a value of 7p. The sample of pupils' recent work indicates that pupils recognise all the squares, circles, rectangles and triangles on a worksheet and that they can write the numeral to match a given number of dots on dominoes. Some pupils add three numbers below ten together, and draw items that are shorter than a house and taller than their book.

115. By the age of seven, pupils have developed a good understanding of mathematical language and this is used appropriately when discussing their work. This is seen for instance when pupils in Year 2 explain their methods of adding on or back in twos, fives and tens. Higher attaining pupils explain how to add two, two-digit numbers together using a range of strategies including addition, subtraction and doubling. Most of these pupils count on in twos to 78 and backward from 100 using reminders of the unit digit. Most pupils in Year 2 recognise and name a range of three-dimensional shapes including a range of cylinders, triangular prisms and cuboids. Virtually all recognise a square based pyramid through their work in making a step pyramid as part of their topic work on Egyptians. The sample of recent work indicates that pupils of above average attainment can make several numbers when using three digits and can then put these numbers in order of smallest to largest. Pupils accurately recognise and mark several lines of symmetry and have some understanding of simple multiplication.

116. Pupils in Years 4 and 5 make very good progress in partitioning numbers by using the grid method to work out how to multiply two, two-digit numbers together. They understand how to break this down onto a grid using the tens figures and the units figure and how the grid makes it easy to work out the total. Lower attaining pupils also make good progress in using this method to multiply a two-digit number and a single digit one. In mental warm up exercises, pupils add on and backwards quickly and can give a range of information about the numbers 49 and 490. The sample of recent work indicates that most pupils know how many millimetres are in one centimetre and use this understanding to estimate and then accurately measure a range of items. They add and subtract numbers in the hundreds, tens and units format. Most have accurate re-call on number bonds to 20 and use this to work out the difference of two amounts of money. Most add together four

small amounts of money. Higher attaining pupils work out the perimeter and area of a given range of shapes. Most have a good understanding of multiplication and can mark multiplication patterns on hundred squares. They work out the radius of a circle and can explain what prime numbers are.

117. Pupils' attitudes to the subject are good and the attitudes of many higher attaining pupils from Year 2 onwards are very good. They are responsive and particularly enjoy mental mathematics activities and answer questions enthusiastically. Pupils are interested in the tasks they undertake as is well illustrated by the determination of some older pupils to work out the grid methods of multiplication. Pupils behave well, generally work quietly and most sustain their concentration well. Almost all pupils listen carefully to their teachers. They use resources sensibly and most present their work neatly. Many pupils are particularly enthusiastic when tasks are challenging as exemplified by the sustained concentration of pupils from Year 2 onwards.

118. The quality of teaching is good, with some very good teaching of the oldest pupils. Teachers have good subject knowledge and good understanding of how to make tasks relevant to previous learning and with a good level of challenge. The planning of lessons is good and often includes a well-considered focus upon the Programmes of Study of the National Curriculum and the National Numeracy strategy objectives. Learning objectives are clearly identified and planning takes account of the needs of pupils who make different rates of progress. The match of task to pupils' understanding is usually well considered.

119. The use of time is good in most lessons, although occasionally pupils are required to listen to lengthy introductions at the expense of practical activity. The pace of some activities with the oldest pupils is particularly good and this together with good relationships and touches of humour motivates the pupils to try their hardest. The organisation of activities and the management of pupils are particularly good from Year 2 onwards where staff move around the pupils offering encouragement and asking pupils to explain how they have worked something out. The marking of the oldest pupils' work is good but that of other pupils is more varied and sometimes very brief. The quality of verbal feedback to pupils is consistently good and serves to indicate what the pupils need to do to improve their work and raise their self-esteem.

120. The subject co-ordinator has a high level of subject knowledge and has begun to work with colleagues in this and other schools, as a lead teacher of mathematics in the area. This has had a beneficial effect in school during the introduction of the National Numeracy Strategy. In-service training opportunities have led to the development of mental mathematics activities which are usually well conducted. Staff generally plan mathematical activities together in weekly planning meetings and make good use of the planning from the numeracy strategy.

121. The co-ordinator has had a few recent opportunities to work alongside colleagues in other classes. This is good practice in raising staff confidence and is something the staff are keen to extend. Staff have occasionally had the opportunity to monitor and evaluate the quality of work in mathematics through shared moderation activities. Again, this is something the school is keen to extend. Staff understand that such moderation is beneficial to informing teacher assessment which has in recent years been very variable. Staff are beginning to undertake an appropriate range of assessment opportunities. However, as yet the use of both statutory test information and optional test data is still at a relatively early stage of development particularly for the younger pupils. The use of information technology to support the mathematics curriculum is under-developed.

Science

122. Results of the 1998 National Curriculum teacher assessments for Key Stage 1 show that pupils' attainment was well below average in the proportion of pupils attaining the expected level but with a very high proportion of pupils attaining the higher levels. The 1999 teacher assessments indicate attainment to have risen from 73 per cent of pupils attaining the expected level in 1998, to 85 per cent in 1999. The previous inspection indicated that attainment in science was above average at that time. This inspection confirms these above average levels of attainment, with a significant proportion of seven-year-old pupils attaining levels above those expected, especially in the areas of experimental and investigative science. Inspection evidence indicates that

there are no significant differences in the attainment of boys and girls. Pupils on the register of special educational need generally achieve standards that are appropriate to their previous learning. The attainment of the oldest pupils in the school in Year 5 is generally above that which is expected of pupils of this age.

123. The overall progress that the pupils make in science is good. The progress of pupils in the reception and Year 1 class is satisfactory and that of most other pupils, including those with special educational needs is good. The sample of pupils' work and observation of lessons indicates that the progress of many older pupils in areas of experimental and investigative science is very good.

124. Currently, pupils in Year 1 are finding out about their senses by investigating their sense of taste. The sample of recent Year 1 work shows that pupils have found out about life and living processes when learning more about plants. They recognise some things that are living or not living and can name and label the parts of a flower. They have grown cress seeds and broad beans and observed some of the changes that occur in this growth. When visiting the Eureka museum, pupils learn about how their heart pumps blood around their body.

125. Pupils in Years 2 and 3 find out about forces and know that gravity pulls things towards the ground. They can draw a picture of the air escaping from a balloon and how this makes the balloon move. They recognise different types of magnets including bar, doughnut and horseshoe magnets.

126. Older pupils in Years 4 and 5 carry out experiments to find which paper is the strongest and in evaporation experiments what was the volume of water that evaporated. Pupils are observed carrying out carefully conducted investigations to ascertain whether more rubber bands on a block of wood carrying a dictionary will create more friction. Pupils make very good progress in their understanding of how to conduct a fair test by controlling the variables when testing.

127. Pupils' attitudes to science are good and those of the oldest pupils are very good. Pupils are attentive and observant and they conduct experiments with care and real interest in what they find out. They are keen to offer their ideas and answer questions sensibly. Most pupils concentrate well on the task in hand and many can maintain this concentration throughout the activities they undertake.

128. The teaching of science is good and that of the oldest pupils is very good. Teachers have very good understanding of the need to organise first hand experiences for the pupils so that they learn from their own investigations rather than just observe the work of others. This practice has ensured that the progress made very recently, especially by the oldest pupils, is very good. The management of pupils is very good and ensures that, even when pupils are anxious to find out what happens next, such work is conducted in an orderly and well-organised manner. The teachers make good use of scientific vocabulary and of questions to encourage the pupils to describe what they are observing. The planning of lessons is usually good and the planning for the older pupils allows for them to make choices in the manner in which they record their findings. This is exemplified when pupils negotiate how to tabulate their findings for rubber band experiments. Teachers make good use of verbal feedback to pupils to indicate what they might consider in carrying out a fair test.

129. The methods teachers use are good and include an appropriate mix of explanation, demonstration, discussion and practical tasks, with the emphasis usually on investigation. The expectations of teachers are high and the expectations of the teacher of the oldest pupils are very good. The use of time and resources in lessons is often very good.

130. The development of science has been a recent priority for in-service training activities. This has been very valuable in extending the opportunities for experimentation and investigation. The newly appointed co-ordinator has a very good level of subject knowledge and is providing high quality subject leadership and high quality teaching. However, whilst the school now has long and short term planning for the teaching of science, there is as yet no scheme of work to ensure that issues of continuity and progression are carefully addressed. The co-ordinator has had some opportunities to work alongside colleagues and monitor the quality of teaching and learning which is having a positive impact on standards. The use of information technology to extend teaching in science is under-developed.

130. **Information technology**

131. The last inspection found that standards in information technology were above national expectations at both key stages. This situation has now reversed. Standards of attainment are below those expected and most pupils make unsatisfactory progress. All the aspects of information technology are not being taught and standards being achieved are restricted to a very narrow range of skills. Very little direct teaching was seen during the inspection and it is therefore difficult to make judgements on the quality of teaching. Judgements are based upon discussions with the co-ordinator, staff and pupils and a scrutiny of past and present work and planning.

132. The vast majority of pupils' work taking place during the inspection and evidenced in previous work is confined to the use of word processing packages and a small amount of artwork. There was a little evidence that older pupils had used computers to handle data and produce graphs illustrating their work in science on forces. Similarly, a small number of pupils had produced graphs to illustrate the relationship between the size of hand and the height of pupils. Examples of word processing and the observation of a group of older pupils completing work in English revealed that they were generally competent to change font size and navigate the screen successfully. They were less confident in saving and printing their work. One or two pupils showed well developed skills in these areas but it was clear that many of these skills were enhanced by pupils' use of information technology in their own homes. There was no evidence of pupils of any age using information technology to control and model or monitor processes such as changes in temperature. Pupils with special educational needs do not make good use of some of the programs, which are designed to promote their skills in reading and spelling. They do not understand how to use the programs and quickly get bored and move on to a different activity.

133. Older pupils observed using computers enjoyed using them and handled equipment properly and with respect. Pupils using one of the machines in the computer suite became mildly frustrated because the mouse was not working properly.

134. The lack of a planned curriculum that fully addresses all the national curriculum programmes of study means that the school is not meeting statutory requirements. The subject is not planned in a way that ensures that pupils regularly build on previous skills in information technology. Information technology is now co-ordinated by the headteacher who has considerable skills and experience in the curriculum area. She now teaches information technology on a timetable basis to all classes although it was not possible to observe this teaching during the time of the inspection. She is carrying out an audit of the current skills of all pupils, which will be used to produce a detailed scheme of work in accordance with current National Curriculum requirements. She sensibly realises that staff confidence and expertise in the use of information technology are underdeveloped.

135. The range of resources to teach information technology is good, particularly as regards the five machines in the new computer suite. There is a good range of software installed on each machine to teach the strands of the National Curriculum of communicating and handling information, and controlling and modelling. There is a floor robot to assist younger pupils to develop skills in controlling and modelling, although this is rarely used.

Other subjects or courses

Art

136. The overall standards of art work produced by the pupils is well above what is expected of pupils of this age and pupils make very good progress in art. This shows an improvement since the previous inspection especially in Key Stage 1. The quality of artwork is now a feature and strength of the school.

137. Pupils in Year 1 produce very good quality sketches of their friends that show a good awareness of the position of facial features and the tones of pastels and chalks. They also produce high quality clay masks, which show good rolling, cutting and shaping techniques. Pupils have also produced bold self-portraits using bright colours of paint.

138. In Years 2 and 3, pupils produce very high quality pastel, chalk and wax drawings of the monkey gods in the story of Rama and Sita following a visit to see a dance performance of the story. Such work again reflects a very good understanding of shape and perspective. Around the school are high quality examples of designs using batik and three dimensional clay busts made recently. Pupils have also made line drawings and collages of Viking ships as part of a recent history topic. Pupils have produced some excellent work in the style of Monet using paint and sponge techniques to re-create a range of pictures clearly echoing the effects that Monet produced.

139. Pupils in Years 4 and 5 have produced extremely good wax drawings of apples. These show not only a good awareness of shape but also particularly the technique of building up layers of oil pastels to produce very effective representations of the tones and hues of apple skins. Pupils have produced high quality masks over a mould. These masks show raised and cut out features that show very good development of the usage of clay.

140. Whilst no specific teaching of art was observed, the quality of work and discussion with pupils clearly indicate that pupils have very positive attitudes towards art. They are virtually all justifiably proud of the standard of work that they produce and are appreciative of the work of other pupils. They take great care with the standard of work that is produced. Finished pieces of work show that pupils have often taken a considerable amount of time and effort to complete work to such a high standard.

141. While no teaching was observed, the quality of the pupils' work clearly indicates that several teachers have a very good level of subject knowledge. Staff have a very good understanding of how to teach the development of relevant skills, especially towards the end of both key stages. The range of artwork undertaken indicates that teachers are able to pass on their love of art to the pupils. Teachers have high expectations of what the pupils can achieve. They are aware of the need to teach specific skills whilst also allowing some choice of subject matter, as seen in the range of work in the style of Monet. Teachers make effective use of a good range of art materials.

142. There is no co-ordinator for the development of the subject. Teachers plan both long and short term planning together to ensure that work builds in a continuous and progressive manner on what the pupils know, understand and can do. Whilst the quality of work produced indicates that the lack of a scheme of work to aid such planning is not a drawback, the school is wisely considering the possibility of drawing up such a scheme to link to national initiatives. The pupils' work is widely and attractively displayed around the school. The quality of this display considerably enhances the aesthetic quality of the environment and self-esteem of the pupils and is widely appreciated by the parents. Pupils occasionally have the opportunity to use appropriate computer art programs as seen in samples of pictures of themselves.

142. **Design and technology**

143. The progress of pupils throughout the school is satisfactory. Standards are in line with what is expected of pupils of a similar age. This shows maintenance of the standards seen in the previous inspection.

144. In Key Stage 1, pupils in Year 1 take part in regular food technology sessions. Photographic evidence indicates that pupils have made gingerbread figures and pupils were observed making carrot and honey cakes. In Year 2, pupils continue food technology activities often linked to topic work. This is observed when making Egyptian bread as an activity linked to current work on Ancient Egypt. These pupils also design and make three dimensional step pyramids. Pupils make careful measured drawings and then measure, cut, and shape materials including clay, card and plastic modelling card to assemble the steps of their pyramid.

145. Younger pupils in the school have recently designed and made a lunch box to carry their packed lunch on a school visit. Older pupils have recently made a fantasy mask using a range of papers and paper shaping techniques, following a visit of 'The Crowman'. Pupils have also constructed a cube or pyramid linked to work in mathematics. Those in Years 4 and 5 make simple mechanisms to produce different types of movement. Pupils use stiff and flexible card and a simple range of tools including a long arm stapler to fasten the materials. One group of pupils sanding wood show an appropriate understanding of safety issues when making a product for young children. The attitudes of pupils to their work are very good and they try hard to produce careful and accurate work. They enjoy practical activities and share resources very well.

146. In the small number of lessons seen, the teaching of design and technology is good. Teachers have good subject knowledge and an understanding of the importance of design in most activities. Teachers make good use of appropriate language including lever, pivot, and moving mechanism. Teachers also make particularly good use of questions to encourage pupils to think how to improve their designing and making techniques. Effective use is made of classroom support staff as exemplified in the very stimulating exemplar resources for pupils. The management of pupils in the lessons observed is very good. Teachers have good relationships with pupils who clearly understand what acceptable behaviour and sensible working practices are. There is good emphasis on pupils producing their own work and not simply copying that of others. Verbal feedback to pupils is good and includes pointers of how to improve cutting and shaping techniques.

147. There is no co-ordinator or scheme of work to support teaching and learning in this subject. However, teachers plan closely together and activities are well linked to topic work including history, science and art. There is a reasonable balance in the range of activities undertaken, although little evidence was seen in the sample of pupils' work on evaluation of the designs produced. Some food technology activities do not appear to reflect all aspects of the curriculum. Work in design and evaluation often only occurs through informal discussion. As there is no subject co-ordinator, there is minimal monitoring and evaluation of teaching and learning to identify areas for development. The use of information technology to support the design element of the subject is very limited.

Geography

148. The previous report contained no reference to geography so no comparison is possible with the findings of this inspection.

149. It was not possible to observe the teaching of geography during the inspection because of the way the timetable is organised. School planning indicates that this mainly occurs later in the school year. There is no scheme of work for the subject but appropriate work is indicated in teachers' planning for this term's topic. There was insufficient evidence available from speaking to pupils or from a scrutiny of their work to make secure judgements on standards of attainment, the quality of teaching and pupils' progress. A very small quantity of pupils' work showed that pupils in Years 2 and 3 have drawn a chart of concentric circles to indicate relative distances starting with themselves and moving through categories of "near" and "quite near" to "very far away." A few of these pupils have coloured in a large-scale map of Cumberworth using a colour-coded key with symbols.

150.The school is aware of the importance of ensuring that a scheme of work should be completed as soon as possible for geography and that the lack of a co-ordinator with overall responsibility for the subject is hindering development.

History

151.There was insufficient evidence at the time of the last inspection to form a judgement on standards of achievement in history in Key Stage 1. Standards in Key Stage 2 were judged to be above national expectations. There is insufficient evidence from this inspection to make judgements on standards in Key Stage 2. Standards of attainment by the end of Key Stage 1 are in line with national expectations and pupils make satisfactory progress through the key stage.

152.By the end of Key Stage 1, pupils identify a range of evidence such as books and pictures, which will provide evidence for their topic, based on work on the ancient Egyptians. Pupils' research skills are not well developed and they need assistance from the teacher to draw valid conclusions from the evidence collected. They deduce from pictures that the weather in ancient Egypt was warm because people wore light clothing. They have good recall of work from previous lessons that his mother murdered Tutankhamun before he was old enough to become king. They know that hieroglyphics were a form of writing but some confuse wall paintings with wallpaper. They know that it is not possible to talk to anyone who was alive at the time of the ancient Egyptians but they are unsure of the timescale relating to life in ancient Egypt. They describe to the teacher that Tutankhamun's body was prepared as a mummy and buried, saying, "They wrapped him in bandages and they put him in a pyramid."

153.Pupils' response in history is good overall and is very good in half of the lessons observed. They try hard to work independently and discuss their findings with each other. Their spiritual development is well promoted in discussion, and consideration of peoples' actions. Pupils are quite horrified that servants were buried along with their masters.

154.The quality of teaching of history in Key Stage 1 is always at least satisfactory and is good in half of the lessons observed. Teachers have good subject knowledge and ensure that pupils have a wide range of reference material some of which they provide personally. They have good strategies to promote pupils' interest saying for example, "Now, we're going to leave today behind".

155.There is no scheme of work for history, which will enable teachers to plan work on what pupils have previously learned. This key issue was identified at the time of the last inspection and progress to address it is unsatisfactory.

Music

156.At the time of the last inspection, standards in music in both key stages were above national expectations.

157.Standards in this inspection by the end of Key Stage 1 are above national expectations and pupils make good progress overall. This maintains the position noted at the last inspection. There was insufficient evidence to form a judgement on standards of attainment and the quality of teaching in Key Stage 2.

158. In Key Stage 1, pupils sing tunefully and sweetly in assembly often from memory. Older pupils perform in a recorder group in assemblies playing with and without music both melody and harmony lines. Pupils in Year 1 have a good knowledge of the proper names of a variety of untuned percussion instruments such as the maraca. They are familiar with the instruments and with the correct way of playing them. They play sensitively in response to the teacher's conducting, varying pace and volume. Pupils in Year 2 use similar instruments and tuned percussion instruments such as the glockenspiel to

compose pieces of music to represent themes related to their topic on ancient Egypt. They produce atmospheric pieces to represent the opening of the tomb for example and they play with a genuine attempt at a performance designed to invoke feelings of fear in the audience. They begin to record their compositions in diagrammatic and written form but they struggle with this exercise which is more suitable for older pupils.

159. Pupils' response to music is good overall. They are enthusiastic, controlled and sensitive performers. They play instruments properly and handle them with respect taking care to put them away properly at the end of the lesson.

160. The quality of teaching in music is generally good. This is good in the early part of the key stage and satisfactory by the end. Better teaching shows high but achievable expectations and a good knowledge of the subject and teaching strategies appropriate for younger pupils. For example, pupils are conducted using a crocodile glove puppet. Pupils vary volume according to the opening of the mouth. The teacher has undertaken relevant in service training in the teaching of music to younger pupils. Expectations are also high later in the key stage but are rather too high as for example when pupils try to record their compositions on paper.

161. There is no scheme of work for music and no member of staff with overall responsibility. The school plans to address this important issue when new curriculum guidelines are announced early next year. The subject is well resourced with a good range of tuned and non-tuned percussion instruments. Pupils' skills are further augmented by good extra curricular lessons from two volunteers who teach pupils the recorder and play the piano for assemblies.

Physical education

162. There was limited opportunity during the period of inspection to observe physical education activities. However, in the Year 2 and 3 gymnastics lesson observed, the standard was good, as was the progress made. There was insufficient evidence upon which to make a judgement in dance and games. In the previous inspection standards were average.

163. In gymnastics, pupils in Years 2 and 3 take part in an energetic warm up activity that makes many of them breathe quite hard. Most pupils can carry out a simple sequence of linked movements. They move on the spot with high knees and flick their heels backward to touch their bottom. Pupils can carry out extended stretches with good awareness of health and safety issues. Pupils know that their hearts are beating faster because of the exercises they are carrying out.

164. When using large apparatus, pupils can put equipment out with an understanding of health and safety issues in the small hall. Pupils produce forward rolls along the top of a low box with carefully executed technique. They can bunny jump along a bench and are able to raise their legs above their body when doing this. They can hang from and balance on metal frames and produce a well-executed range of jumps from a jumping table. Records of pupils recent swimming lessons indicate that virtually all achieve at least the minimum 25 metres, required of pupils in Year 6, and often much further, before they leave the school in Year 5.

165. The attitudes of the pupils are very good. Pupils are keen to take part in activities and try hard to improve their performance. Most pupils are appreciative of the efforts of others and say "that was good" to others without prompting. This is well illustrated in individual demonstrations by all pupils in Years 2 and 3, where pupils try to find different ways of moving on the apparatus. Pupils listen very carefully to instructions and respond appropriately. The behaviour of pupils in very cramped conditions is very good. Pupils put out large apparatus with great care and use this with great awareness of other pupils' safety. This very good behaviour almost always ensures that activities are conducted in a sensible manner.

166. The quality of teaching in the one lesson observed is very good. The teacher has a very good

understanding of the subject and joins in warm up activities with enthusiasm, which motivates the pupils to emulate such movements. Good use is made of individual pupil demonstration to improve techniques and subsequent opportunities for all pupils to demonstrate their favourite movement to the class. Pupils with special educational needs are well supported and the very good use of verbal feedback makes clear to pupils how they may improve their performance. The management of pupils is very effective. The teacher is firm but friendly and makes it apparent to pupils what is expected of them. Very good care and attention is given to pupils' safety.

167. There is no subject co-ordinator, policy or scheme of work for the subject. However, staff undertake all short term planning activities together to try to ensure that there is no undue replication of exactly the same activities. Pupils have the opportunity to take part in a well-considered range of activities including a dance workshop for the older pupils with the Northern Ballet. There are satisfactory extra curricular sports activities including football and netball and pupils have enjoyed visits by staff of local rugby league and cricket teams. Use is made of the steeply sloping games' field for winter and summer activities including fun team events.

168. A major concern of the school is the limited space available in the school hall and the playground. This is barely adequate. Staff are very aware of safety issues and pupils in Years 4 and 5 undertake many activities in two groups to ensure safe working conditions.

PART C: INSPECTION DATA

169. Summary of inspection evidence

- A team of three inspectors, including a lay inspector, carried out the inspection.
- A total of 7 days was spent observing classes, sampling pupils' work and talking to pupils.
- A total of 22 lessons or parts of lessons was observed, including the whole of some literacy and numeracy lessons.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed.
- Discussions were held with the secretary about the procedures for monitoring attendance and day-to-day administration.
- Pre-inspection meetings were held with the headteacher, staff, governors and parents.
- A parents' questionnaire was issued to all parents. Information from this is supplied at the end of the report.
- Discussions were held with the headteacher.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each year group were heard reading aloud.
- An additional meeting took place in the week of the inspection with the Chair of the Governing Body and other governors with specific responsibilities.
- Discussions took place with pupils of all ages about their learning, achievements and views on aspects of school life.
- Inspectors observed lunchtime behaviour.
- Some playtimes were observed.
- Inspectors attended some assemblies.
- Additional documentation was scrutinised including some long-term curriculum planning and finance documents.
- An inspector made a detailed tour of the site to inspect the accommodation.

1. DATA AND INDICATORS

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	74	2	5	1

TEACHERS AND CLASSES

Qualified teachers (YR – Y5)

Total number of qualified teachers (full-time equivalent)

4

Number of pupils per qualified teacher

19

Education support staff (YR – Y5)

Total number of education support staff

4

Total aggregate hours worked each week

30

Primary and nursery schools

Average class size:

25

Average teaching group size

KS2

28

FINANCIAL DATA

Financial year:

1999

	£
Total income	156,703
Total expenditure	155,733
Expenditure per pupils	1,899
Balance brought forward from previous year	12,651
Balance carried forward to next year	13,621

PARENTAL SURVEY

Number of questionnaires sent out:

54

Number of questionnaires returned:

22

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	59	41	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	71	29	0	0	0
The school handles complaints from parents well	30	55	15	0	0
The school gives me a clear understanding of what is taught	23	59	5	9	5
The school keeps me well informed about my child(ren)'s progress	23	55	14	5	5
The school enables my child(ren) to achieve a good standard of work	43	52	5	0	0
The school encourages children to get involved in more than just their daily lessons	55	36	9	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	24	48	14	14	0
The school's values and attitudes have a positive effect on my child(ren)	55	46	0	0	0
The school achieves high standards of good behaviour	66	36	0	0	0
My child(ren) like(s) school	50	41	9	0	0

Replies rounded to nearest number. Not all parents replied to every question.