

INSPECTION REPORT

Kildwick Church of England School
Kildwick

LEA area: North Yorkshire

Unique Reference Number: 121600

Headteacher: Mr A Robertshaw

Reporting inspector: Mrs Jane Randall

Dates of inspection: 18th – 21st October 1999

Under OFSTED contract number: 707649

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs V Midgley
Date of previous inspection:	March 1996

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Trevor Smith Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnerships with parents and the community Leadership and management
John Puckrin	Equal opportunities Science History Geography Physical education	Staffing, accommodation and learning resources The efficiency of the school
Thelma Aspin	Special educational needs Mathematics Design and technology Information technology Music	The curriculum and assessment Pupils' spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- Progress of children under five is good.
- Attainment in English, mathematics and information and communication technology is above average by the time pupils leave the school.
- The quality of music-making is a strength of the school.
- Leadership and management are good.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The behaviour and attitudes of pupils are mostly good.
- Attendance is excellent.
- The ethos of the school is good.
- Extra-curricular provision is good.

Where the school has weaknesses

- I. The overall quality of education at Key Stage 1 is unsatisfactory.
- II. The management of special educational needs is unsatisfactory.
- III. Planning does not always have clear learning objectives nor does it always ensure continuity and progression of skills and understanding for pupils with all levels of prior attainment.
- IV. Opportunities for swimming are not the same for all pupils.
- V. Procedures for recording pupils' attendance do not always meet requirements.

The weaknesses are outweighed by what the school does well but these points will form the basis of the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

How the school has improved since the last inspection

The school has made satisfactory improvement since the previous inspection. Since then, the school has continued to place an appropriate emphasis on the teaching of literacy and numeracy. High expectations and levels of challenge are not found in Key Stage 1, where the quality of provision and progress are unsatisfactory. However, they are found in the class for children under five and in Key Stage 2. Strategies for sharing subject knowledge and expertise amongst staff have been developed. These involve mechanisms for reporting back to staff following in-service training and for teaching alongside each other. The teaching of information communication technology is improved by the substantial amount of new equipment and the development of associated teaching skills and staff expertise. Attainment by the end of Key Stage 2 is well above national expectations. Sound criteria are in place to evaluate the success of the school development plan. The school has a good capacity for improvement. The strategies that the headteacher has introduced over the last two years provide a sound basis for continuing evaluation and development. The school recognises the issue of underachievement at Key Stage 1 and has taken steps to improve this.

Standards in subjects

The table showing the standards achieved by 11-year-olds in the latest reporting year has not been included. This omission is in accordance with the OFSTED instructions for schools where the cohort is under ten pupils. This is because comparisons of cohorts of this size with national figures are not meaningful.

· **Quality of teaching**

· Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Unsatisfactory	Good
Mathematics	Very good	Unsatisfactory	Good
Science	N/a	Satisfactory	Good
Information technology	N/a	Unsatisfactory	Very good
Religious education	N/a	Unsatisfactory	Satisfactory
Other subjects	Very good	Unsatisfactory	Good

Across the whole school, teaching is good. Twenty-six per cent of teaching is satisfactory, 35 per cent good and 29 per cent very good or excellent. Ten per cent of teaching is unsatisfactory. Teaching in the class for children under five is very good. Teaching at Key Stage 1 is unsatisfactory overall but it is good at Key Stage 2. Teaching at Key Stage 1 was satisfactory during the inspection when a supply teacher took the class.

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	Generally good
Attendance	Excellent
Ethos*	Good
Leadership and management	Good – clear direction for the school
Curriculum	Satisfactory overall with weaknesses at Key Stage 1. The curriculum for children under five is good.
Pupils with special educational needs	The implementation of the Code of Practice for special educational needs is unsatisfactory.
Spiritual, moral, social and cultural development	Good overall, with particular strengths in moral and social development.
Staffing, resources and accommodation	Satisfactory overall, but accommodation is very limited which, in particular, restricts the full implementation of the curriculum for children under five.
Value for money	Satisfactory

**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

VI. The school is approachable

VII. Extra-curricular provision

VIII. The positive attitudes and values taught

IX. Children like school

What some parents are not happy about

X. The lack of communication and information

XI. The information about pupils' progress at Key

XII. The regularity of homework

The inspection findings support parents' positive views about the school. They also support the parents' views of the lack of communication and information at Key Stage 1. The school has a clear homework policy and homework makes a suitable contribution to pupils' progress in the Reception class and in Key Stage 2.

· **KEY ISSUES FOR ACTION**

In order to raise standards further the headteacher, staff and governors should:

XIII. Improve the quality of education at Key Stage 1 by:

- improving attainment and progress, especially in English, mathematics, information and communication technology, religious education, design and technology and art; (see paragraphs 6, 9, 76, 80, 81, 87, 88, 91, 102, 103, 107, 108, 112, 113, 117)
- ensuring that formal and day-to-day assessments are used to plan work; (see paragraphs 23, 29, 31, 34, 35, 80, 114)
- ensuring effective planning that also includes appropriate tasks for the higher-attaining and lower-attaining pupils; (see paragraphs 23, 29, 31-33, 51, 79, 81, 85, 105, 108, 113, 117, 123)
- improving communication with parents (see paragraph 50)

- fully implement the Code of Practice for Pupils with Special Educational Needs by:
 - improving the expertise of the special educational needs co-ordinator; (see paragraphs 12,, 31, 36, 50, 53, 58)
 - improving the management of record keeping; (see paragraphs 26, 31, 36, 53)
 - ensuring full parental involvement at an early stage; (see paragraphs 36, 50)
 - writing individual education plans with appropriate targets; (see paragraphs 26, 31)
 - planning for pupils with special educational needs within daily lesson planning; (see paragraphs 12, 26, 31)

- develop a whole-school system of planning at all levels and for all subjects that:
 - identifies learning objectives more clearly for different groups of pupils; (see paragraphs 22, 23, 26, 32)
 - ensures continuity and progression of skills and understanding for pupils with all levels of prior attainment (see paragraphs 22, 23, 29, 32, 86, 110, 111, 115, 119)

In addition to the key issues above, the following minor weaknesses should be considered for inclusion in the action plan:

- the opportunities for swimming (see paragraphs 30, 129);
- the procedures for recording pupils' attendance (see paragraph 46)

§ INTRODUCTION

§ Characteristics of the school

- 1 Kildwick Church of England Controlled Primary School is situated in a small village, with pupils coming from surrounding areas and some attending from a neighbouring Local Education Authority. The number of pupils currently admitted on appeal is putting pressure on limited and overcrowded accommodation, although since the last inspection the school has opened a new Reception class. The number of pupils on roll is 107, which is much smaller than an average primary school. Most pupils have attended a playgroup or nursery school prior to entry. The school's intake represents the full range of abilities and backgrounds. Most pupils' attainment is average on entry to the school. No pupils come from ethnic minority backgrounds and no pupils speak English as an additional language. Twenty-five pupils are on the school's register of special educational need (17 per cent) and this is broadly in line with the national average. One pupil has a statement of special educational need and this is about average. One per cent of pupils is known to be eligible for free school meals. This figure is well below the national average. The average class size is 27 pupils, although the reception class is smaller, with 16 pupils. Two of the other classes have 31 pupils, which is high. There are four classes, with all classes except reception having mixed-age groups. The pupil-teacher ratio is 24:1. Pupils join the Reception class full-time at the beginning of the school year in which they are five. At the time of the inspection there were 16 pupils designated as being under five.
- 2 The aims of the school are to enable pupils to become self-motivated, with enquiring minds; to have an appreciation of themselves and their full capabilities and to have respect for others and an appreciation of the community and the environment. The school also aims to create a happy and secure school environment where pupils can learn and to help pupils to learn courtesy and acquire the confidence to make and hold moral judgements.
- 3 In conjunction with the Local Education Authority and using school data collected about each year group, targets have been set for the years up to 2002. The targets for 11-year-olds at the end of the school year 2000 are for 91 per cent of pupils to gain Level 4 or higher in English, mathematics and science.
- 4 Present priorities for the school in its development planning are:
 - to improve the quality of teaching, the standards of attainment and the behaviour of pupils at Key Stage 1;
 - to continue to develop the national strategies for literacy and numeracy;
 - to further the development of information and communication technology;
 - to continue the development of the role of the governing body.

5 **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	7 (7)	7 (11)	14 (18)

5 National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7 (7)	7 (7)	7 (7)
	Girls	6 (11)	7 (11)	7 (11)
	Total	13 (18)	14 (18)	14 (18)
Percentage at NC Level 2 or above	School	93 (100)	100 (100)	100 (100)
	National	80 (80)	81 (80)	84 (84)

5 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7 (7)	7 (7)	7 (7)
	Girls	6 (11)	7 (11)	7 (7)
	Total	13 (18)	14 (18)	14 (18)
Percentage at NC Level 2 or above	School	93 (100)	100 (100)	100 (100)
	National	81 (80)	85 (84)	86 (85)

.....

1

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

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	3 (7)	3 (6)	6 (13)

5 National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2 (5)	3 (6)	2 (5)
	Girls	2 (6)	2 (6)	2 (6)
	Total	4 (11)	5 (12)	4 (11)
Percentage at NC Level 4 or above	School	67 (85)	83 (92)	67 (85)
	National	65 (63)	59 (61)	69 (68)

5 Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	2 (5)	1 (6)	2 (5)
	Girls	2 (6)	2 (6)	2 (6)
	Total	4 (11)	3 (12)	4 (11)
Percentage at NC Level 4 or above	School	67 (85)	50 (92)	67 (85)
	National	65 (63)	65 (63)	72 (69)

5 Attendance

Percentage of half-days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	2.1
	Absence	National comparative data	5.7
	Unauthorised	School	0.03
	Absence	National comparative data	0.5

5

5 Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

5 Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	29
	Satisfactory or better	90
	Less than satisfactory	10

5 **PART A: ASPECTS OF THE SCHOOL**

5 **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

5 **Attainment and progress**

1 In the National Curriculum tests for seven-year-olds at the end of Key Stage 1, all pupils reached the expected Level 2 or higher in writing, and almost all pupils achieved this in reading, in 1998. In 1999 all pupils achieved Level 2 or higher in reading and most achieved this in writing. Few pupils achieved Level 3 and many pupils achieving the average level did so in the lowest range of this level. These results in 1998 are average in comparison with all schools in reading and well above average in writing. In comparison with similar schools, they are below the national average in reading and well above in writing. Comparisons from year to year show a fall in attainment in reading against national averages between 1996 and 1998 and results in writing are similar across these years. Small cohorts mean that there is considerable variation from year to year and care is needed in making these comparisons. Inspection findings show that attainment is average at the end of Key Stage 1. Progress at Key Stage 1 is unsatisfactory and constrained by pupils in both year groups tackling the same tasks. Too few opportunities are provided for pupils to write for themselves and pupils read books at too low a level. In mathematics, in 1998, National Curriculum assessments at the end of Key Stage 1 showed that all pupils attained the nationally expected level - well above average results when compared with the national data. The proportion attaining higher levels was below the national average. When compared with similar schools, results are above average. In 1999 there was a considerable drop in standards in Key Stage 1 in that not all pupils achieved the national expectation and none achieved higher levels. Inspection findings confirm that standards are broadly in line with national averages at Key Stage 1 although a significant number of pupils starts this key stage with above average standards in mathematics. Standards at the end of Key Stage 1 are lower than those reported in the previous inspection and progress in this key stage since that inspection has been unsatisfactory. Progress over time in mathematics is unsatisfactory because tasks are not provided to match the needs of pupils with different levels of prior attainment and there is a lack of detailed planning based on ongoing assessment. Attainment in science at Key Stage 1 in 1998, measured by teacher assessments, indicates the number of pupils reaching Level 2 and above as very high, and the number reaching Level 3 and above as very low in comparison with similar schools. Teacher assessment data for 1999 indicates a similar picture.

2 In the National Curriculum tests for eleven-year-olds in English in 1998, four out of the six pupils achieved the average Level 4 or above. In 1999 eight pupils achieved Level 4 or above out of the ten pupils in the year group. Comparisons with national averages and with the percentage results of schools with pupils from similar backgrounds have not been made as the numbers in the cohorts are too small to be statistically significant. Comparisons from year to year are similarly unsound, although most pupils in the last four years achieved the expected levels or better. Inspection findings show that attainment in English at the end of Key Stage 2 is above average and progress is good. In mathematics, in 1998 and 1999, only a small number of pupils was in the year group. This makes comparisons with national data unreliable. Similarly, no comparison can be made between test results over the period 1996 to 1999, although it is clear that pupils do well. Standards are above average by the end of Key Stage 2, with a high proportion of pupils in a small cohort achieving standards above national expectations. Progress is good. In the National Curriculum tests in science at the end of Key Stage 2 in 1998, four pupils out of six attained the nationally expected Level 4, or better. In 1999 eight pupils out of ten achieved this level, two of whom achieved the higher level. Because of the small number of pupils taking the tests, comparisons with national averages and averages for schools with similar pupils have not been given, as these would not be statistically reliable. Progress is satisfactory.

- 3 Pupils achieve good standards in literacy and numeracy by the time they leave the school. They use literacy skills well in other subjects and numeracy skills satisfactorily. For example, speaking and listening skills contribute well in religious education and research skills are used well in history. Mathematical skills are used particularly well in data analysis linked to information and communication technology, and to present the results of science experiments.
- 4 Standards of attainment in information and communication technology at Key Stage 1 are broadly in line with national expectations. Progress is satisfactory in word processing and computer management but unsatisfactory otherwise. Attainment by the end of Key Stage 2 is well above national expectations. Progress is good in word processing and data handling and satisfactory in control and modelling. At Key Stage 2, information and communication technology is used well to support other subjects. For example, pupils use spread sheets to find sums and averages. They take photographs with a digital camera and use these in their work. They use simulation programs to research information about Victorian life. Standards in religious education broadly meet the requirements of the Local Education Authority Agreed Syllabus at Key Stage 2 but are unsatisfactory at Key Stage 1. At the end of Key Stage 1 pupils have no knowledge of faiths other than Christianity. They demonstrate some knowledge of stories from the Bible and of major Christian festivals. By the end of Key Stage 2, pupils have a satisfactory knowledge and understanding of the Christian faith and Judaism. They maturely relate their work on Judaism to the life of Ann Frank and to an understanding of religious persecution today.
- 5 Progress and attainment in most other subjects is satisfactory overall with very good progress made in music, which is taught by a visiting specialist. The development of pupils' confidence and ability to perform in front of others, and the quality of their music-making, are strengths of the school. Little evidence was available to assess progress in design and technology at either key stage. Progress in art at Key Stage 1 is unsatisfactory.
- 6 Taken across all subjects and key stages, progress is satisfactory. It is good in the Reception class and satisfactory at Key Stage 2. Progress is accelerated at the upper end of Key Stage 2 where pupils are provided with more opportunities to work independently and follow their own lines of enquiry. Progress at Key Stage 1 is unsatisfactory in that there is too little improvement in skills owing to work being insufficiently matched to pupils' needs, particularly for higher-attaining pupils.
- 7 Pupils with special educational needs make satisfactory progress overall. It is satisfactory in Key Stage 2 but unsatisfactory in Key Stage 1. The progress of children under five with the lowest attainment is good. Progress for pupils with individual development plans is limited by the lack of small, relevant, achievable and measurable targets. Daily planning does not identify targets for these pupils.
- 8 The progress of children under five is good. The full range of ability is represented on entry. The school's baseline assessments and inspection findings confirm that overall attainment is average. By the age of five, most pupils' attainment in all the areas of the national Desirable Learning Outcomes, including numeracy and literacy, is average, with a significant number achieving these levels earlier. Progress is constrained to some extent by the limitations of the accommodation and the lack of a secure outdoor play area. These limitations restrict access to large creative work and activity and deny the children some opportunities to learn to make choices and follow through activities and ideas from day-to-day.

9 The school makes a detailed analysis of the results of tests and other assessments to set targets of attainment for each year group. Prompt action was taken when the Key Stage 1 test results for 1999 were lower than expected. This involved an analysis of the tasks pupils could not do and a request for support from the Local Education Authority. The clear focus on, and commitment to, raising standards augers well for future improvement. This is further enhanced by the increasing involvement of the governors in the running of the school and their effective working partnership with the headteacher. The ethos of the school, particularly the happy and secure learning environment, the enrichment through links with the community and the parental involvement in pupils' learning makes a significant contribution to attainment.

14 **Attitudes, behaviour and personal development**

10 Attitudes to work remain good overall and this has a positive impact on the standards achieved. Children under five in the Reception class, and pupils at Key Stage 2, have consistently good attitudes to work. They are well motivated, have good levels of concentration and are keen to respond to the challenges offered. At Key Stage 1, however, response is less consistent. These pupils also enjoy learning, but often become restless and lose interest in their work when lessons do not provide sufficient challenge for them.

11 Overall, standards of behaviour remain high but have fallen at Key Stage 1 since the last inspection. In lessons, behaviour is generally good although there is occasionally some deterioration amongst pupils at Key Stage 1 whenever their attitudes to work become less positive. Out of class, pupils are sensible and orderly. They clearly know what is expected of them and usually react accordingly. The behaviour of the youngest pupils when out on an exploratory walk was exemplary. Behaviour is particularly good at lunchtime when pupils are eating in very confined spaces. Incidents of bullying are rare and there have been no exclusions in recent years. Pupils care about their school and show due respect for all its fabric and fittings.

12 The quality of relationships amongst pupils and between pupils and staff is very good. This makes a significant contribution to the quality of education provided. There is a relaxed and harmonious atmosphere within the school. Pupils are polite, very open in their dealings with others and always ready to be helpful. In lessons they work well together in pairs or groups and share ideas and equipment well. At playtime, and when eating lunch, they are friendly and sociable.

13 Pupils' personal development is good. They are generally confident, and clearly aware of, and respect, each other's rights, feelings and beliefs. The youngest children understand the importance of taking turns and sharing. Pupils willingly accept responsibilities around the school, such as answering the telephone at breaks or setting out and clearing away items in assembly, and carry out the duties well. A pupil is elected to attend the Parish Council. Pupils demonstrate independence in learning, particularly in using research skills at Key Stage 2, but opportunities to show initiative in their studies, in science for example, are more limited. Residential visits and school performances also help to enhance pupils' personal values.

18 **Attendance**

14 Attendance has improved since the previous inspection and is now excellent. Pupils arrive on time and are settled in class promptly at the start of lessons.

19

19 **QUALITY OF EDUCATION PROVIDED**

19 **Teaching**

- 15 Across the whole school, teaching is good. Twenty-six per cent of teaching is satisfactory, 35 per cent good and 29 per cent very good or excellent. Ten per cent of teaching is unsatisfactory. The teaching of children under five is very good. It is satisfactory in 14 per cent of lessons, good in 43 per cent and very good in 43 per cent. Teaching is satisfactory at Key Stage 1, (where the permanent class teacher was absent) with 25 per cent of lessons satisfactory, 42 per cent good and 33 per cent unsatisfactory. In Key Stage 2 teaching is good. It is satisfactory in 30 per cent of lessons, good in 31 per cent of lessons, and very good or excellent in 39 per cent.
- 16 In the class for children under five the teacher is knowledgeable and thoughtful about the learning needs of young children. She interacts well with pupils to draw out ideas, encourage learning and increase knowledge and understanding. This was demonstrated particularly well in the preparation of the children for a walk by the use of a listening tape and the questions asked during the walk itself. The teacher uses a variety of skills and strategies to encourage interest and progress. For example, the sounds of letters are introduced using a finger puppet. Record keeping is systematic and extensive and daily assessments are used well to inform planning. Lesson plans have clear learning objectives for different groups of pupils and work is well matched to their prior attainment. The work for classroom assistants is planned well.
- 17 At Key Stage 1 the usual class teacher was absent during the inspection. However, the planning file was incomplete and records of pupils' attainment and progress not kept. Much of the work seen in the work-scrutiny was incomplete or consisted of work sheets, which provided little challenge, or work copied from the board. Too few opportunities are provided for pupils to write for themselves. On many occasions the same tasks were to be completed by all pupils in the class regardless of year group or ability. This limits progress, particularly for lower and higher attainers. There is a weakness in the understanding of the strategies required by the national literacy and numeracy hours and the school has taken recent steps to address this. There is a lack of planning for information and communication technology to ensure that pupils have the full range of experiences. Music is taught well at this key stage by a visiting teacher and the temporary teacher demonstrated skill and enthusiasm in the teaching of mathematics and information and communication technology.
- 18 In Key Stage 2 teaching is enthusiastic and lively. Good use is made of questioning skills to draw out thoughts and ideas and to help pupils to clarify their understanding. Questions are well targeted at pupils with differing prior attainment. Overall lesson objectives are clear but lesson plans are less successful in identifying what pupils with differing levels of attainment should know, understand and be able to do by the end of the lesson. Ongoing assessment and recording are not always used sufficiently to inform planning from day to day. In the best lessons, work is skilfully linked between subjects. This was well demonstrated in the Literacy Hour when a variety of research tasks were based around the current history topic and guided reading enhanced this. Teachers at this stage have a good understanding of the requirements of the national numeracy and literacy strategies and integrate these skills well into other subjects. Plenary sessions are sometimes used well to revise, assess and reinforce work. Where teaching is least effective there is a lack of balance between exposition and pupil activity and the plenary session is not given sufficient emphasis. There is insufficient emphasis given to activity that allows pupils to develop their own investigations, plan their own work, choose equipment and evaluate and adjust their work. This is particularly the case in science and in design and technology.

- 19 Teachers know their pupils well and offer effective support as they work. They have sufficient knowledge and expertise in all subjects to meet requirements. Marking is conscientious and often contains helpful comments to enable pupils to improve. The quality of teaching in music is very good. This is due to the specialist expertise of a visiting teacher who has a good understanding of the activities that are suitable for pupils of different ages. Teaching of information and communication technology is very good at the end of Key Stage 2.
- 20 During the inspection, the management of pupils' behaviour was generally good across the school and time was used efficiently. Teachers coped well with the limitations of the building and the shortage of space.
- 21 Teachers seldom identify specific targets for pupils with special educational needs to achieve in lessons and daily planning does not reflect the individual educational development plans. On most occasions these pupils are doing the same work as others in the class. Classroom auxiliaries make a satisfactory contribution to the progress of pupils when they are working on individual tasks. However, they are not used efficiently to support whole-class teaching. Homework is given regularly and comprises reading, spelling, mathematics and other work.
- 22 The previous inspection report stated that the quality of teaching overall was sound with a significant proportion of good teaching. Overall, the school has maintained this position. The school has made recent efforts to overcome some of its shortcomings. Teachers generally work hard and are seeking to improve their skills in a number of ways, and in particular through attendance at in-service training opportunities.
- 27 **The curriculum and assessment**
- 23 The curriculum provided for children who are under five is generally broad and balanced. All the required areas of learning, namely personal and social development, language and literacy, mathematics, knowledge and understanding of the world and physical and creative development are covered. Planning for their implementation and for the systematic development of skills is very good. Some experiences are limited by the quality of accommodation and resources. Pupils are well prepared for their transition to the National Curriculum. Good provision is made to identify and support those with special educational needs.
- 24 The school provides at both key stages a curriculum that is generally broad and balanced. In Key Stage 2 sufficient time is allocated to all the subjects of the National Curriculum and religious education, which conforms to the Local Education Authority Agreed Syllabus. In Key Stage 1 there is insufficient planning or evidence of attainment to indicate clearly the full breadth and balance of the curriculum. A suitable start has been made to implement the national literacy and numeracy strategies. Provision for gymnastics and information and communication technology has been improved considerably since the previous inspection. Skills in information and communication technology and literacy are used well to support other subjects. Numeracy skills are used when appropriate. There is satisfactory provision for personal and social education and for education in the misuse of drugs, although there is no specific planned programme to ensure progression from one year to the next. Pupils are well prepared for the next stage of their education. There is a policy for sex education.
- 25 The school has a good policy for equal opportunities but there are some weaknesses in practice. All pupils, regardless of gender, race and level of attainment have access to the curriculum except for swimming. Non-swimmers are provided with lessons in Key Stage 2, but other pupils have no opportunity to extend their skills.

- 26 The Code of Practice for Pupils with Special Educational Needs is not fully met. Provision meets the requirements of the one statement of special need. Most individual education plans do not contain small, measurable and relevant targets. This issue was raised in the previous inspection report and has not improved sufficiently. There is little evidence of the pupils' special needs being specifically targeted in lessons or planned for in daily or medium-term planning.
- 27 Overall planning for curriculum coverage and balance within and across subjects is inconsistent across the school and in subjects. It is poor in Key Stage 1. There is no whole-school system of planning for all subjects to help teachers to set progressively more challenging learning objectives from year to year. Some planning is good. For example, in Years 3 and 4, medium-term planning indicates the global targets for each section of work, and in information and communication technology in Key Stage 2, the latest National Curriculum support materials are used well. However, daily planning in all classes does not clearly indicate what pupils with different ages and levels of prior attainment should know, understand and do by the end of a lesson. There has been insufficient improvement in the quality of planning since the previous inspection.
- 28 Good provision is made for extra-curricular activities, including sport and music. About half the pupils in Key Stage 2, and almost all teachers, participate in at least one activity. There is valuable support from parents and governors. A good programme of planned visits, carefully linked to topics, enriches pupils' learning in Reception and Key Stage 2 classes. There is very little provision for pupils in Key Stage 1. Residential experiences for Years 5 and 6 provide opportunities for adventurous activities, creativity and the study of another village.
- 29 Assessment and recording procedures and their use to inform planning for children under five are very good. Baseline assessment on entry is used well to plan initial experiences. Assessment and recording of progress towards the Desirable Learning Outcomes is of high quality and used to ensure that all pupils tackle work that meets their needs. Detailed records of attainment are maintained and passed on to the next teacher. This information is not used sufficiently to provide work that meets the needs of individual pupils in Key Stage 1.
- 30 The school's brief assessment policy is insufficient to ensure consistency across year groups or subjects. Legal requirements are met to assess attainment in English, mathematics and science at the end of each key stage and to report this information. Regular tests are used in science to assess attainment. Annual assessments in mathematics and aspects of English are carefully analysed to give an ongoing measure of progress of all pupils and to identify specific weaknesses in curriculum coverage. This information is used well to inform further planning and to set realistic targets for attainment at the end of Key Stage 2. A suitable marking policy has been implemented since the previous inspection and supportive and constructive comments are often used to help pupils make progress. However, ongoing assessment is not always used sufficiently to match tasks to the needs of individual pupils. Broad and general targets are included on annual reports for English, mathematics and science but pupils are not sufficiently involved in self-assessment and target setting.
- 31 The monitoring of the progress of pupils with special educational needs is unsatisfactory. Insufficient records of pupils' progress towards their individual targets are maintained. Reviews for all pupils take place annually but parents are not sufficiently involved.

36 **Pupils' spiritual, moral, social and cultural development**

- 32 Throughout the school, provision for spiritual, moral, social and cultural development is good and makes a significant contribution to the progress of pupils. Standards have been maintained since the previous inspection. Daily acts of collective worship make a good contribution to all these aspects.
- 33 Spiritual development is well promoted. Pupils are expected to take part in prayer times in a respectful way, and these times are an important part of the school day. Pupils are taught that different people may have different beliefs that affect the way they live. For example, they know that Jewish families eat special food and might spend some time in a specially constructed shelter on the feast of Sukkoth. Opportunities are taken to help pupils develop self-awareness and to reflect about situations that have occurred. For example, older pupils were asked to think carefully what their own feelings would be if they were persecuted, after learning about the Exodus of the Jews from Egypt and the life of Anne Frank. The youngest children discussed their feelings about being lost and reflected on the sights and sounds experienced on a local walk. They enjoyed the sounds of the scuffling of leaves and wondered at the different autumn colours. Teachers respond in a positive way to pupils' answers to questions and to their comments. This encourages pupils to speak openly and express their viewpoint, even when they are aware that it is different from the majority view.
- 34 Good provision is made for moral development. There is a suitable behaviour policy. Pupils at all stages are taught effectively about the difference between right and wrong. The youngest children are taught the importance of sharing and being kind to one another. Older pupils discuss complex issues such as that of ethnic cleansing. In assemblies, pupils are taught about the effects of lies and gossip. Teachers have high expectations of behaviour in and around the school and provide good role models. Pupils with behavioural difficulties are well supported by their peers and integrated into school life. Lunchtime supervisors manage play times and eating arrangements in difficult conditions in a calm and controlled way. Pupils are given a high degree of trust and expected to work conscientiously when they are in classrooms during lunch and break times or in smaller areas out of direct sight of the teacher.
- 35 The provision for social development is good. Relationships between teachers and pupils are very good. Pupils learn to work in groups, in pairs and independently. All pupils are taught to treat equipment with respect and younger pupils are taught to put things away carefully. Many opportunities are provided for older pupils to take responsibilities. For example, they collect the lunch numbers every day and phone them through to the secondary school that provides the lunches. Pupils answer the phone in the classroom when the clerk or teachers are not available. Pupils with special educational needs are well integrated and take a full and active part in the life of the school. Residential experiences for the older pupils make an important contribution to their social development. Musical performances in front of each other, in church, and for elderly residents at Christmas play an important part in school life and encourage pride in the school community. Pupils are encouraged to support charities such as Children in Need. Citizenship is promoted through many activities, such as taking part in elections to choose a pupil to attend in Parish Council meetings. All pupils are taught about safety in their own environment by visiting experts. This includes safety near canals and "stranger danger".
- 36 Cultural development is good. Many opportunities are provided for pupils to visit places of interest in the area to develop an understanding of their own culture. The youngest children look carefully at the local village. Older pupils study a local town and visit the canals. They act out life in a Victorian school at a local museum and compare it to their own. Pupils learn about life in Kenya and how to write some words in a Kenyan dialect. They study the history of the Ancient Egyptians and handle many different models of artefacts from that culture. Pupils learn about the life-style of Jewish families and customs associated with their religion, but learning about life in a culturally diverse society is insufficiently planned. Art at Key Stage 2 makes an

appropriate contribution to cultural development when pupils visit exhibitions such as that of David Hockney's work. In assemblies, pupils are introduced to the works of religious painters such as Duccio. Pupils are taught to enjoy music, and sing songs from different cultures. A suitable range of literary experiences is provided.

37 Parents are pleased with the attitudes and values promoted by the school. They feel that the headteacher has a strong influence on the standards of behaviour and has excellent relationships with pupils and parents. The inspection findings concur with the opinions of parents.

42 **Support, guidance and pupils' welfare**

38 Provision for pupils' support, guidance and general welfare remains satisfactory, and continues to make a positive contribution to the quality of their education. The school is a caring community with a family atmosphere, and one in which teachers know their pupils well, have very good relationships with them and respond to their needs. Parents indicate that their children like coming to school and that they are well supported by staff. Inspection evidence confirms this.

39 Procedures for monitoring pupils' personal development are mostly informal, but effective. Praise and rewards are used appropriately to encourage effort, and significant achievements are celebrated. A good start has been made for the introduction of systems to monitor pupils' academic progress. Achievements in the core subjects are now well documented, but a consistent procedure for handling the on-going assessment of pupils' work has not been established.

40 The school has good procedures for promoting behaviour and discipline and these are followed closely by all members of staff. Rewards and sanctions are appropriate and operated fairly. Simple but effective rules ensure pupils' thoughtful and orderly conduct around school. Bullying is rare, but clear procedures are in place to deal with any incidents that may occasionally arise.

41 Procedures for recording pupils' attendance do not fully meet requirements. Registers are not always closed promptly after they are called. They are, however, monitored regularly and satisfactory procedures are in place to investigate any unexplained absence. Levels of attendance are reported appropriately to parents.

42 Pupils' general welfare is promoted successfully. Pupils receive appropriate guidance on safety such as canal safety or "stranger danger". Local Education Authority guidelines have been adopted for child protection, with the head teacher having designated responsibility for liaising with outside agencies. A suitable health and safety policy is in place and fully implemented. Standards of cleaning and maintenance throughout the school are good. Pupils are supervised carefully throughout the day, and lunchtime routines are well managed in a calm and controlled way. Satisfactory arrangements for dealing with accidents and illness and for the administration of medicines are in place, and followed carefully. Emergency equipment is serviced regularly.

43 There is a well-planned programme for receiving new pupils into the Reception class and satisfactory arrangements are in place for transferring pupils to secondary school at the end of Year 6.

48 **Partnership with parents and the community**

44 The partnership with parents remains positive. Parents feel welcome in school and a few regularly give up their time to help with classroom activities. When they do so, they are well

briefed and used effectively. Many others accompany educational visits. Parents are encouraged to support their children's work at home, and respond well. Some, however, feel that homework is irregular and unpredictable, particularly at Key Stage 1. A clear home-school agreement has been produced and sent to parents, and homework makes a suitable contribution to pupils' learning. The Parent-Teachers' Association remains very active and gives very generous support to the school through various fund-raising events.

- 45 Communications with parents remain satisfactory. Regular correspondence from the head teacher keeps parents fully informed about life in school. At Key Stage 2, and for children under five, pupils' annual reports are generally informative, set targets and contain some personal and social comments. Most parents indicate that they are happy with the information they receive about their children's work and progress. However, some concerns were raised about the range and quality of this information provided at Key Stage 1 and inspection findings agree with this. Parents find that the school is very approachable, and consider that any matters raised are usually handled well. The prospectus and the governors' annual report are satisfactory. Communications with parents of pupils with special educational needs are unsatisfactory. Parents are not sufficiently informed of the progress of their children or involved in reviews and target setting.

46 A strong relationship has been maintained with the local church. Other links with the wider community have declined since the last inspection, but are still broadly satisfactory. Visitors to the school, including theatre groups and local residents who run clubs and coach football, all help to broaden pupils' experiences. Residential adventure weeks for older pupils make significant contributions to their personal and social development. Planned educational visits extend the work done in class in Key Stage 2, although none was organised last year for pupils at Key Stage 1 except for one whole school visit to Bolton Abbey. There are sporting links with other nearby schools and some contributions are made to the community through a local annual gala. Support for charity raises pupils' awareness of the needs of others. Educational links with business are limited, but the school regularly receives various generous donations from several local companies. Children are visited in their nursery or playgroup prior to entry to school and strong links are maintained to ensure continuity. Links are maintained with local secondary schools.

51 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

51 **Leadership and management**

47 The leadership and management of the school are good. The headteacher and governors share common aims and ideals for developing the school and there is a spirit of mutual respect that strengthens the effective working partnership. Since the previous inspection there have been many improvements to strengthen the involvement of governors in the running of the school. Governors are now fully aware of their role and have a new sense of purpose. Because there is now a more open flow of information and greatly increased curricular links with the school, governors are in a position to make a significant contribution to decision making. Governors are frequent visitors to the school, helping with extra-curricular sport and in lessons. There are link governors for numeracy, literacy and special educational needs.

48 Overall, the management of the provision for special educational needs is unsatisfactory. The current policy does not fully reflect the Code of Practice. Pupils' records are unsatisfactory and the register is not maintained correctly. The headteacher monitors provision; weaknesses have been identified and steps are being taken to redress the position. The governing body gives suitable priority to provision and receives regular reports on special educational needs.

49 The headteacher has introduced a secure framework for monitoring and supporting teaching and curriculum development and this is quickly becoming effective. National guidelines have been modified and adapted to provide a sensible basis for development. Curriculum leaders have a clear job description and a modest allocation of time that has enabled them to start the process of sampling pupil and teacher work. Governors have been encouraged to share the monitoring and evaluation by occasionally observing teaching, and they have contributed helpful written reports, which have led to improvements.

50 The action plan following the previous inspection has been successfully implemented. Development planning has improved since the last inspection. It is comprehensive in covering relevant issues facing the school. There are detailed action plans and clear criteria for judging success. Some curriculum co-ordinators are involved in the collection of information, on which the plan is based, taking into account current national priorities such as English and mathematics. However, the lack of involvement of all subjects in the plan inhibits the development of some areas. The plan is flexible and priorities have been changed sensibly to meet issues arising in Key Stage 1. The school has established a number of targets and is on track to achieve these.

51 The school is in a good position to improve standards. Governors, headteacher and staff have a united view of what needs to be achieved and the parents have confidence in the headteacher. The strategies that the headteacher has introduced over the last two years provide a sound basis for continuing evaluation and development. The school recognises the issue of underachievement at Key Stage 1 and has taken steps to improve this. For example, the school has received extra help and support from the Local Education Authority in implementing the Numeracy Hour at this key stage. The new confidence of the governors and their deep involvement in the work of the school assure improvement.

52 Parents appreciate the positive ethos of the school and the contribution of the headteacher in maintaining and developing it. Very good relationships exist at all levels and the school places an emphasis on equal opportunities for all. The school meets all statutory requirements.

57

57 **Staffing, accommodation and learning resources**

53 There are sufficient qualified and experienced teaching staff to meet the demands of teaching the National Curriculum and religious education and the needs of children under five. The ratio of teachers to pupils is broadly average when compared with other schools. However, this is achieved by the headteacher teaching full-time for more than half the week, leaving little time for administration and management. There are curriculum co-ordinators for all subjects except music. Because of the small number of staff, this entails teachers having responsibility for as many as three subjects and some being co-ordinated by a part-time member of staff. This compromise works well in practice but places high demands on teachers. The quality of individual education plans, monitoring of provision and the quality of records indicate that the co-ordinator for Special Educational Needs has insufficient expertise in implementing the Code of Practice for pupils with special educational needs. There is an adequate number of non-teaching assistants. The number of hours worked by the administrative support staff is lower than average.

54 Arrangements for the professional development of staff are good and a higher than average proportion of the budget is allocated for it. Teachers indicate their requests for training and the developing systems of monitoring are helping to identify needs of which staff may not be aware. Appraisal is effective, taking the form of an annual development interview with the headteacher. The headteacher is currently awaiting external appraisal to be organised by the Local Education Authority. Whole-school needs are well catered for and staff have attended appropriate training to support the national literacy and numeracy strategies. There is an effective system for teachers to report on in-service education and records of this are retained in the staff room. Since the previous inspection there has been an increase in opportunities to observe and work alongside colleagues, but clearly there are practical limitations in a school of this size. The arrangements for inducting newly qualified teachers are systematic and effective, combining external provision with opportunities to experience work in all parts of the school, and enabling high levels of support.

55 The accommodation is severely restricted in spite of the considerable improvements that have been made since the last inspection. Alterations to a part of the school that was the caretaker's house have produced an extra classroom and administrative space and further modifications have produced a small hall, a reception classroom, a computer suite and a library area. The school manages accommodation difficulties with great skill and the National Curriculum is not drastically affected. However, the very small reception classroom and lack of a secure outdoor play area do not provide adequate accommodation for pupils of this age. Staff compensate for this by using the hall, but this can only take place when the area is not used by other classes, so pupils remain disadvantaged. It is not possible for Key Stage 2 classes to use the hall as a whole

group for physical education because of the lack of space and therefore half-classes operate. Even with half-classes the space is barely adequate for some activities. The purchase of new dining tables has eased some of the lunchtime organisational problems reported in the previous inspection. The governors have plans for further improvement and expansion when funding becomes available.

56 Overall, resources are adequate in both quality and range for the effective delivery of the whole curriculum. Careful planning of purchases has addressed all the resourcing issues raised in the previous report. In some subjects, such as history and music, provision is good. The introduction of the computer suite is a particular boost to resources in information and communication technology, making them good in comparison with other schools. The library is well stocked, with a suitable range of quality books. There are no specific resources for the support of pupils with special educational needs although some pupils would benefit from such provision. The reception class lacks equipment such as large blocks and construction kits for creative play.

57 The school makes good use of resources outside school. Peripatetic music staff make a significant contribution to music in the school. Visits in the local area enhance pupils' understanding of their cultural heritage, demonstrated when a class visited a re-creation of a Victorian classroom in Bradford or by a visit to Skipton castle. Museums and educational experiences such as Eureka enrich the curriculum, as do residential visits to outdoor activity centres.

62 **The efficiency of the school**

58 The financial resources of the school are managed efficiently. Budget setting is undertaken by the headteacher, using the information from the school improvement plan, and is presented to the governors for discussion. Within the last year, a part-time bursar has been appointed to manage the finances weekly, assisted by a peripatetic link officer provided by the Local Education Authority as the need arises. This system is working well and has strengthened the quality of financial planning as a result of a more reliable and frequent flow of information to governors and to the headteacher. The governors' finance committee plays an active role in discussing and challenging the budget before it is presented to the full governing body for approval. The school has demonstrated the effectiveness of its financial planning by responding successfully to the resource issues raised in the previous inspection. The quality of physical education, for example, has been improved as a result of the purchase of large apparatus. At the same time, funding has been found from village sources to help in the extension of the accommodation. The current budget reserve is a high proportion of the total income but is being maintained for further expansion of the accommodation when additional external funding is secured. The presence of professional building expertise within the governing body has made the focus of resources on routine maintenance and improvement particularly efficient. This has had an immediate impact on the quality of learning. For example, the addition of a door has made the reception area less of a thoroughfare by reducing interruptions. The school is well aware of the need to use resources efficiently, and places contracts such as library provision with the most cost-effective provider. The budget allocated specifically for the support of pupils with special educational needs is used appropriately for the provision of additional staffing.

59 Effective use is made of all teaching staff. Classroom assistants, including those for pupils with special educational needs, are generally well organised and efficient. They are well briefed and effective in most lessons but are not always used as effectively in whole-class sessions. Because of the small number of staff, teachers have a particularly heavy responsibility for co-ordinating several subjects. This is generally carried out efficiently and with increasing effectiveness.

- 60 The accommodation is used to the best of the school's ability. Resources are generally used effectively in lessons with the exception of some computer resources, including the computer suite that was under-used during the week of the inspection. The lack of space in the building is a major problem but this has been made manageable by careful planning and co-operation of pupils and staff.
- 61 The day-to-day administration is very good, with sound systems that are promoted by a very informative staff handbook and policies that give good advice and clarify actions. Day-to-day financial control was judged to be sound in the most recent audit.
- 62 Attainment at the end of Key Stage 2 is good overall and, taken across the whole school, pupils make satisfactory progress. The quality of education and pupils' attitudes to learning are good for pupils under five and at Key Stage 2. Attainment on entry is average and socio-economic circumstances are above average. Costs per pupil are average when compared with other schools and the school is seen to give satisfactory value for money

67 **PART B: CURRICULUM AREAS AND SUBJECTS**

67 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

63 Provision for pupils under five is good in all the required areas of learning within the limitations of the very restricted accommodation available. The difficulties are managed to the best of the school's ability. Pupils are admitted full-time to the Reception class at the beginning of the school year in which they are five. At the time of the inspection there were 16 pupils in this age group. Baseline assessments, the teacher's records and assessments and classroom observations indicate that the full range of ability is represented but most pupils are average on entry. The class has the benefit of a classroom assistant for some sessions during the week. The Reception class is accommodated in a very small area on either side of the entrance to the school. The main door to the school leads into this and the stairs are also located here. The door is locked for security and the bell has to be answered every time there is a visitor to the school. Unless the teacher has an adult helper, she can use only one of the two small work areas on either side of the stairs as through-vision is blocked. There is no secure outside play area and access to toilets is through the other classrooms. The full range of experiences required by the national Desirable Learning Outcomes cannot be provided. In any session choices for pupils have to be very limited, although great efforts are made to rotate activities and to provide experiences as often as possible. Many resources are old and worn and the school lacks large blocks and construction kits to build structures in which pupils can crawl or climb for example, or create their own role play. There is a good range of good-quality books for use in school and to take home.

64 The quality of teaching for pupils under five is very good. The teacher is knowledgeable and thoughtful about the learning needs of young children. She interacts well with pupils to draw out ideas and learning, and to increase knowledge and understanding. Record keeping is systematic and extensive. Daily assessment and records are securely based on learning objectives and are used to provide work for pupils with differing prior attainment. Baseline assessment is repeated at the end of the year to ascertain progress and to confirm which pupils are not yet ready to begin the National Curriculum fully. At the end of the year previous to the inspection, four-fifths of the pupils fully attained or exceeded the required standards of the national Desirable Learning Outcomes. Planning is carefully matched to the Desirable Learning Outcomes and moves appropriately towards the National Curriculum as the year progresses. Elements of the Literacy and Numeracy Hour are introduced gradually over the year until the pupils are fully ready for this approach. Weekly literacy and numeracy targets are posted on the window for parents to add support at home in addition to sharing books with their children. Induction arrangements are substantial and include pre-entry visits both of the teacher to the children and the children to the school. The work for classroom assistants is planned well. No issues were raised in the previous report and the separate class for reception has been created since that time.

65 Progress in personal and social development is good. The quality of teaching is good and the teacher is very aware of the need to emphasise such skills as relating well to each other and sharing. Pupils learn to say, "excuse me" and "thank you". There are very good relationships between adults and children, who quickly learn classroom routines and what is expected of them. They work together, for example in the role play area. There is an appropriate balance between teacher-directed tasks such as exploring books or the sounds of letters, and child-initiated tasks, such as exploring the properties of sand or making models. Opportunities for co-operative play using large apparatus are limited by the lack both of space and a secure outside area. On the walk to the local churchyard and canal, pupils demonstrated very good behaviour and mature social skills. By the age of five, pupils have learned the social skills required, take part in group and class discussions and are well prepared for the demands of the National Curriculum.

- 66 Progress in language and literacy skills is good. The quality of teaching is good and the teacher uses an extensive variety of strategies to encourage progress. Pupils gain early mark-making skills in the small writing area and in the role-play area. At the time of the inspection this was a café and pupils use speaking and listening skills and role-play skills well. Pupils work with the teacher to learn to hold a pencil correctly and to form letters. This is enhanced by the provision of triangular-sided pencils to support the correct grip. Pupils take books home to share with an adult and listen to, and join in with, stories and rhymes. They are introduced to the sounds at the beginning of words and the teacher imaginatively used a finger puppet of a ladybird to introduce “l”. Most know the difference between upper and lower-case letters. Pupils are gradually introduced to the format of the Literacy Hour and by the age of five join in whole-class reading sessions based on a “big book”. At the time of the inspection a few pupils already write their name unaided and most copy from a name card. Some can read the early stages of a reading scheme and most recognise simple words and are working towards Level 1 of the National Curriculum. By the age of five, most pupils have attained the required skills to begin work on the National Curriculum and many have achieved more.
- 67 Mathematical skills develop well and progress is good. Teaching is skilled and at the time of the inspection most pupils had already achieved many of the requirements of the Desirable Learning Outcomes in mathematics. Pupils gain concepts of capacity and volume through working with sand and water. They learn number rhymes to aid counting and match plates to customers in the role-play area. All pupils count to ten and about a third of pupils count to 20. Many can add “one more than” using numbers up to ten and the rest work with numbers up to five. They learn key vocabulary such as “more”, “add”, “make”, “all together” or “one more”. Pupils learn about shape through using building blocks and construction kits. By the age of five most pupils have at least acquired the necessary skills to work on the National Curriculum.
- 68 Knowledge and understanding of the world is promoted well through role-play, working with train sets and building blocks, using the computer and through topics such as “My family”. Outside visits make a significant contribution to this aspect. The quality of teaching is good. During the inspection pupils made a very good excursion along the churchyard path and the canal. Safety procedures were excellent and pupils listened to sounds such as the church bells and the noise of leaves as their feet scuffed. They watched and fed the ducks and talked about the canal. They noticed that the door in the church was smaller than they had expected and wondered if dead flowers still had a perfume. They looked at shapes and colours. The teacher skilfully prepared for the visit with a tape of sounds for pupils to guess what they were. She enhanced vocabulary very well by able questioning and discussion. The visit made a very good contribution to pupils’ spiritual, moral, social and cultural development. Information and communication technology skills are taught systematically through whole-class introductory sessions and individual turn-taking. Pupils know about the mouse and some pupils know how to use it. During the inspection they learned how the arrow can be moved across the screen and why. By the age of five, pupils have achieved all the requirements of this aspect and progress is good.
- 69 Physical skills develop well although progress is constrained because of the lack of a secure outside play area. The quality of teaching is good and every effort is made to compensate for the lack of space. By the age of five, pupils listen and respond to instructions in physical educational lessons in the hall. They learn fine motor skills through the use of scissors, pencils, paint brushes and by fitting together pieces of construction kits, making suitable progress in increasing their dexterity by the age of Five.
- 70 Creative skills progress and develop well although opportunities are more limited than is desirable because the small wet area can only be used by only a small number of pupils and only when extra adult supervision is available. Pupils use paint and crayons and cut and stick paper and

junk materials. They make models with construction kits. They sing songs and rhymes from memory and many can copy a phrase of music with their voice. They know the names of some simple percussion instruments and many shake and tap a tambourine in rhythm. The quality of teaching in the music lesson taken by the visiting teacher was very good and a good variety of strategies was used to make the lesson fun. Pupils' achievements in this aspect are at least in line with normal expectations by the age of five.

75 **ENGLISH, MATHEMATICS AND SCIENCE**

75 **English**

71 In the National Curriculum tests for seven-year-olds at the end of Key Stage 1 in 1998 all pupils reached the expected Level 2 or higher in writing and almost all pupils achieved this in reading. In 1999 all pupils achieved Level 2 or higher in reading and most achieved this in writing. Few pupils achieved Level 3 and many pupils achieving the average level did so in the lowest range of this level. The 1998 results are average in comparison with all schools in reading and well above average in writing. In comparison with similar schools they are below the national average in reading and well above in writing. Comparisons from year to year show a fall in attainment in reading against national averages between 1996 and 1998 and results in writing are similar across the years. Small cohorts mean that there is considerable variation from year to year and care is needed in making these comparisons. Inspection findings show that attainment is average at the end of Key Stage 1. In the National Curriculum tests for 11-year-olds in 1998 four out of the six pupils achieved the average Level 4 or above. In 1999 eight pupils achieved Level 4 or above out of the ten pupils in the year group. Comparisons with national averages and with the percentage results of schools with pupils from similar backgrounds have not been made, as the numbers in the cohorts are too small to be statistically significant. Comparisons from year to year are similarly unsound although most pupils in the last four years achieved the expected levels or better. Inspection findings show that attainment in English at the end of Key Stage 2 is above average.

72 At the end of both key stages, pupils' attainment in speaking and listening is above average. By the end of Key Stage 1, the majority of pupils speak confidently and clearly and use well-formed sentences. Many pupils use a vocabulary that is above average for their age. They are willing to contribute in discussions and to share thoughts and ideas. Average and higher attainers talk about the stories they read and understand and explain word such as "herbivores" and "remote control". By the end of Key Stage 2 most pupils are skilled in evaluating and discussing text. For example three lower-attaining pupils in the Literacy Hour explored and explained the meaning of phrases such as "finely timbered" and "crested column" to establish understanding of the text. Pupils demonstrated good discussion skills in group work, listening carefully to each other and sharing ideas. In a discussion based around the theme of religious intolerance, pupils demonstrated a mature range of language skills in describing the feelings of people evicted from their homes and in analysing the difference between teasing and bullying. Following research tasks, pupils report findings to their peers in an organised and mature manner.

73 Reading standards are above average by the end of Key Stage 1. Average and higher attainers read accurately and with independence. They have a good understanding of the text and use a wide range of strategies to read new words, including phonic skills and clues from the text. They self-correct their mistakes and expression is well developed. Lower attainers have a satisfactory sight vocabulary and a good understanding of blends of sounds. In the Literacy Hour pupils read together the "big book" story "Fussy Freda" with enjoyment and showed awareness of rhyme and its use to enhance the text. By the end of Key Stage 2 attainment in reading is above average. Higher attainers tackle adult texts such as "Ann Frank's Diary" in relation to their work in

religious education and read with fluency and understanding. They explain clearly the meaning of words such as “successor” and “repulsive”. Average attainers are fluent, with a good sight vocabulary and range of strategies for tackling new words. Lower-attaining pupils are less able to cope with a complex text but read at the level expected for their age. Pupils express preferences for favourite authors such as Roald Dahl and Anne Holmes and explain why they enjoy them. All pupils use research skills well. Pupils of all abilities can abstract information successfully, using good reference skills, illustrated for example, when researching a biography of Roald Dahl, finding out about a mountain environment or researching Victorian toys.

- 74 Attainment in writing is satisfactory by the end of Key Stage 1. Limited written work was available for scrutiny in the Year 1/2 class and evidence was taken from this and the work of pupils at the beginning of the next key stage. Most pupils can write a series of sentences to make a short story or a description. They use capital letters and full stops appropriately for their age and simple words are spelled correctly. They are beginning to use an appropriate style of joined handwriting. There is little discernible difference between the work of the average and higher-attaining pupils. Lower attainers attempt a sequence of sentences with some use of full stops and capital letters. During the inspection above-average attainers described the use of a full stop, and know commas and exclamation marks. Most pupils write sentences to say what they like and dislike in food. By the end of Key Stage 2, attainment in writing is good. Evidence is taken from the work of the present pupils, both in English lessons and in other subjects, and that of the previous cohort. At the time of the inspection, most pupils are already achieving the expected levels for their age. Pupils use writing skills well in extended writing in other subjects. For example, the descriptions of the visit to the Victorian museum are well organised, interesting and use a good range of descriptive vocabulary. All pupils draft and redraft their work and make sensible notes when researching topics. Scrutiny of previous work reveals capability in a wide range of types of writing, including the writing of plays, stories and newspaper articles. A significant number of pupils organise their work into paragraphs and use inverted commas, exclamation marks and other punctuation correctly. Work is usually well presented, with fluent, legible handwriting.
- 75 Progress at Key Stage 1 is unsatisfactory. Progress at Key Stage 2 is good. The school analyses its performance well and sets targets based on the knowledge about different year groups gained from baseline profiles and records at the beginning and end of the reception year, from the results of optional standard assessment tests and from other school procedures. These show that pupils at Key Stage 2 achieved the results expected in relation to their prior attainment and make good progress. At Key Stage 1, although most pupils achieve the average level for their age, the school realises that results should have been higher and pupils make only satisfactory progress. In the light of inspection findings and the attainment and good progress of pupils in the reception class, this judgement is confirmed.
- 76 Progress at Key Stage 1 is constrained by all pupils in both year groups tackling the same tasks. Much work is centred on the completion of worksheets requiring the filling-in of letters or words. Too few opportunities are provided for pupils to write for themselves. This issue was also raised in the last inspection report. Writing in other subjects often consists of copying, for example in the work on harvest festival. Progress in reading is inhibited by pupils reading books at a much lower level than that of which they are capable and the requirement to read all the books at one level before moving on to the next. The volume of work this term is unsatisfactory and often only the older or higher-attaining pupils have completed it. Progress of pupils with special educational needs and pupils with very high prior attainment is unsatisfactory. Their needs are not identified in planning and the work does not challenge or interest them. Progress in the lessons seen during the inspection was constrained by the temporary teacher having no prior knowledge of the pupils and their levels of attainment. Planning and record keeping for this year was incomplete.

- 77 Progress at Key Stage 2 is good. In the Year 3/4 class, pupils showed a good understanding of the contents page and index of a book. In the lesson seen, all pupils made good progress in the understanding and learning of suffixes. Pupils build on this knowledge and demonstrate an increasing vocabulary as they move through the key stage. They learn the technical vocabulary in other subjects well. As pupils reach the older class, they use research skills in increasingly independent way and build well on previous knowledge, skills and understanding.
- 78 Pupils' use of literacy skills in other subjects is unsatisfactory at Key Stage 1 where too few opportunities are provided. At Key Stage 2 pupils use skills well in history, geography, science and religious education. Information and communication technology is well integrated with English at Key Stage 2. Pupils use a simulation program to find out facts about Victorian life as part of their research task and word processing skills are used well in the production of a newspaper.
- 79 Pupils' response to lessons is unsatisfactory at Key Stage 1 where many pupils demonstrated unsatisfactory behaviour and did not concentrate. This is because the task was unclear and the work not matched to prior attainment. At Key Stage 2, pupils' response to lessons is good. They behave well and show interest in the work. They demonstrate the ability to work independently on research tasks and work well together in groups or pairs when required. Presentation of work is good.
- 80 The quality of teaching is unsatisfactory at Key Stage 1. In the one lesson seen the work was not matched to the prior attainment of the pupils and the temporary teacher had not received training in the format of the Literacy Hour. Work in books mainly consists of worksheets and a few writing tasks that were the same for all pupils in both year groups. Reading-scheme books are not well matched to pupils' reading levels and many pupils are insufficiently challenged or the work is too difficult and consequently not completed. Records of pupils' attainment are not kept and reading records list only books read. The quality of teaching at Key Stage 2 is good. Two lessons were good and one was very good. Teachers have a good understanding of the National Literacy Strategy and the Literacy Hour is used skilfully to complement work in other subjects. For example, in the upper class, a variety of research tasks was based around the current history topic and guided reading tasks enhanced this. Teachers use questions effectively to draw out skills and to assess what pupils understand in order to plan future work. Plenary sessions are used well to revise and reinforce work. Classroom management is firm but friendly and suitable tasks are set for pupils with differing prior attainment. Marking is conscientious and often includes helpful comment to enable pupils to improve. Homework is regular and includes both reading and writing tasks and this makes a good contribution to attainment and progress.
- 81 Co-ordination is not effective in ensuring a continuity of approach and progress between key stages and there is no scheme of work. The co-ordinator was absent at the time of the inspection and no co-ordinator's file was available. The headteacher collects and analyses data well to ascertain progress and to set end-of-key-stage targets for each year group. Day-to-day assessment at Key Stage 1 is insufficient to ensure satisfactory progress of pupils with different prior attainment and whole-school reading records do not identify pupils' individual strengths and weaknesses. The newly relocated library is well stocked with a good range of good-quality books, both fiction and non-fiction. It has a simple classification system and pupils in Key Stage 2 know how to use this well. There is no separate collection of non-fiction books for Key Stage 1 pupils and this restricts choice for pupils who like to read such texts. Resources for the Literacy Hour are good.

- 82 In the 1998 National Curriculum assessments at the end of Key Stage 1 all pupils attained the nationally expected level - well above average results when compared with the national data. The proportion attaining higher levels was below the national average. When compared with similar schools, results are above average. In 1999 there was a considerable drop in standards in Key Stage 1 in that not all pupils achieved the national expectation and none achieved higher levels. Inspection findings confirm that standards are broadly in line with national averages at Key Stage 1 although a significant number of pupils start this key stage with above-average standards in mathematics. In the assessments at the end of Key Stage 2 in 1998 and 9 only a small number of pupils were in the year group. This makes comparisons with national data unreliable. Similarly, no comparison can be made between test results over the period 1996 to 1999, although it is clear that pupils do well. In 1998 five pupils out of six reached Level 4 or higher and in 1999 eight pupils out of ten achieved this. By the end of Key Stage 2 standards are above average, with a high proportion of pupils in a small cohort achieving standards above national expectations. Standards at the end of Key Stage 1 are lower than those reported in the previous inspection and progress in this key stage, since that inspection has been unsatisfactory. By the end of Key Stage 2 standards are, at least, equivalent to those noted in the last inspection.
- 83 Pupils near the end of Key Stage 1 are beginning to understand place value of tens and units. Those with low attainment add to 20 and name simple shapes. Some continue to reverse figures when they write them down. Those with average and high attainment add together pairs of numbers up to 100 formally and have a good vocabulary of shape. Pupils who are currently working towards the end of Key Stage 1 have secure mental arithmetic skills. They add quickly to ten and have strategies to add to 20. They are beginning to understand how tables are formed from repeated addition. Those who have recently left Key Stage 1, have weak mental skills and often use fingers to count to ten.
- 84 All pupils near the end of Key Stage 2 have a broad and secure foundation in number, algebra, shape, space and measure and data handling. Reasoning skills are very good. On occasions they forget number facts such as their multiplication tables but, generally, mental arithmetic skills are of a high standard. Pupils have a good mathematical vocabulary but seldom use their writing skills in mathematics. When given the opportunity to experiment or solve problems for themselves, they are not systematic in their approach and recording skills are not well developed. Presentation of work is not matched to the otherwise high standards of pupils, owing to the fact that many tasks require answers only.
- 85 A suitable emphasis is placed on numeracy. Mathematical skills are used appropriately in other subjects. For example younger pupils at Key Stage 2 tabulate data and read two-way tables, and older pupils present results of experiments as a graph in science.
- 86 Progress over time in Key Stage 1 is unsatisfactory in all aspects of the subject, particularly for those with special educational needs or generally high attainment. This is because tasks are not provided to match the needs of pupils with different levels of prior attainment. The detailed information on the attainments of pupils entering Key Stage 1 from the reception class is not used to inform planning for individual need. Progress is also limited by the lack of detailed planning which clearly identifies what pupils are expected to know, understand and do by the end of the lesson. Progress for all pupils in Key Stage 2 is good overall in number, shape and space. It is very good in aspects of data analysis, linked to information and communication technology. This is owing to the good subject knowledge of the teacher. Progress is accelerated towards the end of the key stage, particularly in mental arithmetic. Progress is satisfactory in using and applying mathematics and in problem solving.
- 87 Pupils have good attitudes to their work. They participate in whole-class activities

enthusiastically and are keen to answer questions. Pupils seldom laugh at each other when a wrong answer is given. They work well on independent or group activities. In Key Stage 2 pupils work independently without fuss when the teacher is working with another group. However, in both key stages, concentration tends to drift towards the end of the lesson.

88 The quality of teaching is good overall. Three-fifths of lessons are good and two-fifths are satisfactory. Teaching in the lessons observed in Key Stage 1 during the inspection is good owing to the subject expertise and enthusiasm of the supply teacher. However, provision overall is unsatisfactory. In about half the lessons seen teaching is good in Key Stage 2. In addition, the quality of teaching of information and communication technology skills and mathematical skills together is very good and has a considerable impact on attainment. In all lessons teachers are well prepared. Introductory whole-class mental arithmetic activities are lively. Good use is made of questions targeted at pupils with different levels of prior attainment. Main activities are clearly explained. In the best lessons, teachers give good-quality support for small groups of pupils. For example, in a lesson in the Year 5 and 6 class, the teacher reinforced the value of simple fractions and the equivalence of fractions when looking at the probability scale with one group of pupils. Meanwhile, other pupils worked independently on suitable practical tasks. In all lessons, overall objectives are clear, either in medium-term or daily planning. However, it is not clear what pupils with different levels of attainment in each class should know, understand and be able to do at the end of each lesson. Where teaching is least effective, there is a lack of balance between exposition and pupil activity; tasks are not sufficiently matched to pupils' levels of prior attainment; the plenary is not given sufficient emphasis; and there are low expectations of what pupils can complete in the time. Marking is supportive and diagnostic. Where it is possible to make a judgement, teachers know their pupils well and their particular weaknesses. Homework makes a good contribution to pupils' progress in Key Stage 2.

89 The co-ordination of the subject is good. A concise action plan indicates an awareness of improvements that can be made. A good start has been made to implement the National Numeracy Strategy and all teachers have had appropriate training. Procedures for assessing and recording attainment and monitoring provision and standards are good and used well to identify weaknesses in curriculum provision. There are sufficient, good-quality resources to support good progress and these are used well in most lessons.

94

94 **Science**

90 Attainment at Key Stage 1 in 1998, measured by teacher assessments, indicated the number of pupils reaching Level 2 and above as very high, and the number reaching Level 3 and above as very low, in comparison with similar schools. Test data for 1999 indicates a similar picture. In the National Curriculum tests at the end of Key Stage 2 in 1998 four pupils out of six attained the nationally expected level of Level 4 or better. In 1999 eight pupils out of ten achieved this level, two of whom achieved the higher level. Because of the small number of pupils taking the tests, comparisons with national averages and averages for schools with similar pupils have not been given as this would not be statistically reliable. Inspection evidence indicates that attainment at both stages is close to the national average.

91 By the end of Key Stage 1, pupils are beginning to develop an understanding of what is meant by science. They collect, record and analyse data, shown for example, when a Year 2 group weighed and measured each other, noting characteristics like hair and eye colour. They put this information on a graph and communicate the findings of who was the tallest or the heaviest and the proportion of pupils in different categories. All pupils have a clear knowledge of the names of the major parts of the body and talk with confidence about the work of major organs. They have a good understanding of how the iris and pupil in the eye work, having made careful observations

of the effect of covering and exposing it to light. They know of the sense of smell and of hearing and have tested and recorded guesses about different smells. Some pupils investigated different environments in the locality and discovered the various habitats of insects. A group who had observed the development from caterpillars vividly recalled the life cycle of a butterfly. Whilst several pupils could recall looking at light bulbs, they were less familiar with circuits and what was needed to make them work.

- 92 By the end of Key Stage 2, pupils' knowledge base and their skills of analysing and deducing are well developed. They conduct practical work, but are less skilled in devising experiments for themselves, choosing appropriate equipment and using more sophisticated measuring equipment. Experiments are generally carefully managed by the teacher or are followed from photocopied sheets that exercise some investigational skills but do not encourage pupils to analyse problems, formulate questions and devise solutions. Subject knowledge is generally secure and pupils talk with confidence about gases, liquids and solids and the change from one state to another. A Year 6 sample group suggested a number of ingenious ways by which a lighthouse light could be made to flash. Pupils have a good knowledge of science in everyday life and are aware of refrigerator doors held closed by magnets, for example. Safety aspects in experiments and in the home are well known and pupils know why the correct fuse is important and why there are cord-activated switches in bathrooms. They are aware of the need for fair testing and know how important it is to control variables in experiments. Graphs and tables are used effectively to display findings and literacy skills are used effectively. There is insufficient use of information and communication technology, both to obtain information and for data handling, and this continues to be an issue from the previous inspection.
- 93 Pupils start Key Stage 1 with a useful understanding of the world around them and are familiar with investigating by observation and making simple recordings of what they have seen. In this key stage, progress is satisfactory and pupils make good gains in knowledge and understanding of themselves. They learn to organise their observations in tables and develop more accurate ways of illustrating and labelling their work. Occasionally progress in lessons is reduced by the fussy behaviour of some pupils. At Key Stage 2 this progress is maintained and is consistent across the key stage. Pupils develop a greater capacity to manipulate and question information and this is particularly so in Years 5 and 6. Less progress is made in developing more sophisticated measuring and quantification. Higher-attaining pupils make good progress in using scientific knowledge to hypothesise, predict and find solutions when they are given the opportunity. Lower attainers make generally satisfactory progress as a result of careful support from teachers and occasionally as a result of differentiated tasks. Pupils with special educational needs make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.
- 94 Pupils enjoy science and find it interesting and sometimes fascinating. They enjoy practical work. For instance, a group at Key Stage 1 explored the sense of smell by sampling hidden substances. They work well together, particularly at Key Stage 2, sharing and clarifying thoughts, as demonstrated when a group of 11-year-olds recalled their experiences in the subject. The most memorable lessons for them were those in which they had been able to work in group investigations.
- 95 The quality of teaching is satisfactory at Key Stage 1 and good at Key Stage 2 in the limited sample of lessons observed. The content of lessons is generally interesting. Teachers test knowledge and understanding regularly and the resulting information is sometimes used to adjust the planning of future lessons. Marking is conscientious and comments in books are helpful and constructive and pupils understand and value them. Where publishers tests are employed they are not always of a standard that matches the quality of the teaching and they confuse pupils with ambiguities. There is an appropriate emphasis on practical work at both key stages. At Key Stage 2 there is insufficient freedom to allow higher-attaining pupils to develop their own

questions, plan investigations, choose equipment and evaluate and adjust their experiments. This provides insufficient challenge and opportunity to reach their full potential. Teachers are skilled at using question-and-answer sessions to establish levels of attainment and to help pupils to clarify their thinking. Work in the classroom is frequently related to everyday applications. For example, the Year 3/4 class studied the fire retardant properties of materials and linked this to safety considerations. Knowledge and understanding of the subject is generally good and teachers emphasise the importance of scientific principles such as fair testing in all investigative work. Teachers know their pupils well and offer strong and effective support for groups as they work.

- 96 The subject is well co-ordinated, and strengthened by the addition of a new co-ordinator representing Key Stage 1. The resources are adequate and the development of a science trolley has improved access for all staff and made the maintenance and control more efficient for the co-ordinator. The quality of monitoring of the subject is developing well as a result of the allocation of non-contact time. Pupils' work is monitored regularly and there is a growing appreciation of standards across the school. There are clear development plans for the subject. The school makes well-planned use of opportunities outside school and pupils' learning has been enriched by visits to Eureka and to the Manchester science museum.

101 **OTHER SUBJECTS OR COURSES**

101 **Information and communication technology**

- 97 Standards of attainment by the end of Key Stage 1 are broadly in line with national expectations but there are some weaknesses. Standards of attainment by the end of Key Stage 2 are well above national expectations. By the end of Key Stage 1 all pupils use a mouse with confidence. They access programs from the hard disk using icons and menus. They have good keyboard skills. They use lower and upper case letters and simple punctuation correctly and edit their work efficiently. Almost all pupils know how to use a database to research information. They understand simple safety procedures and close down a system correctly. They control a programmable toy. By the end of Key Stage 2 all pupils use a computer and a range of information and communication technology equipment with confidence. They start up and close down systems correctly. They have well-developed word processing skills. Pupils position text and pictures on pages to suit the article they are preparing. They refine and present information and styles to suit both purpose and audience. They use borders and colours to accentuate different features and highlight, drag, and reposition text. They take photographs using a digital camera, transfer data to the computer, and use it in their work, with support from a teacher. They have a good understanding of the place of computers in society and some of the issues associated with the retention of personal data. Pupils understand that the computer is a powerful tool for data analysis and that results of analyses are dependent on the quality of data stored. They use spreadsheets to find sums and averages. They prepare different types of graphs although do not yet fully understand which graph is the best choice. They use the photocopier and respond to telephone calls well. They research information using a database and know how to rephrase questions to get the answers they need. They control robots and are beginning to understand how computers can be used to control other devices.
- 98 Taken across both key stages, progress is good. In Key Stage 1 it is satisfactory in word processing and computer management, but unsatisfactory otherwise. In Key Stage 2 it is good in word processing and data handling and satisfactory in control and modelling. In class computer lessons, it is very good. In the lessons seen, the high level of subject knowledge of the teachers and the quality of resources available significantly affected the progress of all pupils, including those with special educational needs. However, information and communication technology is not used sufficiently to help pupils with special educational needs reach specific learning targets in

other subjects.

- 99 In both key stages pupils have very good attitudes to lessons. They work hard and persevere at their tasks. The behaviour of pupils using the computer suite and stand-alone machines is very good. Pupils act responsibly, take turns, and treat equipment with care. Older pupils are trusted to use the equipment in their free time with minimum supervision and follow safety procedures and they respond well. This makes a positive contribution to their moral and social development.
- 100 The quality of teaching is good overall. Although it was good in the one lesson observed at Key Stage 1, it is generally unsatisfactory in this key stage owing to the total lack of planning to ensure pupils have the full range of experiences to which they are entitled. Teaching is very good at Key Stage 2, with half the lessons seen excellent. In the few lessons seen tasks were appropriate to the needs of the pupils. Good use was made of time and resources. During the inspection a temporary teacher assessed pupils' knowledge and understanding well to inform further lessons. In a Key Stage 2 lesson the sequence of activities was very well planned to include a demonstration that reinforced the effect of the computer on our lives. The teacher had a high expectation of pupils' behaviour, participation and skills they should develop. The lesson was used well to support mathematics. There are no procedures for assessment or recording attainment, although in Key Stage 2 teachers know the pupils well and respond to their needs.
- 101 Provision and standards are suitably monitored and this has had a significant impact on provision in Key Stage 1 by ensuring that pupils have some experience in all the required elements of the National Curriculum. Planning is not sufficiently developed to ensure that the best use is made of the very good resources available to support all subjects. Information and communication technology is used well to support the development of literacy and numeracy skills. The school has made very good progress since the last inspection in the provision of good-quality equipment and software. This is having a significant impact on standards at Key Stage 2.

106 **Religious education**

- 102 Attainment in relation to the requirements of the Local Education Authority Agreed Syllabus is unsatisfactory at Key Stage 1 and satisfactory at Key Stage 2. No lessons were seen during the inspection at Key Stage 1. No records of work covered were available and the teacher was absent. Evidence was taken from a scrutiny of pupils' work revealing some limited work on friends and Harvest Festival. Discussion with pupils who had just left Key Stage 1 demonstrated some knowledge of stories from the Bible and major Christian festivals. Pupils at this stage have no knowledge or understanding of faiths other than Christianity and this is insufficient to meet the requirements of the Local Education Authority Agreed Syllabus. By the end of Key Stage 2, pupils have a satisfactory knowledge of stories from the Old and New Testaments and know the difference between them. They know the difference between parables and miracle stories. During the inspection pupils displayed satisfactory knowledge and understanding of Judaism and know some of the stories from the Old Testament that relate to the history and culture of the Jews. They relate their knowledge well to an understanding of the persecution of Jews during World War Two by studying the story of Ann Frank. This was followed by discussion about the position of other persecuted groups and events such as ethnic cleansing. In this, pupils demonstrated a satisfactory understanding of the need for tolerance and respect for the beliefs of others. Pupils have some limited recall of knowledge of other faiths but this retention is unsatisfactory and knowledge is confused.
- 103 Progress at Key Stage 1 is unsatisfactory and limited by all pupils in both year groups undertaking the same tasks. The work in books is copied from the blackboard. Pupils make insufficient progress in knowledge and understanding of faiths other than Christianity, as

discussion with staff reveals that pupils cover a small topic on Hinduism only once during a two-year rolling programme of work. Progress at Key Stage 2 is satisfactory for all groups of pupils. Pupils in the younger class satisfactorily learned the stories of “Jesus calls His Disciples” and “The Centurion’s Servant” during the lesson observed and can make limited commentary on which story they liked better. Pupils in the class for older pupils use speaking and listening skills well in discussions on what it might feel like to be evicted from their home because of their religious faith, and literacy skills are used well in writing and research.

- 104 Behaviour in lessons is good. Older pupils demonstrate the ability to relate to the feelings of others and show an interest in learning about the faith of others and how it affects people’s lives today. The work on religious intolerance led to good discussion about bullying and pupils talked maturely about the difference between this and teasing. They speak with affection about visits to the nearby church. The subject makes a good contribution to pupils’ spiritual, moral, social and cultural development but there are weaknesses in its support for learning to live in a culturally diverse society.
- 105 No lessons were seen at Key Stage 1 and planning was limited to a few lines. At Key Stage 2 teaching is satisfactory overall. Half the lessons observed were good and half were satisfactory but systematic planning over the key stage is minimal and insufficient to ensure coverage of the Locally Agreed Syllabus in ways that enable pupils to build confidently on previous knowledge and understanding and to make good progress in this. Good teaching was demonstrated in the lesson that skilfully linked the knowledge and understanding of the Jewish faith with life for Jews today and in the past. It enabled pupils to think for themselves about the role that faith might play in their own lives and those of others. The teacher demonstrated a good knowledge of the subject and a good variety of teaching strategies was used to engage pupils’ attention and to encourage reflection. Teaching is less successful when stories are read to pupils and there is little time for discussion or to complete tasks beyond simple recording of the story.
- 106 Co-ordination of the subject is poor. The present subject policy is confused with the policy and content for the daily act of collective worship and no clear distinction is made. Teachers have differing understanding of how to implement the Local Education Authority Agreed Syllabus and planning documentation is insufficient to ensure that pupils systematically build on previous work with a greater depth of skills, knowledge and understanding. Monitoring of teaching and learning does not take place and pupils’ progress is not assessed. The school has recognised these deficiencies in its development planning. Recently, advice and support has been obtained and the school is in the early stages of a timely review and audit. Following this, resources are now satisfactory. There is a satisfactory range of books for pupils and a good number of supportive books for teachers although these are not distinguished from those to support collective worship. There is a satisfactory range of artefacts to ensure knowledge and understanding of Islam and Judaism. There are no outside visits or visitors to further knowledge and understanding, apart from the school’s close links with the local church.

111 **Art**

- 107 Very little evidence was available during the week of the inspection for Key Stage 1. No work was displayed and the planning file was not complete. Evidence from the art co-ordinator indicates that work using paint and involving colour mixing takes place but pupils do not explore the work of artists. Photographic evidence shows a satisfactory standard of collage work and paintings of day and night. Pupils use crayons to colour pictures and to draw pictures to illustrate their work. In view of the lack of further evidence, progress at this stage is judged to be unsatisfactory. In Key Stage 2 progress is satisfactory. By the end of the key stage, pupils use a range of media including various types of paint, clay, pastels, and print onto fabric. They gain a

knowledge and understanding of the work of famous artists and visit exhibitions such as that on David Hockney's work and paint and crayon in this style. They learn about illustrating books from a visiting illustrator. Art work is undertaken in connection with visits such as that to Bolton Abbey. Art in other cultures is studied and fabric printing took place following study of African patterns as part of a topic on Kenya. Roman mosaics and Egyptian art enhanced the work in history. The pictures of Egyptian fruits, created in a mixture of pastel, oil pastel and colour sticks, showed a good awareness of texture, light and shade.

- 108 Only one lesson was observed during the inspection and, in this, pupils were generally well behaved, although little progress was made owing to the unsuitability of the task. No evidence was available to judge the use of literacy and numeracy skills in art. Art and information and communication skills are used well together in Key Stage 2 when pupils use colour and design skills to create newspapers and scan and drop-in pictures and photographs. Art at Key Stage 2 makes a good contribution to pupils' cultural development.
- 109 Insufficient evidence was available to make a judgement on the quality of teaching. Only one lesson was observed and this was at Key Stage 1 where the class teacher was absent for the inspection. This lesson was unsatisfactory as the task was at too low a level for pupils, mainly because the temporary teacher had no assessment information on which to base her lesson.
- 110 Co-ordination of the subject is satisfactory. The co-ordinator has appropriate skills and knowledge and attends in-service training when possible. The scheme of work is sufficient to ensure a progression of skills as pupils move through the school but insufficient in its support for teachers in understanding the depth and breadth of knowledge, skills and understanding required in each year group. Monitoring takes place by checking individual class planning and the school is developing a central record of progress. Resources are satisfactory for the needs of the curriculum.

115 **Design and technology**

- 111 There was insufficient evidence of design and technology to make a judgement on progress. Judgements made are based on interactions with pupils, a scrutiny of planning and the one lesson seen.
- 112 In Key Stage 1 there was no evidence of design or making in pupils' work provided for scrutiny and no planning to indicate what had been covered or was to be covered. In interactions with pupils they indicated that they "do lots of sewing" and sometimes play with Lego. They have made pizzas and know some of the ingredients.
- 113 In Key Stage 2 planning is linked to the latest national guidance. Pupils near the end of Key Stage 2 can talk clearly about, and have made, a number of Victorian toys such as the zoetrope and thaumatrope. They know what materials were used for Victorian toys and how they were constructed. They make reproduction toys using a range of materials, although their joining and finishing skills are weak. Measuring skills are used satisfactorily, when appropriate. Pupils make models that require an electric light or a motor. They have a clear understanding of safety with tools and food hygiene. They understand the importance of evaluation but there was no written evidence of these skills being used. They do not understand the need for detailed designs and for trialling and testing different designs to meet a design brief. There was no evidence of the development of writing skills through design and evaluation although pupils talk confidently about their work.

114 Only one lesson was seen, which unavoidably had to be changed at a late stage. In this the quality of teaching was satisfactory. Pupils made some progress and enjoyed the activities but tasks lacked real challenge. Activities were suitably linked to their work in history and religious education. There are no assessment procedures. The subject is insufficiently co-ordinated. The national guidelines have not been modified into a scheme of work suitable to use with classes with mixed-age groups in order to ensure a progression in skills, knowledge and understanding from one year to the next. There are few tools to support learning. These are not efficiently organised. Other resources, including some control technology equipment, are satisfactory.

119 **Geography**

115 Only one geography lesson was observed at Key Stage 1 and two at Key Stage 2. Evidence is based on discussions with pupils and teachers and from planning documents. Standards in geography are broadly typical for age of pupils at both stages though there are some weaknesses at both stages and some strengths at Key Stage 2. These findings are similar to those of the previous inspection. By the end of Key Stage 1 pupils know the map of the British Isles and can locate the approximate position of Kildwick. Higher-attaining pupils can name the countries of the United Kingdom, though a substantial number has copied them on a map but is still unsure about their location or of the distinction between cities and countries. Previous Year 2 pupils know the human and physical features of the area round the school well. They talk confidently about the cities near by and its function in the past and present. Pupils research information from atlases and textbooks and record the findings in drawings and brief accounts. By the end of Key Stage 2, pupils have developed a good subject vocabulary and understand concepts such as mountain building. Higher attainers have a good understanding of the interrelationship of features such as the effect of altitude on temperature, flora and fauna. Research skills are well developed, but mapping skills are less secure. Lower-attaining pupils have a satisfactory knowledge of places.

116 All pupils, including those with special educational needs, make satisfactory progress overall in the two key stages, but progress in some aspects of the subject, such as the development of mapping skills, is less well developed, particularly at Key Stage 1.

117 Most pupils enjoy the subject, particularly when they research information for themselves. At Key Stage 1 some pupils show real enthusiasm. For example, a Year 2 pupil persuaded his father to take the school's "Barnaby Bear" on his lorry to Sweden and was able to use photographs to illustrate his oral report to the class. Generally, pupils take a pride in their work and co-operate very well. For example, Year 5 and 6 pupils demonstrated this when they rapidly researched a topic from books, organised how they would report back and presented their findings, all in one lesson.

118 Teaching is satisfactory at Key Stage 1, with half the lessons being satisfactory and half unsatisfactory, and good at Key Stage 2. In the most successful lessons there were clear geographical objectives that matched the ability of the pupils and the content was well adjusted to the time available. In the unsatisfactory lesson, the focus was less clear for pupils and tasks were not well chosen to match available resources. A strength of the teaching at Key Stage 2 is the encouragement of geographical vocabulary, although this is a weakness at Key Stage 1, where, for example, terms such as "below" are used in place of south. Planning is generally satisfactory but there is insufficient attention to the systematic development of mapping skills across both key stages and pupils lack understanding of features such as "scale", "keys", "symbols" and "direction". Research, recording and communication skills are developed well and are a strength of the teaching at both stages. Numeracy skills are used effectively, for example, to produce climate graphs.

- 119 Co-ordination of the subject is satisfactory considering the limited time available. The co-ordinator works part-time and therefore has little opportunity to consult with colleagues. Resources are adequate and good use is made of two outdoor centres at Grange-over-Sands and, in particular, Kettlewell to enhance the curriculum for pupils in Years 5 and 6. Throughout the school there is a good emphasis on topical news, with displays of current events located on world and British Isles maps. This contributes to attainment and progress and to pupils' cultural development by making the subject relevant and interesting.

History

- 120 During the inspection no history was observed in Key Stage 1 and, because of the stage in the academic year, there was no evidence in workbooks. Standards and progress at both key stages were established by looking at documentation and by talking to teachers and pupils. Standards in history are typical of the age of pupils at both key stages, with some good features. At Key Stage 1 pupils develop an understanding of the passage of time and the distinction between "then" and "now". They know about famous events in history such as the Fire of London and are aware of why the fire was quickly out of control. Higher-attaining pupils recognise both good and bad aspects of the Fire and talk of the cleansing effect. Pupils contrast the houses of the period with their own homes. They also know of famous people of the past such as Guy Fawkes and recall some of the significant facts about the event, although this recall is sketchy. Some pupils have a good knowledge of the history of the local area and can talk of the canal and of windmills and blacksmiths. In Key Stage 2 pupils develop a good vocabulary of the passage of time and can talk of "decades", "centuries" and "millennia", but not of BC and AD. Pupils have a poor sense of chronology and little concept of how periods fit together and relate to the present. Pupils in Years 3 and 4 are developing a detailed knowledge of the Egyptian civilisation and its achievements. They know of the importance of the Nile and have reproduced artefacts in the Egyptian style. They use information and communication technology to provide information, although it is less often used to produce reports.
- 121 Pupils make satisfactory progress across both key stages and by Years 5 and 6 use literacy skills well to take notes from textbooks, organise findings and communicate them effectively. They can write more extensively towards the end of the stage and have an ability to link causes and effects more clearly. Pupils with special educational needs make satisfactory progress at Key Stage 1 and good progress at Key Stage 2.
- 122 Pupils enjoy history because they can feel sympathy with the people of the past. They demonstrate enthusiasm, shown, for example, by a group of Year 5 pupils round a computer at break-time questioning a Victorian boy about his life. They like handling artefacts and visiting historic places. They work well together in groups, pursuing tasks conscientiously. Standards of presentation are above average and pupils take a pride in their work.
- 123 The quality of teaching in the lessons observed at Key Stage 2 was good. It was very good in half the lessons observed. Teachers have strong subject knowledge and make lessons interesting by organising appropriate and varied resources and experiences to motivate pupils. For example, the Year 3/4 group visited the Imax cinema as an introduction to studying the Ancient Egyptians. Back in the classroom the teacher surrounded them with artefacts and illustrations to sustain the interest. The Year 5/6 group visited a museum at Bradford, which included a Victorian schoolroom. Pupils formed a clear impression of life of the time. These efforts to make the subject alive are a strength of the teaching. Cross-curricular skills are carefully woven into lessons and this was demonstrated well when the Year 5/6 group developed literacy skills in finding out about the Victorians from a range of resources, and then used good speaking and

listening skills in reporting back to their peers. All teachers use question-and-answer sessions well to help pupils clarify their ideas. Groups are well supported as they work and teachers have high expectations of the standards to be achieved. Teachers know their pupils well and, although working on the same tasks as others, pupils with special educational needs make good progress as a result of support. Teacher assessment is generally light, although marking of work is conscientious and comments are helpful.

124 The subject is well co-ordinated. There is a helpful policy document that clearly states the aims of teaching the subject. The reduction in time available to the subject has resulted in the scheme being rewritten to incorporate the recent national recommendations and this makes the monitoring of the work of classes easier. Resources are good as a result of substantial purchases and this is an improvement from the last inspection. Most rooms have attractive displays of high quality, which interest and inform pupils, and help to make the subject important.

129 **Music**

125 Progress in music, for all pupils, including those with special educational needs, is very good and this is because of the high quality of teaching of all classes by a music specialist. By the end of Key Stage 1, pupils sing tunefully and maintain a good rhythm. They match the volume of their voices to the words of the music or poems, which they learn well. They are beginning to understand how different effects, such as whispering, can reflect actions, such as the creep of the tiger. They recognise the pulse of music and beat time or play sustained rhythmic patterns to accompany music. They perform in front of others with confidence and take the lead role in songs that require a solo voice and a response. They know the names of many musical instruments and how they are played.

126 By the end of Key Stage 2, pupils have very good voice control. Pitch, rhythm, diction, dynamics and phrasing are very good. Pupils use sustained notes for effect. They hold two-part harmony well and accompany singing with a range of instruments. About one-third of pupils in Key Stage 2 play a tuned instrument. Additional instrumental lessons, given by specialists in string, woodwind, keyboard, brass, and voice, are available in school. Together with extra-curricular recorder tuition, these make a considerable contribution to pupils' progress. Many opportunities are provided for pupils to play together and perform in class, before the whole school, in church services and in concerts for parents and visitors. The school orchestra not only contains those who are receiving specialist tuition, but also pupils who are keen to participate and play percussion instruments. During the period of inspection there was no specific evidence of composition, but pupils understand how to combine sounds to produce an effect.

127 In both key stages listening skills for all groups of pupils are considerably enhanced through music. Pupils listen well to their teacher and imitate sounds and effects extremely well. They are taught to appreciate music, including that from different cultures. Music makes a considerable contribution to pupils' spiritual, social and cultural development. Attitudes in lessons are very good and behaviour is mostly very good. Pupils participate enthusiastically and really enjoy singing and playing together. On occasions, their enthusiasm leads to mild misbehaviour, although they are not disruptive.

128 The quality of teaching is very good. Three-quarters of music lessons are very good and a quarter good. This is owing to the subject expertise of the specialist teacher and a good understanding of the types of music and activities that are suitable for pupils of different ages. The teacher uses voice and different instruments to demonstrate effects well. All pupils, including those with special educational needs, are fully involved in activities, and the teacher develops the independence and confidence of pupils. Although there are no assessment and

recording procedures, ongoing assessment is good. The teacher responds quickly to areas of weakness.

- 129 Although one teacher teaches all classes, there is no overall co-ordination of music by a permanent member of staff, or planning to ensure a broad range of experiences are provided. The quality and accessibility of resources make a good contribution to standards attained. The restricted accommodation limits activities that can be undertaken by older pupils. The development of pupils' confidence and ability to perform in front of others, and the quality of their music making is a strength of the school.

134 **Physical education**

- 130 It was not possible to see the full range of physical education activities during the inspection. Attainment in physical education is in line with that normally expected at both key stages, reflecting the findings of the previous inspection. In Key Stage 1 pupils know how to work safely, listening carefully and responding promptly to instructions. They have a good sense of space and are able to move rapidly without collisions in the restricted area of the small hall. In dance they respond to music with appropriate movements, devising ways of travelling, turning and jumping in response to directions. At Key Stage 2 pupils recognise the effects of vigorous exercise on their bodies. Pupils in Years 5 and 6 devise sophisticated sequences in gymnastics. They observe each other carefully and refine movements. By the end of Key Stage 2, it is unusual for any pupils to be unable to swim 25 metres but not all pupils have opportunity to experience other aspects of the swimming programme. Many pupils are involved in extra-curricular football, netball, rounders and cricket. Pupils in Years 5 and 6 undertake outdoor and adventurous activities at a residential centre.

- 131 Pupils make satisfactory progress over both key stages, including those pupils with special educational needs. They start Key Stage 1 with experience of physical education and a thorough understanding of routines. They develop increasing awareness of space and move with increasing precision. In Key Stage 2, pupils develop the skill of evaluating each other's performance and take a greater part in team games. In gymnastics they work more independently and use their own creativity to devise sequences.

- 132 All pupils enjoy the subject. Classes dress rapidly and move efficiently to the hall. Pupils respond promptly to instructions and work enthusiastically to improve performance. At Key Stage 2 they co-operate well in groups, observing each other and offering helpful suggestions for improvement, which are followed conscientiously.

- 133 The quality of teaching in the lessons observed was satisfactory at Key Stage 1 and good at Key Stage 2. Half the lessons at Key Stage 2 were very good. All teachers emphasise health and safety considerations that are especially important in the limited space available. Almost all teachers dress appropriately for lessons, offering good role models for the pupils. Subject knowledge is generally strong and teachers are enthusiastic. Lessons are well planned and run at a brisk pace. Teachers monitor the work of the whole class well, selecting pupils to demonstrate successful attainment, and quickly supporting those needing help. In the best lessons the teacher was able to analyse movements and give clear coaching points, for example, to help pupils balance whilst they exercised their feet. Assessment of activities is strong and occasionally formal as with a Year 5 and 6 class where groups had their gymnastic sequences judged using clear criteria.

- 134 The subject is well co-ordinated by a teacher with very limited time available to the school. She

has produced a skills-based scheme of work that offers good guidance to staff. The current arrangements for swimming are unsatisfactory because only those who cannot swim are taken to the baths and development and water-safety training for those who can swim does not take place. The school is aware of this deficiency and is planning to change it in the near future. The school makes good use of outside help, such as rugby training with Keighley Cougars and football training with Bradford City. Provision for extra-curricular sport is good, with a large proportion of staff and pupils involved. In addition, two governors give strong support to the headteacher for a weekly extra-curricular training session for football and in summer, cricket. The school participates in local competitions whenever possible. All issues from the previous inspection have been addressed and gymnastics is now a strong part of the curriculum

139 **PART C: INSPECTION DATA**

139 **SUMMARY OF INSPECTION EVIDENCE**

135 A team of four inspectors spent the equivalent of ten days in school. Forty-two observations of lessons were made, and observations of registrations, assemblies and other activities were also made. All the available work from a sample of pupils in each class, covering all ability levels, was scrutinised in addition to that of the previous Year 6. Pupils were also heard reading and they talked about their use of books. Informal discussions were held with pupils about their work and what they know. Planned interviews were held with teaching and non-teaching staff, the headteacher, chair of governors and other governors, including parents. Prior to the inspection, a meeting was held with parents and the results of the questionnaire analysed. The school documentation was also scrutinised.

141 **DATA AND INDICATORS**

141 **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 – Y6	107	1	25	1

141 **Teachers and classes**

141 **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4
Number of pupils per qualified teacher:	1:24

141 **Education support staff (YR – Y6)**

Total number of education support staff:	1
Total aggregate hours worked each week:	12.5

Average class size:	26.75
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Financial year:	1999
	£
Total Income	162241
Total Expenditure	159313
Expenditure per pupil	1531.86
Balance brought forward from previous year	25625
Balance carried forward to next year	28553

Number of questionnaires sent out: 107

Number of questionnaires returned: 23

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	57	35	9	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	65	26	4	4	0
The school handles complaints from parents well	22	44	28	6	0
The school gives me a clear understanding of what is taught	13	48	26	13	0
The school keeps me well informed about my child(ren)'s progress	22	61	4	13	0
The school enables my child(ren) to achieve a good standard of work	35	57	4	4	0
The school encourages children to get involved in more than just their daily lessons	43	39	13	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	48	17	13	4
The school's values and attitudes have a positive effect on my child(ren)	48	43	9	0	0
The school achieves high standards of good behaviour	52	39	9	0	0
My child(ren) like(s) school	61	39	0	0	0