

ERRATUM

SALTERLEE PRIMARY SCHOOL

INSPECTION NUMBER: 224290

Information about the school - Main report page 5 and Summary to parents page 1. Eighth sentence should read:

The pupils are all from English speaking families.

Ethnic background of pupils table - Main report page 25 should read:

| | |
|---------------|----|
| Black – other | 1 |
| White | 75 |

INSPECTION REPORT

SALTERLEE PRIMARY SCHOOL

Halifax

LEA area: Calderdale

Unique reference number: 107568

Head teacher: Mr A Slater

Reporting inspector: Mrs Julia Bell
2456

Dates of inspection: 11th – 13th September 2000

Inspection number: 224290
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|---|
| Type of school: | Infant and Junior |
| School category: | Foundation |
| Age range of pupils: | 4 to 11 |
| Gender of pupils: | Mixed |
| School address: | Kell Lane Shibden Halifax West Yorkshire |
| Postcode: | HX3 7AX |
| Telephone number: | 01422 365464 |
| Fax number: | 01422 365464 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr J Kaye |
| Date of previous inspection: | October 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|---------------------|----------------------|--|---|
| Mrs Julia Bell | Registered inspector | Science | What sort of school is it |
| | | Information and communication technology | The school's results and achievements |
| | | History | Teaching |
| | | Physical education | Leadership, management and efficiency |
| | | Areas of learning for children in the foundation stage | Resources |
| | | Special educational needs | |
| Mr Trevor Smith | Lay inspector | | Pupils' attitudes, values and personal development |
| | | | How well does the school care for its pupils |
| | | | Attendance |
| | | | Accommodation |
| Mr John Hicks | Team inspector | Mathematics | How good are the curricular and other opportunities |
| | | Art and design | Links with the community |
| | | Design and technology | |
| | | Geography | Staffing |
| Mrs Margaret McLean | Team inspector | English | How well does the school work in partnership with parents |
| | | Music | Assessment and monitoring of academic progress |
| | | Religious education | |

| | | | |
|--|--|---------------------|--|
| | | Equal opportunities | |
|--|--|---------------------|--|

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Salterlee is a smaller than average primary school on the fringe of Halifax. It admits pupils aged from four to 11 years. The school was awarded Grant Maintained status in 1992 and recently became a Foundation School. Pupils come from the village of Shibden and the surrounding area. The school has 91 pupils on roll, 47 boys and 44 girls. There are 9 pupils on the register of special educational needs, mainly at the lower stages. This is well below the national average. There are no pupils supported by a statement of special needs. The pupils are all from white, English speaking families. The school has 4 pupils who are eligible for free school meals, 4 per cent of the school population, which is well below the national average. The attainment of children entering the reception class is mainly above the level expected for their age, with a few who attain well above this in language, literacy and communication skills. Children are admitted to school at the beginning of the year in which they are five.

HOW GOOD THE SCHOOL IS

The school has a caring and supportive ethos that promotes pupils' self esteem. The staff provide a wide range of activities beyond the school day that, together with the links with the community, ensure that pupils experience a very broad range of activities to enhance their learning. The head teacher knows pupils and their families well and provides clear direction for the personal and social development of every pupil. However, the leadership, management and monitoring of the work of the school are unsatisfactory. The head teacher and governors have not ensured that the issues identified in the last inspection have been resolved. The quality of teaching is mainly good and enables pupils to make mainly good progress although this slows in the Year 5/6 class where progress is at best satisfactory, since high attaining pupils are not always sufficiently challenged. Standards are consistently above average in the national reading, writing and mathematics tests for seven year olds. Test results fluctuate year on year but are broadly in line with the national average for 11 year olds in English, mathematics and science. Taking account of the above average attainment of many children on entry to the school and their good progress to the end of Year 4, the provision for extra-curricular activity and the excellent social and moral development of the pupils, the school provides satisfactory value for money.

What the school does well

- The school provides a very caring ethos that effectively promotes the personal and social development of every child. Relationships between pupils and their teachers, and between pupils are excellent.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- There is a substantial amount of good and very good teaching.
- The pupils have very good attitudes to their learning. They are very well managed and behaviour is very good.
- The school provides a rich range of extra curricular activities that enhance the pupils' learning.
- The school has very good links with the local and wider community.

What could be improved

- The leadership and management provided by the head teacher and governors to ensure a clear direction for developing effective whole school planning that ensures that the school's priorities are accurately identified and implemented.
- The building on the good practice already in the school to ensure whole school approaches in respect of planning, monitoring and developing the curriculum.
- The curriculum and standards in religious education to ensure the requirements of the locally Agreed Syllabus are met.
- The standards in information and communication technology to ensure that all pupils have sufficient curriculum time and statutory requirements are fully met.
- The quality of pupils' writing and the presentation of written work.
- The school's procedures for assessing and recording pupils' progress and using the information to plan work that builds on what they already know.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made poor progress against the issues raised in the last inspection in 1996. The response to the inspection findings has been superficial and most of the concerns identified in the report have not been tackled. The school does not yet have a consistent approach to assessment to help it to identify clearly strengths and weaknesses and to improve planning of future work. Standards in religious education are below those expected at the end of both key stages. The school no longer meets the requirements of the locally Agreed Syllabus. Resources for religious education are still poor. The presentation of pupils' written work is still often unsatisfactory. The need for a more rigorous analysis of the curriculum and the need to improve marking to show pupils how to improve their work remain issues for the school. Parents need more information about the curriculum. Without a clearer direction in the leadership and management of the school, there is limited capacity to improve.

STANDARDS

Only nine pupils took the national tests for 11 year olds in 1999. This small number makes any comparison with the results of other schools unreliable. However, pupils' performance over time is in line with the national trend in English, mathematics and science. The school's results have shown fluctuation between 1996 and 1998, with an improvement in 1999. This is partly explained by the low numbers of pupils taking the tests but also reflects the limited planning of the curriculum and little use of assessment to match work more closely to the needs of the full range of attainment in the top years of the school. Standards in current work in English and mathematics are at the level expected for the age of pupils in Year 6 but below this in science. In view of their attainment on entry and earlier good progress standards are not high enough when pupils leave the school. The school has analysed test results and used the information to set realistic targets for improvement. However, systems to monitor the progress of individual pupils are not yet in place and this limits progress toward these targets.

The pupils in Key Stage 1 have performed consistently well in national tests over the past four years. The school's results in the 1999 National Curriculum reading tests for seven year olds were very high and in the top five per cent nationally. Pupils attained well above average standards in writing and mathematics in the national tests for seven year olds. They achieved standards that were well above the national average and above the levels achieved by similar schools.

The school lacks a whole school plan to provide a framework for developing pupils' skills in information technology as they move through the school. Not all pupils receive enough planned, practical time at computers to support their learning. As a result pupils in Key Stage 2 make uneven progress in developing skills and the standards reached are below the expected levels for pupils at the age of 11.

Standards have not improved in religious education since the last inspection when raising standards was identified as a key issue. By the end of both key stages standards of attainment are below the levels expected and do not meet the requirements of the locally Agreed Syllabus. Teachers and governors lack understanding of the legal requirements for teaching religious education.

Pupils make sound gains in their learning in other subjects and by the ages of seven and 11, attainment meets expectations for their age in art and design, history and physical education. Standards in geography are sound by the age of seven but unsatisfactory by the age of 11. The pupils attain high standards in music, particularly in performance. Throughout the school, pupils with special educational needs make satisfactory progress and their achievements match the realistic targets set for them.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Pupils have very good attitudes to school and many are eager to learn. |
| Behaviour, in and out of classrooms | Pupils are very well managed and behaviour in and out of classrooms is very good. |
| Personal development and relationships | Relationships between pupils are excellent and support their very good personal development. |
| Attendance | Attendance is good. |

The school very effectively promotes the personal and social development of every pupil and the excellent relationships between pupils and staff, and pupils are a strength of the school.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good | Good | Good |

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

The quality of teaching is good in the school. Of the 26 lessons seen, the quality of teaching was good in 69 per cent of lessons, including 23 per cent of lessons where it was very good. It was satisfactory in 31 per cent of lessons. There was no unsatisfactory teaching seen. The high proportion of effective teaching promotes good standards of work and behaviour. It ensures that pupils make mainly good progress in their learning up to Year 4 and, at best, satisfactory progress in Years 5 and 6. Teaching is good in the foundation stage and this ensures that these children have a good start to their learning. The teaching in Key Stage 1 and in Years 3 and 4 is mainly good and often very good and this results in high standards over time in reading, writing and mathematics, but standards are not sufficiently high in the top years of the school given the pupils' prior attainment.

The teaching of literacy is mainly good, with some very good teaching in the Years 1 to 4. The teaching of numeracy is mainly good from Years 1 to 4 and is satisfactory in Years 5 and 6. Occasionally, in the Year 5/6 class, too much time is spent on the teacher's introduction and class discussion. These long introductions interest many pupils but are unplanned and not all pupils make sufficient progress in relation to their earlier learning since they do not have time to complete their written tasks.

In many lessons, teachers provide a good range of challenging and interesting activities that meet the needs of all pupils. From the reception class to Year 4 tasks are well matched to what the pupils already know but in the Year 5/6 class the same work is often given to all the pupils irrespective of their ability. As a result, both lower and higher attaining pupils do not build upon previous work and they could achieve more highly.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | The school provides a broadly based curriculum that meets the needs of most pupils although the needs of the most able are not always fully met in Years 5 and 6. |
| Provision for pupils with special educational needs | Provision is satisfactory and pupils are well supported by classroom assistants. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | This is very good; it is excellent in respect of pupils' social and moral development. The provision for cultural development is good but there are few opportunities to develop pupils' understanding of other faiths and cultures. |
| How well the school cares for its pupils | Procedures for ensuring pupils' general welfare are satisfactory. The day-to-day care of pupils is good. |

The curriculum does not meet the requirements of the locally Agreed Syllabus in religious education and the curriculum for information and communication technology does not fully meet the National Curriculum orders. The school provides an excellent range of out of school activities that enrich the curriculum. Although the day-to-day care of pupils is good, there are no effective whole school procedures for recording and monitoring the pupils' academic and personal development or behaviour. The school has good links with parents. The Parent-Teachers' Association is very active and provides generous support for the school through organised social and fund-raising events. Some parents regularly come into school either to support work in classes or to hear pupils read.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|---|---|
| Leadership and management by the head teacher and other key staff | The head teacher provides good direction for the personal and social development of every pupil. However, the leadership, management and monitoring of the work of the school are unsatisfactory. |
| How well the governors fulfil their responsibilities | The governors work well to support the school and have a good understanding of financial matters. However, they have little awareness of the strengths or weaknesses of the school. |
| The school's evaluation of its performance | The monitoring and evaluation of the school's performance is informal and has little effect on whole school initiatives and development. |
| The strategic use of resources | The school makes satisfactory use of the available resources to support pupils' learning. The school does not have sufficient resources in all subjects. |

The school has sufficient teaching and support staff and the accommodation is satisfactory. The governors are committed to getting good value for goods and services and manage the budget carefully. The school does not apply sufficiently the principles of best value in its use of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Children enjoy going to school. • The behaviour is good. • Teaching is good. • The school helps pupils to become mature and responsible. • The school provides an interesting range of activities outside of lessons. • The school's expectations that children will do their best. • The school is well managed. | <ul style="list-style-type: none"> • The information about pupils' progress. • The information to parents about what their children are learning. • Not all parents feel comfortable about approaching the school with concerns. • The amount of work pupils do at home. |

Inspectors agree with the parents that many children like school. The inspection findings show that parents' views on teaching are accurate. The school helps children to become mature and to take responsibility. Their personal development is good. Inspectors cannot support views that the school is well managed since it lacks clear direction in respect of whole school issues such as the planning and monitoring of the curriculum. Most staff have high expectations that pupils will do their best. Parents are right to praise the very good behaviour in the school. The amount and type of homework is similar to that of other primary schools. The information provided about pupils' progress and about the curriculum could be improved. The staff provide an excellent range of extra-curricular activities and visits out of school, particularly in a school of this size.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 The school admits children from across the full range of attainment and previous experience. However, many pupils have above average language, literacy and communication skills. Early number skills are often well developed and their personal, social and emotional development is good. They are eager to learn. The effective teaching in the reception class means that children have a good start to their education and make good progress. Many children attain above the standards expected for their age by the time they reach Year 1.

2 The pupils make mainly good progress in their learning throughout Key Stage 1 and by the end of Year 2 standards in English are above the expected levels. At Key Stage 2 this good progress is maintained in Years 3/4 but at best is satisfactory in Years 5/6. Although standards are at the expected levels for 11 year olds, they could be higher given pupils' earlier learning. Pupils' speaking and listening skills are good and many pupils attain above the levels expected for their age. Standards in writing match expectations for pupils' ages at both key stages. Pupils make good progress in reading in Key Stage 1. As a result, pupils in Year 2 attain above what is expected for their age. Pupils of all abilities read independently and they use their knowledge of letter sounds and syllables to build up unfamiliar words. Most pupils make steady progress in reading throughout Key Stage 2. Although their attainment is close to the expectations for their age it could be higher, particularly for the more able pupils. In the mixed Year 5/6 class, most pupils are fluent. However, books are not always well matched to their ability, particularly higher and lower attainers. Books are often too easy and lack challenge for more able pupils and are too difficult for those with limited reading skills. Pupils use the school library's subject index and have some skills in finding a specific book in the non-fiction section. However, in Year 6, pupils make unsatisfactory progress in the development of library skills to support independent learning and research to support their learning in other subjects.

3 Pupils make steady progress in writing in Key Stage 1, but their writing is hindered by poor handwriting skills. As a result, pupils in Year 2 attain the expectations for their age but standards could be higher. Pupils write accounts of visits, letters, poetry and instructions. They write in a sequence of sentences, but capital letters and full stops are not used accurately. Pupils make sound progress in Years 3 and 4; they write and make their own well-presented and illustrated books. They write poetry in a variety of styles, and are beginning to set out play scripts correctly. However, only higher attaining pupils in Year 4 are beginning to use a joined script. In Years 5 and 6, there is a limited range of writing. The work consists of examples of descriptive writing, letters and a variety of grammar and comprehension exercises. More able pupils in Year 6 use a range of interesting vocabulary and spellings are usually accurate. However, spelling is often careless for many other pupils. They do not always use capital letters and full stops correctly, and unnecessary capital letters are still used within some sentences. Pupils' written work is often careless, with frequent crossings out. The presentation of pupils' work was identified as a key issue in the previous inspection, and very little progress has been made to deal with this issue so that pupils achieve work at the standard of which they are capable.

4 The pupils in Key Stage 1 have performed consistently well in national tests over the past four years. This reflects the substantial amount of good and very good teaching in the Year 1/2 class. The school's results in the 1999 National Curriculum reading tests were very high in comparison with national averages for seven year olds. Pupils attained well above average standards in writing and they attained well above the average in similar schools for these subjects. The pupils' attained well in

mathematics tests for seven year olds and achieved standards that were well above the national average and above the levels achieved by similar schools. Only 14 pupils took the test so comparisons with national averages need to be treated with caution. Standards of numeracy are satisfactory and are improving due to the recent emphasis on aspects of mathematics such as mental arithmetic, number work and problem solving. There are sound opportunities to use these skills in other subjects, such as science and geography. Pupils make satisfactory progress in their learning throughout Key Stage 1. By the age of seven they can work out number bonds to ten, understand the place value of digits and can arrange numbers to 100 in order of size. They learn to recognise and name simple shapes such as cones, cylinders, cubes and cuboids. Above average pupils also recognise triangular prisms. They collect and sort data and communicate their findings in simple graphs.

5 At Key Stage 2 pupils continue to make mainly sound progress and attain satisfactory standards in their mathematics work, with more able pupils attaining above the levels expected for 11 year olds. By the age of 11 most pupils recall their tables and use the four rules of number. Although they understand and use data they are less successful when interpreting and solving problems. Pupils work with graphs but cannot accurately interpret a line graph or fully understand a pie chart. Above average pupils are much more successful with number, data handling (including probability), shape and symmetry. There was little evidence to show that pupils are able to carry out mathematical investigations.

6 Only nine pupils took the national tests for 11 year olds in 1999 and this small number makes comparisons with other schools unreliable. However, pupils' performance over time is in line with the national trend in English, mathematics and science. The school's results at Key Stage 2 show great fluctuation. The levels attained in English have ranged from well below and below average between 1996 and 1998 and rose to above average in 1999. Standards in mathematics ranged from average to well above average in this period and in science were well below average and average. This is partly explained by the low numbers of pupils taking the tests but also reflects the limited planning of the curriculum and little use of assessment to match work more closely to the needs of the full range of attainment in the top years of the school.

7 Teachers' assessment of pupils' attainment in science at the age of seven was well above the national average and well above average when compared with similar schools. The pupils in Key Stage 1 achieve consistently well over time and this reflects the good teaching and the effective planning and assessment in the Year 1/2 class. The pupils build on this work and make good progress in their learning in the Year 3/4 class but progress is not consistent in Year 5/6. By the end of Year 6 standards are at the level expected for 11 year olds but do not reflect the pupils' good achievements in science earlier in the school and their progress is unsatisfactory.

8 Many pupils in Key Stage 1 make good progress in their learning and develop their understanding of the need for a fair test. They investigate push and pull forces and by the age of seven know when and where these forces are applied to move a range of objects. They are developing an understanding of the characteristics of living and non-living things and learn about their senses through practical investigations. They have good observation skills and apply them well in learning about changes in tadpoles and plants. Higher attaining pupils are challenged by the teacher's well-planned opportunities for them to work on related extension tasks or to devise their own ways of recording their findings.

9 Pupils' progress in their learning in science is uneven throughout Key Stage 2 and is mainly unsatisfactory in the Year 5/6 class. Much of the pupils' written work is at a level below that expected for their age. They have a sound understanding of the growth and reproduction of plants and identify accurately the characteristics of different animal groups but work lacks challenge. They

conduct simple investigations to show the force of air but findings are not well written up. Most pupils understand simple food chains, know the correct scientific names for parts of the body and learn about healthy eating. By the end of Year 6 pupils can describe what humans need to stay healthy

10 The school lacks a whole school plan to provide a framework for developing pupils' skills in information and communication technology as they move through the school. Not all pupils receive enough planned, practical time at computers to develop their use of information technology to support their learning. As a result pupils in Key Stage 2 make uneven progress in developing skills and although many apply their experience of using computers at home, the standards reached are below expectations for pupils at the age of 11. Many pupils do not have experience of all aspects of the national requirements for the curriculum in information and communication technology. By the age of 11 pupils most pupils can word-process information efficiently, but rarely use computers to write, edit and redraft their work. Many pupils can locate and open documents and print out data but there are few examples of Year 6 pupils using their computer skills to prepare and present data in graph or chart form or to produce a multi-media presentation using text, pictures and sound. More able pupils are able to use the school's web page to access the Internet to look for information about their class topics. They do not use computers to record scientific measurements or set up sequences of commands to control devices. There is limited use of computers to support their learning on a planned and regular basis.

11 At Key Stage 1, pupils make satisfactory progress and by the time they are seven they attain the standards expected for their age. They have sound keyboard skills, move graphics and text on screen and use word-processing skills to present stories they have written. By the age of seven, pupils show sound skills in operating a computer. They have some opportunities to use information technology to control devices, such as a floor robot.

12 Standards have not improved in religious education since the last inspection where raising standards was identified as a key issue. By the end of both key stages, standards of attainment are below the requirements of the locally Agreed Syllabus. Teachers and governors lack understanding of the legal requirements for teaching religious education.

13 Pupils consolidate their earlier learning in most subjects as they move up through the school. Pupils make sound gains in their learning and by the ages of seven and 11, attainment meets expected levels for their age in art and design, history and physical education. Standards in geography are sound by the age of seven but unsatisfactory by the age of 11. The pupils attain high standards in music for their age, particularly in performance. There are examples of effective work at both key stages and this reflects the good teaching in this subject.

14 Classroom assistants support well pupils with special educational needs. Throughout the school, pupils with special educational needs make satisfactory progress and their achievements match the realistic targets set for them. These are clearly identified in their individual education plans and build on what they have already learned.

Pupils' attitudes, values and personal development

15 The good quality of pupils' attitudes to work, their behaviour and their relationships with each other and with staff have been sustained since the last inspection and remain very notable strengths of the school. Pupils' personal development and attendance also continue as positive features.

16 Pupils enjoy coming to school and have very good attitudes to learning. They are well-motivated, ready to work and keen to respond to the challenges offered, pursuing each new task with

purpose, determination and high levels of concentration. They listen carefully to their teacher, or when others are speaking, answer questions sensibly, and contribute confidently during discussions.

17 Behaviour in and out of class is very good. Pupils are a credit to their school. They display high levels of self-discipline, clearly know what is expected of them, and usually react accordingly. Incidents of bullying are very rare. No incidents were observed or reported during the inspection. There have been no exclusions. Pupils are genuinely proud of their school and show due respect for its fabric, fittings and resources.

18 Most pupils are confident and articulate learners. They are considerate and fully understand the impact of their actions upon others. The youngest children, who have only just commenced their schooling, are already well settled and beginning to develop good work habits. They share and take turns without fuss, and are able to sustain interest in whatever they are given to do. Pupils are keen to take on responsibility, and exercise it well. They show initiative in a variety of ways, especially through fund-raising activities, which continue to be particularly successful. Links with the community and activities such as residential visits, also add much to their personal values. However, opportunities for them to plan their own work, or to carry out research by themselves, are not strong features of the school. The quality of relationships amongst pupils and between pupils and members of staff is excellent. This makes a very significant contribution to the education provided. There is a relaxed and harmonious atmosphere within the school. Pupils are friendly, very polite, and always ready to help one another and their teachers. In lessons they work together well in pairs or groups, and share ideas and equipment sensibly. At playtime and when eating lunch, they are friendly and sociable.

19 Attendance remains above the national norm for primary schools, but has fallen slightly since the last inspection. Unauthorised absence remains extremely low. Punctuality is very good; almost all pupils arrive on time and are settled in class promptly at the start of lessons.

HOW WELL ARE PUPILS TAUGHT?

20 Teaching is good. The quality of teaching is similar to the last inspection although there are more examples of good and very good teaching. There is no unsatisfactory teaching. The quality of teaching was at least good in 69 per cent of lessons, with 23 per cent of lessons where it was very good. It was sound in the rest. The high proportion of effective teaching promotes good standards of work and behaviour. It ensures that pupils make mainly good progress in their learning and this is having a positive effect on standards. The reception age children in the foundation stage are well taught and the consistently good teaching ensures that these children have a good start to their learning. The teaching in Key Stage 1 is mainly good and often very good and this results in high standards over time in reading, writing and mathematics. Teaching is often good and sometimes very good in Key Stage 2, with the best teaching in the Year 3/4 class where it was consistently good and sometimes very good. In this lower Key Stage 2 class the well-planned, imaginative teaching ensures that pupils are well motivated and make good progress in their learning. Teaching is mainly satisfactory and occasionally good in Years 5 and 6.

21 In many lessons, teachers provide a good range of challenging and interesting activities. In Years 1 to 4 these tasks are well matched to what the pupils already know. In the Year 5/6 class, the same work is often given to all the pupils irrespective of their ability. As a result, both lower and higher attaining pupils do not build upon previous work and they could achieve more highly. For example, in a literacy lesson pupils studied the poem 'La Belle Dame Sans Merci' but the teacher directed the whole class activity with little opportunity for pupil discussion. The task of rewriting the poem in prose was presented to all the pupils but the explanation was brief and lower attaining pupils

found the work difficult and began copying out the poem. More able pupils were not challenged since the teacher had already suggested how much of the content might be interpreted.

22 In the very good lessons the teachers have high expectations of their pupils; they encourage them to think critically about their work and provide opportunities for discussion. They encourage pupils to take responsibility for their learning and to make choices of materials and to plan their own work. For example, in a very good mathematics lesson with pupils in the Year 1/2 class, the teacher's very effective planning for the lesson ensured that work was well matched to meet the needs of different groups of pupils and enabled them to build on what they already knew. The teacher provided a good range of first-hand, practical experiences that enabled pupils to reinforce their understanding of place value. In a very successful literacy lesson with Year 3/4 pupils, the very good introduction to the lesson ensured that the pupils were clear about what they would achieve in the lesson and this promoted effective learning. The teacher successfully reinforced basic skills such as spelling and sentence construction within a range of well-planned activities that matched the pupils' earlier learning. The teacher's very good questioning enabled her to assess the pupils' reading levels to ensure that their books in group reading were a suitable match. The stimulating lesson enabled all pupils to enjoy their learning and to make good progress.

23 The teaching of literacy is mainly good, with some very good teaching in the Years 1 to 4. Where teaching is very good, lesson planning reflects teachers' good understanding of the Literacy Strategy. Pupils know what they are to learn in the lesson and in the Year 3/4 class pupils have clearly identified targets aimed at improving their writing. These strategies ensure that pupils make good progress in lessons. Most teachers ensure a brisk pace with a suitable balance between whole class teaching and group activities. Occasionally, in the Year 5/6 class, too much time is spent on the teacher's introduction and class discussion. These long introductions interest many pupils but are unplanned and anecdotal and not all pupils make sufficient progress given their earlier learning in Years 3 and 4 since they do not have time to complete their written tasks.

24 The teaching of numeracy is mainly good from Years 1 to 4 and is satisfactory in Years 5 and 6. The planning of work is variable. At Key Stage 1 and in the lower two years of Key Stage 2 plans are accurate, consistent and show clear provision for pupils of different ages and abilities. Teachers are clear about what they want pupils to learn in each lesson and they provide homework that reinforces well the concepts covered. Planning in the Year 5/6 class is brief and does not contain a clear development of learning for the class or for different groups. However, the teacher is very experienced, knows the pupils well and uses this knowledge in lessons to interest the pupils.

25 Teachers use questioning skills well in lessons to ensure pupils have understood. There are no agreed procedures for formally assessing pupils' attainment and progress throughout the school although informal on-going assessment is satisfactory. Although individual teachers have tried to develop their own systems there has been no direction or lead given to ensure that good practice is shared or to make necessary changes to the curriculum or set future targets for pupils. As a result the information gained is not used consistently well to support teachers' planning of work to match work closely to the needs of all pupils and this slows the progress of the higher attainers. This was identified as weak at the time of the previous inspection. The marking of work is inconsistent. When it is effective pupils are provided with feedback about their progress and given guidance on how to improve their work. However, this is not true of all classes and too much work is simply ticked or crossed, with some examples of unmarked work. This results in work where pupils continue to make the same careless mistakes and are not expected to refine their work. This is particularly evident in the quality of pupils' written work; by the age of 11 it is often poorly presented, has many mistakes in basic spelling and grammar and is often less well done than work done in previous years.

26 Throughout the school, teachers use a good range of strategies that include whole class, group and individual work. Pupils are well managed and discipline is good. Time is mainly used well and pupils are encouraged to make choices of equipment and materials and to take responsibility for getting out and returning them. The school has few pupils with special educational needs and these are mainly well taught and are well supported by classroom assistants. This enables these pupils to make satisfactory progress towards the targets set for them.

27 Teachers and support staff work hard to provide a high level of care for pupils and to reinforce pupils' personal and social development throughout the curriculum. Relationships with pupils are excellent. Staff encourage pupils' self-esteem through well-timed praise and feedback about their work. Support staff are well deployed and briefed. Their roles complement those of the teaching staff. Throughout the school, teachers give homework that has a positive impact upon pupils' reading, spelling and learning of number facts and in finding information to support topic work.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

28 The curriculum is planned to cover all the National Curriculum subjects, religious education and the learning goals for children under five. The curriculum for children in the foundation stage takes account of the national recommendations and provides a good range of learning opportunities. However, at Key Stages 1 and 2 statutory requirements are not met in religious education and some aspects of information and communication technology. Religious education is taught but the teaching is not based on the locally Agreed Syllabus. Important aspects of the curriculum for information and communication technology are not fully covered. There are few opportunities for pupils to use control technology and the use of computers to monitor experiments or to conduct simulations. There is no coherent plan for information and communication technology so that pupils do not acquire the full range of skills. The quality and range of the curriculum are therefore unsatisfactory in both key stages. The provision made for pupils' spiritual, moral, social and cultural development is very good.

29 The inspection findings show deterioration in curriculum provision since the last inspection because at that time the curriculum was considered to be broad and well-balanced and all statutory requirements were met. All pupils have equal access to the curriculum. There is satisfactory provision for pupils with special educational needs so that they make sound progress in reaching their individual targets. Non-teaching assistants are well used to support learning, including that of pupils with special educational needs.

30 The school provides an excellent range of other learning opportunities at lunchtimes and after school. These support and enhance the curriculum for pupils in Key Stage 2. Provision includes sporting activities such as gymnastics, athletics, football, rounders, netball and cross-country running. Pupils are encouraged to take part in sporting competitions with other schools in the area. The performing arts are strongly represented and activities include singing, dancing and an orchestra. There is also a school long-sword dancing team. This richness and variety of extra-curricular provision is particularly remarkable in view of the small number of teachers available. Good use is made of the local community, including many parents of former pupils, who support these activities. Year 6 pupils learn French and visit France every two years. The pupils, parents and community combine effectively to raise funds for this valuable link.

31 The curriculum for children below statutory school age is carefully structured and builds on what children already know and can do. Children are thoroughly prepared for the National Curriculum to which links are made, particularly in the carefully planned literacy and numeracy lessons. Outdoor facilities are inadequate for the youngest children and this restricts the opportunities for activities that

foster children's physical development. Sufficient time is allocated to all areas of the curriculum but this time is not well used in all subjects. This is particularly so in religious education and information and communication technology. Provision for personal, social and health education is good although this is largely informal and depends on the excellent relationships that exist in the school. Sex education and drug awareness are dealt with adequately as part of the school's health education programme that includes input from the local health visitor. The school has policies to guide work in some subjects but these are often old or lacking in detail so that they do not support teaching and learning. The school is beginning to make use of guidance documents produced by the Qualifications and Curriculum Authority to provide structure and continuity to pupils' learning. Nevertheless the whole-school curriculum is not sufficiently well planned, managed, monitored or assessed. As a result important learning experiences are missed or unnecessarily duplicated in different classes so that pupils do not always gain the full range of skills and knowledge required. For example, similar work in science is presented at both key stages with little greater challenge in the activities.

32 There are satisfactory links with local secondary schools so that most pupils are effectively helped to make the transfer from this small, rural school to a much larger establishment. Contact is maintained with the secondary schools, which helps those pupils who find such a transfer difficult. A mothers and toddlers group meets on school premises each morning and this regular contact assists the smooth transition of children when they enter full-time education at the school. Links with the local community are very good. The teachers and other staff know their pupils and parents well and this enables them to build up close working relationships, which are helpful to both the school and the community. For example, the pupils and community develop and support a wide range of fund-raising activities such as the recent production of 'Dracula'. The money raised helps to fund the many educational visits such as the trips to France, the National Gallery, and many local centres of history, art and rural studies. Pupils do not neglect the wider community and regularly raise money for charities such as Doctor Barnardo's and Blue Peter. Pupils in Years 1 and 2 are given an early introduction into the idea of community through their studies of the local area.

33 The provision for pupils' spiritual, moral, social and cultural development is very good. Provision for spiritual development is satisfactory and the provision for cultural development is good. Provision for moral and social development is excellent and is a major strength of the school.

34 Whilst there is no whole school planning for the provision of spiritual, moral, social and cultural development, it is implicit in the range of aims for the school, parents, staff and the local community. However, this lack of planning impairs the quality of provision, particularly for spiritual development and some aspects of cultural development. For example, spiritual development is not promoted effectively across the whole curriculum, and pupils' multicultural awareness and understanding are unsatisfactory.

35 Spiritual development is promoted well in most assemblies. For example, pupils are given opportunities to use their good speaking and listening skills to explain their understanding of the importance of the moral values which the school promotes. In one assembly, younger pupils confidently explained their understanding that to say 'Sorry' is the most difficult thing to do when they have disagreed with their friends. Sometimes there are planned moments of quiet, where pupils listen to the chosen music of the week, and reflect on the theme of the assembly. There are opportunities in some assemblies for pupils to join in thoughts about how they might behave towards each other. In the curriculum, there are a few opportunities for pupils to respond to the beauty around them by expressing their feelings in poetry. However, this aspect of provision is insufficiently developed in other subjects, particularly art and religious education.

36 Provision for moral and social development is excellent. All adults working in the school are committed to high expectations of pupils' very good behaviour. They provide very good role models. These encourage pupils to value themselves and to respect their peers, teachers and all adults involved in the school. Pupils have a very good understanding of the moral values that are consistently promoted by the school. For example, even very young children in the reception class are aware of the importance of keeping promises. Pupils in the mixed reception and Year 1 class, suggested values which they considered important as promises they will keep to ensure their class is a happy one. These included caring for each other, sharing and not hurting each other in any way. The inspectors agree with the parents' views of the school as a family school. Pupils throughout the school mirror the excellent relationships they have with adults in the relationships they have with each other. For example, at playtimes and lunchtimes pupils take care of younger children, and they all know each other very well. The school's aim is to develop each pupil socially. This is achieved very well through the wide range of visits and visitors to the school. Parents like the teamwork that effectively underpins the annual trip to France. Pupils are involved in fund raising for the trip. For example, last year they created a French restaurant in school. All pupils are involved in the school's dramatic and musical productions. They are involved in writing musical plays. Pupils have roles of responsibility in their own classrooms, and older pupils have minor responsibilities around the school. There are limited opportunities, however, for older pupils to be responsible for their own learning. This affects their understanding of planning and carrying out their own investigations in mathematics and science.

37 Pupils are given opportunities to take part in a wide range of extra-curricular activities. These promote pupils' confidence in their own abilities, and they are encouraged to be aware of the importance of teamwork. For example, some pupils in Key Stage 2 were practising the routines of a sword dance. This required pupils to work co-operatively in small groups and older pupils supported younger pupils who were just learning the routines.

38 Provision for cultural development is good. There is a wide range of visits both in the locality and further afield. Pupils gain knowledge about their own cultural heritage, and they learn about some Western composers and artists. Good links with the local community have a beneficial effect on pupils' learning because very good use is made of visits to places of interest to extend the work done in classes, particularly in history and geography. Pupils also visit the opera and the school has strong links with Northern Ballet. In their study of India, pupils are involved in cooking and learn about traditional Indian dances. The school held an Egyptian disco, as part of the pupils' study of Ancient Egypt. However, provision to learn about the major world faiths in religious education, is unsatisfactory. Pupils do not have sufficient opportunities to learn about composers and artists from other cultures. As a result, their multicultural awareness and understanding is less well developed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39 Procedures for ensuring pupils' general welfare are satisfactory. Pupils are supervised carefully, lunchtime routines are managed well and there are well-established arrangements for dealing with accidents and illness. As a result the school functions smoothly. Nevertheless, despite these good practices, it is unclear when the health and safety policy was last reviewed fully as the current document is unsigned and undated.

40 Child protection arrangements reflect recommended guidelines, with the head teacher having designated responsibility for liaising with outside agencies. However, his training to carry out the responsibilities associated with this role has not been updated for many years. Furthermore, some members of staff are not fully aware of the necessary procedures to follow because there are no clear instructions informing them what to do if ever cases of abuse are suspected.

41 Arrangements for monitoring and supporting pupils' personal development remain mostly informal but are, nevertheless, effective. Teachers, and other members of staff, know the pupils very well and place strong emphasis on building their confidence and self-esteem. They have an excellent rapport with them and use this successfully to promote very high standards of behaviour and discipline. Pupils are expected to exercise good self-control at all times and take responsibility for their own actions. The school does not operate a reward system, or have any specified rules and sanctions. They are not considered necessary, although some classes do have their own code of conduct. Bullying is very rare, and dealt with effectively whenever it occurs, but the school's current guidelines to underpin the measures it would take to deal with reported incidents are not adequate. Attendance is monitored satisfactorily. All unexplained absences are followed up promptly, but registers are not always marked properly. As a consequence registration procedures do not fully meet statutory requirements. Full attendance over a term or a year is rewarded.

42 The school's arrangements for the monitoring and support of academic performance are unsatisfactory. The school uses a range of tests including statutory and optional national tests. However, the information available from these tests is not used to identify future targets or to inform planning. There is little formal analysis of test information to track pupils' progress.

43 Assessment is not used well to guide future planning. This was an issue identified in the previous inspection, and the school has made unsatisfactory progress in this area. In the good and very good lessons seen, teachers know how well their pupils are doing through good questioning skills. However, there is no structured or systematic whole school approach to the use of formal assessment. This means that there is little information available that allows teachers to plan work that takes account of what pupils have learned in previous lessons or to monitor pupils' progress over time as they move through the school. Marking is unsatisfactory, and is only beginning to be used for assessment purposes in some classes. Teachers mark most work, but too frequently work is only ticked. Marking seldom tells pupils what they could do to improve their work. This means that pupils continue to make the same careless mistakes and do not refine their work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44 The links with parents are good. They appear to be mainly satisfied and very supportive of the school. Parents praise the range of out of school visits. They feel that teachers are very approachable, if they have concerns regarding the progress or care of their children. Only a small percentage of parents disagreed that they were kept well informed about children's progress. A few parents expressed concerns about the lack of information about the curriculum. These inspection findings show that the information to parents about their children's learning and about what is taught could be improved. The Parent-Teachers' Association is very active and provides generous support for the school through organised social and fund-raising events. Some parents regularly come into school either supporting in classes or to hear pupils read.

45 The standard of communications sent to parents varies. The regular newsletters are useful and keep parents well informed of school events but the school has not dealt with parents' concerns about a lack of curriculum information and annual reports to parents provide little information about their children's progress or about any targets set. Annual reports to parents do not meet the statutory requirements to report on the all the subjects taught, and they rarely identify where improvements could be achieved. The school acted on the response to a questionnaire sent out to parents last year. As a result parents co-operate very well with the school's planning for homework, and the school now sends a weekly newsletter to parents. There are enough opportunities for parents to consult with teachers on a formal basis. However, information about what is being taught is unsatisfactory and parents have little opportunity to support their children's learning at home. The governors' annual

report lacks several items of necessary information, and the school prospectus does not state that parents have a right to withdraw their children from religious education.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46 The leadership of the school is varied in quality and in some important aspects is unsatisfactory. The head teacher knows the pupils and their families and works very hard to create and maintain the very positive ethos of the school. He is committed to the all round development of the pupils and he ensures that the atmosphere in the school encourages pupils to enjoy their time in the school. He and the staff work well to provide a high level of support to the personal development of pupils and give up a great deal of their time to provide a rich and varied range of experiences in and beyond the curriculum. Relationships within the school are very good and support the provision of a quality learning environment.

47 However, other aspects of leadership and management are unsatisfactory. The head teacher does not give a clear direction for improvement. The management has not focused on important issues in the school. Many useful initiatives concerning the planning for the curriculum and assessment have been started and shared by individual teachers in the reception to Year 4 classes but have not been adopted as whole-school procedures since they are firmly resisted in the Year 5/6 class taught by the head teacher. As a result there has been little impact in the school. The staff each take a 'watching brief' for subjects of the curriculum, attend courses in these areas and keep up to date with developments. However they have no management role and there is no direct lead to ensure that planning the curriculum is consistent and national requirements are met. For example, the work in religious education does not meet the requirements of the locally Agreed Syllabus and there is no whole school plan to ensure that there is a steady development of progress in pupils' skills in information and communication technology and that all the aspects of the National Curriculum are taught. As a result statutory requirements are not fully met.

48 The school provides equality of opportunity for most pupils. However, in the current programmes of teaching and learning in the top years of Key Stage 2 there is a lack of identified match to pupils' abilities and some higher attaining pupils are not sufficiently well challenged. There was evidence of underachievement in reading for some lower attaining pupils. The school has few pupils with special educational needs but these are identified and provided with sound support in lessons either by teachers, non-teaching assistants or volunteers. Pupils have equal access to extra-curricular activities.

49 The school development plan is poor. It does not provide a useful framework for improving the school. Priorities do not fully reflect the needs of the school and there are no defined timescales, named people with responsibility, links to financial planning or an indication of how targets will be monitored and success identified. The governors are supportive of the school. They work hard within committees to support the management of the school but have relied on the head teacher's reports to gain an understanding of developments. They have had no role in monitoring the effectiveness of the school and although they have a very full role in financial management, they are not fully aware of the strengths of the school and of the areas where the school needs to improve. They have not actively monitored the school's action plan following the last inspection and had believed that the issues identified had been met.

50 The school has made poor progress in resolving the issues identified in the last inspection in 1996. Most of the concerns raised then have not been dealt with. The school does not yet have a consistent approach to assessment that helps the school clearly to identify strengths and weaknesses and to improve planning of future work. Standards in religious education are below the levels expected

at both key stages. The presentation of pupils' written work is still often unsatisfactory. Other issues in the body of the report included the need for a more rigorous analysis of the curriculum and that marking did not always show pupils how to improve their work. These areas remain issues for the school. Resources for religious education have not improved since the last inspection and are still poor. Parents still need more information about the curriculum.

51 The school finances have been carefully managed and there is now a substantial surplus. Although the governors have identified part of this contingency for repairs and a new boiler, this funding is allocated for the pupils currently in school and there are urgent resource needs in some areas. For example, the school has few resources for religious education and there is a need for more reading books for the oldest pupils, some library books need replacing. Governors manage the budget carefully and work hard to ensure that the school gets best value for the supplies and services it buys. However, principles of best value are not yet applied consistently in areas such as planning to improve resources for learning.

52 The school is adequately staffed to enable the curriculum to be covered for all pupils. There are sufficient support staff who work well with pupils with special educational needs. Arrangements for the induction of new members of staff are satisfactory. The school's system for the regular formal appraisal of teaching staff is currently in abeyance. Arrangements for the professional development of teachers have mainly focused on the recent literacy and numeracy initiatives, although the head teacher and named literacy governor did not attend training. As a result there is no clear, whole school direction for developing and monitoring the effectiveness of these areas. Since the head teacher also teaches Years 5 and 6 this means that he has had little opportunity to become familiar with the framework for planning and teaching the national strategies. All staff have access to courses to support their professional development but management has not ensured adequate training for teachers to improve their subject knowledge and their understanding of the Agreed Syllabus.

53 Resources are not sufficient in quantity and quality to meet the needs of the curriculum for religious education and outdoor provision for children under five. Fiction books in the library are inadequate to meet the needs of pupils, particularly readers at the end of Key Stage 2. Resources for music are good and used well by teachers to promote pupils' learning in these subjects. The school has improved its provision for information and communication technology and there is access to the Internet. However, resources are inadequate to teach the full range of the information technology curriculum.

54 The school has sufficient accommodation for the number of pupils on roll. The building is well maintained and standards of cleaning are high. However, access problems to some parts of the school still exist for people with physical disabilities. Classrooms are generally spacious, suitably furnished and contain well-presented displays of pupils' own work. However, the accommodation for the reception class is limited; the classroom is small so there are limited practical learning experiences for these children. They have few opportunities for outdoor play. The school library is situated at the back of the hall is small and under stocked. This results in too few opportunities for pupils to use books to find information to support their learning and slows their progress. Outside facilities remain adequate and continue to be enhanced by the garden and pond area.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55 In order to deal with weaknesses in the curriculum and management and to raise standards further the head teacher, staff and governors should:

1. Strengthen the leadership and management of the school by;
 - ensuring that there is a clear direction for developing the school;
 - improving the development plan to ensure that the school's priorities are accurately identified, supported, implemented and monitored;
 - ensuring that the good work of teachers is supported through effective whole school implementation of agreed initiatives;
 - ensuring that the governing body have a greater awareness of all aspects of the work of the school;
 - developing the role of staff and governors in monitoring and evaluating the work of the school.(Paragraphs 31, 47, 49, 50, 52, 74, 84, 97, 101, 107, 114 and 120)
2. Establish whole school procedures to assess and record pupils' progress and ensure that the information is used in planning work that builds on what pupils already know.
(Paragraphs 6, 21, 25, 42, 43, 50, 68, 72, 74, 83, 87, 94, 101 and 114)
3. Improve curriculum planning by;
 - building on the good practice of some teachers to ensure a whole school approach to planning the curriculum;
 - ensuring that daily and weekly planning provides a clear indication of what pupils will learn and how their skills will be developed;
 - ensuring that planning enables work to build on what pupils have already learned.(Paragraphs 2, 6, 7, 21, 24, 31, 43, 74, 82, 91, 94, 95, 106 and 115)
4. Improve standards in religious education by;
 - planning and teaching the full range of requirements of the Agreed Syllabus in religious education in all classes;
 - ensuring the provision of training for teachers to improve their subject knowledge and their understanding of the Agreed Syllabus;
 - ensuring that planned activities are matched appropriately to pupils' abilities and that all pupils build progressively on previous learning;
 - improving the range and quality of resources to support the implementation of the Agreed Syllabus.(Paragraphs 12, 28, 50, 51, 130, 131, 132, 133 and 134)
5. Improve standards in information technology by;
 - meeting the statutory requirements in providing all aspects of the curriculum;
 - improving the amount of curricular time for all pupils;
 - ensuring sufficient resources to teach the whole curriculum.(Paragraphs 10, 28, 76, 92, 115 and 120)
6. Improve pupils' writing and the presentation of written work.
(Paragraphs 3, 73, 92, 104 and 112)

The following minor weaknesses should also be considered as part of the governors' action plan:

- Improve the marking of pupils' work to provide guidance on how they can improve;
- Improve the quality of information provided for parents about the curriculum;
- Ensure the governing body formally adopts the school's chosen Agreed Syllabus;
- Ensure that the governors annual report to parents and the school prospectus contain all the statutory information.

(Paragraphs 45, 50, 82 and 133)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 26 |
| Number of discussions with staff, governors, other adults and pupils | 11 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| | 23% | 46% | 31% | | | |

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

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|--|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 91 |
| Number of full-time pupils eligible for free school meals | 4 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 0 |
| Number of pupils on the school's special educational needs register | 9 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 0 |
| Pupils who left the school other than at the usual time of leaving | 1 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.6 |
| National comparative data | 5.9 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

| | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | 1999 | 5 | 9 | 14 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--|----------|----------------|----------------|--------------------|
| Numbers of pupils at NC level 2 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | 14 | 14 | 12 |
| Percentage of pupils at NC level 2 or above | School | 100% | 100% | 86% |
| | National | 82% | 83% | 87% |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------------|--------------------|----------------|
| Numbers of pupils at NC level 2 and above | Boys | - | - | - |
| | Girls | - | - | - |
| | Total | 14 | 12 | 14 |
| Percentage of pupils at NC level 2 or above | School | 100% | 86% | 100% |
| | National | 82% | 86% | 87% |

- Due to the number of boys and girls both being less than 10, this data is omitted.

Attainment at the end of Key Stage 2

The number of pupils taking the tests is less than 10 and therefore statistical comparisons would be unreliable.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 76 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 4.3 |
| Number of pupils per qualified teacher | 21.2 |
| Average class size | 22.8 |

FTE means full-time equivalent.

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 60 |

Financial information

| | |
|--|-------------|
| Financial year | 1999 - 2000 |
| | £ |
| Total income | 227,591 |
| Total expenditure | 217,356 |
| Expenditure per pupil | 2,499 |
| Balance brought forward from previous year | 42,490 |
| Balance carried forward to next year | 52,725 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|----|
| Number of questionnaires sent out | 91 |
| Number of questionnaires returned | 77 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 74 | 23 | 3 | 0 | 0 |
| My child is making good progress in school. | 55 | 43 | 3 | 0 | 0 |
| Behaviour in the school is good. | 75 | 24 | 1 | 0 | 0 |
| My child gets the right amount of work to do at home. | 39 | 53 | 6 | 1 | 0 |
| The teaching is good. | 57 | 42 | 1 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 42 | 45 | 12 | 1 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 62 | 31 | 6 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 61 | 39 | 0 | 0 | 0 |
| The school works closely with parents. | 62 | 34 | 4 | 0 | 0 |
| The school is well led and managed. | 64 | 36 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 66 | 32 | 1 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 70 | 28 | 3 | 0 | 0 |

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

EARLY LEARNING GOALS FOR CHILDREN IN THE FOUNDATION STAGE

56 The inspection took place very early in the autumn term and the reception age children in the foundation stage of learning had only been in school for two weeks. The current organisation of the school means that reception age children and a group of Year 1 pupils, who have been in the class for their reception year, are taught in the same class. Much of the evidence for the inspection is based on teachers' records, children's work during the last school year and the attainment of the children who have just transferred to Year 1 at the end of their foundation year. The report also takes account of the teacher's planning and the lessons seen during the inspection. Children enter the reception class with a wide range of attainment although many have good language, literacy and number skills. They have well developed social skills, relate confidently to each other and to adults, and are eager to learn. This is reflected in the assessments carried out by the school soon after entry. Children make good gains in their learning and many attain above the expectations for their age by the time they enter Key Stage 1 at the end of the foundation stage. Many of the current new entrants are already working above the levels expected for their age in communication and literacy skills and have a good grasp of early number skills. They are well prepared for work in the National Curriculum at Key Stage 1.

57 The personal, social and emotional development of these children is very good. They enjoy coming to school and are settled well into the secure routines established by staff. The children are eager to learn and develop confidence, knowledge and independence through a variety of well-planned individual, small group and whole class activities. They settle down quietly and listen well in discussion periods. The children relate confidently to a range of adults, ask for help when needed and are eager to answer questions or make suggestions. For example, in a well-taught lesson on 'belonging' they acted out roles to show how to play sensibly at playtime. They listened well to each other and took turns to speak about their own feelings and ideas. They show an awareness of the needs of others as they help each other and say 'thank you' if someone helps them. The reception class children are developing their social and moral understanding through talking about ways of making their class a place where they could feel happy and 'belong'. They show an awareness of the importance of keeping promises and these are recorded for display as class promises 'to say nice words' and 'to share and help'. The children's good speaking and listening skills make a positive contribution to their discussions and these provide a good foundation for future work in religious education in Year 1. The teacher manages the children well within a very supportive and encouraging environment that enables each child to contribute. She sets clear expectations for work and behaviour and this has a positive effect on the atmosphere in the reception class. The children select and share resources and equipment sensibly, behave very well and take responsibility for tidying away their resources.

58 Children's communication, language and literacy development is good and many achieve standards above the expectations for their age by the time they reach the end of the foundation stage. The teacher encourages the children to contribute to discussions and gives them time to think through their answers, particularly those who are less confident. This ensures that the children develop good speaking and listening skills. They listen with enjoyment and respond well to stories, rhymes and songs. They talk confidently together, act out roles and interact well to organise their own play activities. The teacher provides many opportunities to encourage children to extend their vocabulary. For example, children listened well to the story 'Not Now Bernard' and volunteered a range of ideas about the 'monster'. The teacher's very good rapport with the children stimulated their enjoyment of

the story. She ensured their sustained interest by assuming different voices for the characters and her effective questioning extended the children's knowledge of words and letter sounds. The lack of space in the classroom limits opportunities for role-play. Although the children can use a shared area outside the classroom this is not imaginatively set out to motivate children to act out stories or experiences and so practise their speaking and listening skills.

59 The children make good progress with their early reading. They know that print carries meaning and know many initial letter sounds and use these to identify simple, commonly used words. They look carefully at pictures and use these to retell a story or to anticipate what happen next. They recognise their own names and read labels and captions around the classroom. Most children listen well and respond by repeating sounds and words and recall accurately the events of the story. The children confidently share books with adults and use pictures to make sense of the story. Many retell stories and over half the children already recognise words and simple sentences in texts. Early writing skills develop well; almost all the children write the letters of their own name and make good attempts to produce sentences and captions. They write their own sentences that contain recognisable letters and words and use initial letters to identify words they do not know. About half the children included the word 'monster' in their writing about 'Not Now Bernard'. The children are working above expectations for their age at this stage of the year. The teacher has taken care with the introduction of literacy framework to ensure that the needs of the foundation stage children are met in this mixed age class. This makes a significant impact on the quality of their learning.

60 About a third of children are working above expectations for their age in the mathematical area of learning. The teacher manages the children well in the whole-class mental arithmetic sessions at the start of each lesson. In a well-planned lesson they counted in unison up to 10 and then to 20 and recognised the place of zero in the sequence. These skills were reinforced through number rhymes that enabled children to count forward and then back to zero. They recognise and name written numbers to ten. Many have a good understanding of what the numbers represent as they match numbers to objects and count the number of spaces to move after throwing dice in their number games. The teacher's good knowledge of how young children learn ensures that questioning takes account of the different levels of attainment within the class and that there is a good balance between whole class and group activities. The children know many number rhymes and songs and join in enthusiastically. Children learn the properties of simple shapes through building models, making pictures with paper shapes and using jigsaws. By the time they enter Year 1, many children form written numbers well, know that the numbers relate to real objects and can set out and complete simple addition and subtraction accurately. The good teaching in this area of learning ensures children learn through a good range of well-resourced practical activities that enable them to investigate and record number, shapes and measures. Classroom support assistants are well deployed. They effectively support the children's learning through well-timed questions to ensure that that the children understand their work. They effectively develop opportunities for the children to apply their counting and number recognition in well-chosen mathematical games.

61 Children have well planned opportunities to develop their knowledge and understanding of the world about them. Previous work done by children in the reception class in the last school year shows that they visited Tatton Hall. Drawings and written descriptions show their good recall of the names of the farm animals seen, and children knew how the animals were fed and cared for. They learn about their immediate environment through opportunities to work in an around the school grounds. In work linked to history they drew and wrote about farm implements used in the past and know how these have changed or been replaced on modern farms. Children learn about the needs of plants through planting seeds and observing the changes as they grow. They use construction kits and malleable materials with suitable tools and demonstrate good manipulative skills and hand-eye co-ordination. They create their own models and are inventive in making recognisable models of animals

with plasticine. Their opportunities for regular sand and water play are limited by the size of the classroom. Although they have time in each week when they have a wider range of practical experiences by using the shared area outside their class base these were not used each day during the inspection. They handle simple tools well and cut paper and card and stick with glue to make models or create story sequences with pictures.

62 Although the children were not seen using computers during the inspection the teacher's planning for the term includes useful opportunities for children to develop computer skills and to gain confidence in operating simple programs, using the mouse to move text and pictures. Planning is linked to the areas of learning and includes opportunities for children to use programs to develop their number skills, to match shapes and colours, to practise letter sounds and to match words to pictures. By the time they enter Year 1 many children build well on their experience of using computers at home.

63 In physical development, the majority of children have sound skills for their age; many are just four. They go confidently upstairs to the hall and find a space sensibly. They develop co-ordination as they work in the school hall and quickly develop a clear awareness of space and consideration for others. The teacher's enthusiasm is transmitted to the pupils and they respond well. For example, in dance they listen carefully to the music and take part eagerly in actions. They are well on their way to achieving the levels expected for their age by the end of the foundation stage when they transfer to Year 1. There are few opportunities for outdoor play and this limits the children's development of imaginative physical play activities.

64 Creative learning is good and most children achieve standards that are in line with expectations for their age, with some who achieve above this. They produce bold and lively pictures of themselves and make careful model figures in plasticine. They make the most of opportunities to explore colour, texture and shape through working with a wide range of materials to create pictures and collages. However, there is only a short time at the start of each day when children can paint and they do not always have sufficient time to explore a range of colours and textures. They select different coloured crayons and colour their pictures carefully. Most know the primary colours of red, blue and yellow and many know colours such as orange, purple and pink and name their favourites. In music, children know a range of songs from memory and they sing tunefully. They listen well to music in assemblies. The quality of teaching creative learning is sound and all staff effectively teach skills, listen carefully to what children have to say and lead them to explore new ideas and express them through a variety of activities.

65 The quality of teaching for children in the foundation stage of learning is good. The teacher's very good knowledge of the learning needs of young children ensures that the activities are well matched to the age and experience of the children. Although new to the school this term, the teacher has brought her own effective planning and assessment strategies to use with the class since there is no whole school approach to these areas. The teacher is very positive in her approach to the children and relationships are very good. The children are very well managed and the teacher works hard to create a stimulating atmosphere that is conducive to learning. She has high expectations of the children and they are encouraged to persevere with activities. The teacher provides sensitive support for lower attaining children and ensures that they make good progress. The very experienced classroom support staff are well deployed and work well with the children to enable them to learn effectively. The curriculum for children in the foundation stage of learning is well planned and closely follows national guidance. Staff are clear about what they want the children to learn in each session.

66 The induction of children into the reception class works well and they settle quickly into the classroom routines. Links with parents are good and they are encouraged to help in the classroom. The head teacher visits the private playgroup and mother and toddler group that meet in the school.

However, in the past there was little liaison between the reception class teacher and the playgroup leader. The new class teacher has plans to develop links with the pre-school provision in order to further support transition. The learning resources for the reception class are mainly satisfactory but provision for practical activities and role-play and outdoor play are limited by the lack of space.

ENGLISH

67 By the end of Key Stage 2, pupils' attainment in English matches the levels expected for their age. Attainment by the end of Key Stage 1 is above the expected levels. At Key Stage 2 this is a decline since the last inspection where standards were above what would be expected for pupils at both key stages. This is partially a result of the school not sufficiently tackling the previous key issues relating to assessment and the presentation of written work. Speaking and listening are a major strength of this subject, and by the end of both key stages standards are above the levels expected for pupils' ages. Standards in writing match expectations for pupils' ages at both key stages. Only nine pupils took the national tests for 11 year olds in 1999 and this small number means that any comparisons with the national standards are not reliable. However, pupils' performance over time matches the national trend.

68 Although the cohort size is small, pupils attain consistently good standards in the tests for seven year olds and this is built upon in the Year 3/4 class. This good progress is not consistently sustained in the Year 5/6 class. The school's results have shown fluctuation between 1996 and 1998, with an improvement in 1999. This is partly explained by the low numbers of pupils taking the tests but also reflects the limited planning of the curriculum and little use of assessment to match work more closely to the needs of the full range of attainment in the class.

69 Pupils with special educational needs make satisfactory progress. They are supported well in classes either by the class teacher, non-teaching assistants or other volunteer adults.

70 As the inspection took place early in the autumn term, pupils have had little time in their present year groupings. As a result, judgements on standards are based on current work and work from the last school year. Pupils enter the school with above average levels of speaking and listening, and all pupils make steady progress. As a result, in Years 2 and 6, pupils' attainment is above what is expected for their age. Pupils listen well in a wide range of contexts including whole school assemblies where even very young pupils are confident when expressing their ideas. For example, pupils were able to explain what they felt was the hardest thing to do when 'making up' with friends. In the Literacy Hour pupils' of all ages listen attentively, and they show this by responding thoughtfully to questions. The majority of pupils are articulate, and they talk maturely about their work. Pupils use speaking and listening skills well to support their work in other subjects. In a science lesson, in the mixed Years 1 and 2 class, pupils used a range of extended sentences and good vocabulary to share the findings of their work with classmates. For example 'I have heard an owl outside my house and it made a fluty sound'. In the Literacy Hour, pupils in the mixed Years 3 and 4 class use speaking skills very well to explore their ideas about the characters and setting when sharing reading. They listen carefully to their teacher, and to each other. In the mixed Years 5 and 6 class, pupils were confident and used a wide vocabulary when exploring orally what might be being said from a picture of King Henry V11, his son and two princesses.

71 Pupils make good progress in reading in Key Stage 1 and by Year 2 pupils' attainment is above what is expected for their age. Pupils of all abilities read independently and they use their knowledge of letter sounds and syllables to build up unfamiliar words. One pupil confidently began to sing a rhyme 'We are the tickle-bugs' as a result of immediately recognising the rhyme in the phrases. Pupils capable of higher attainment are given appropriately challenging books to read. For example,

one pupil fluently read unfamiliar words such as ‘Koyama’ in a story about Japan. Most pupils use their good speaking skills to explain their preferences, for example ‘I like the story because it is interesting and I want to know about the cherry blossom tree’. Pupils know the purpose of content and index pages, and pupils capable of higher attainment explain a glossary as ‘It’s where if you don’t know a word, you can turn to the glossary and it will tell you what it means so what you read makes sense’.

72 Most pupils make steady progress in reading throughout Key Stage 2. However, in Year 6, pupils make unsatisfactory progress in the development of library skills to support independent learning and research. This results in attainment that is close to the expectations for their age but could be higher, particularly for the higher attaining pupils. In Years 3 and 4, pupils know how to use contents and index pages, and in Year 4 pupils learn to recognise the difference between fiction and non-fiction and how a non-fiction library is organised. Pupils use a range of strategies to read with understanding, including using punctuation and reading with expression. Most pupils name a favourite author. In Year 5, in the mixed Years 5 and 6 class, pupils are fluent readers, apart from pupils of lower attainment. One pupil was attempting to read a book that was much too difficult for him. As a result, he struggled to read most words, having to break words down to single syllables, such as ‘Hit-ler’ and ‘pain-ter’. Other pupils read fluently and confidently, although a pupil capable of higher attainment was reading a book with large print that provided little challenge. Pupils know that the school library has a subject index and have some idea about finding a specific book in the non-fiction section of the library. In Year 6, in the same class, whilst pupils are fluent readers, they frequently do not correct errors. For example, misreading ‘explore’ for ‘escape’ and ‘monster’ for ‘moment’. They talk about their preferences and why they have chosen the book they are reading. However, pupils have few strategies for choosing books, and rely on looking at the cover. They seldom read the synopsis and in discussion pupils confused the purpose of a glossary and a synopsis. Pupils do not know how to use the subject index system for finding non-fiction in the school library.

73 Pupils make steady progress in writing in Key Stage 1, but their writing is hindered by poor handwriting skills. As a result, in Year 2, pupils’ attainment matches the expectations for their age but could be higher. Pupils in Key Stage 1, write for a range of purposes and audience, including accounts of visits, letters, poetry and instructions. However, pupils are not beginning to make letter joins in handwriting, and some letters such as ‘p’ and ‘g’ are poorly positioned. Many pupils write capital letters incorrectly in sentences; for example ‘yes a Boy can Drink’. Only a few pupils accurately form letters and with a consistent size. Pupils write in a sequence of sentences, but capital letters and full stops are not used accurately. Pupils make steady progress in Years 3 and 4. They continue to write very widely and make their own books, which are well presented and illustrated. Pupils write poetry in a variety of styles, and are beginning to set out play scripts correctly. However, only pupils capable of higher attainment in Year 4 are beginning to use a joined script. A few pupils still use capital letters incorrectly within sentences. Most pupils use strategies to plan their written work. As a result their writing is well organised and the structure of sentences is usually correct. In Years 5 and 6, there is a limited range of writing. Written work consists of examples of descriptive writing, letters and a variety of grammar and comprehension exercises. In Year 6, pupils capable of higher attainment use a range of vocabulary to make their writing interesting and spelling is usually accurate, including words such as ‘peculiar’ and ‘eccentric’. These pupils use a variety of punctuation although speech marks are not always used correctly. However, the remaining pupils in Year 6, spell many words incorrectly, such as ‘sterers’ for ‘stairs’, ‘warter’ and ‘plarster’. Capital letters and full stops are still not always used correctly, and capital letters are still used wrongly within some sentences. For example, a few pupils persist in using a lower case letter ‘i’ and the letter ‘b’ is often written incorrectly as a capital letter. The presentation of pupils’ written work is often careless, with frequent crossings out and pupils writing at the bottom of lined pages where there is no line left. The

presentation of pupils' work was identified as a key issue in the previous inspection, and very little progress has been made against this issue.

74 The teaching of English is mainly good, with some very good teaching in Years 1 to 4. Where teaching is very good, lesson planning reflects teachers' good understanding of the literacy strategy. Pupils know what they have to do, and in Years 3 and 4, pupils are encouraged to refer to the identified targets aimed at improving their writing. These strategies ensure that pupils make good progress in lessons. Most lessons move at a brisk pace with a suitable balance between whole class teaching and group activities. Only occasionally, in the Years 5 and 6 class, too much time is spent in whole class discussion. This results in pupils not making the progress of which they are capable because they do not have time to finish their writing tasks. In one lesson, lower attaining pupils were unsure about what they were expected to do. As a result progress was slow because these pupils began copying from the poem they had been studying. Teachers use questioning skills well in lessons, to know how much pupils have learned or understood. However, the use of assessment to determine pupils' capabilities or to inform future lesson planning is unsatisfactory. Where lesson planning is brief, work is not matched well to pupils' abilities, especially for those who are capable of higher attainment. This was also a key issue in the previous inspection, and the school has made unsatisfactory progress. Teachers take account of the National Literacy Framework when planning their lessons. They have discussed how they will manage the Framework within the school's organisation of mixed aged classes. Pupils behave very well in lessons, and sometimes their behaviour is excellent. They listen carefully and concentrate well on tasks. This has a positive impact on the quality of learning in lessons.

75 The English curriculum meets National Curriculum requirements and the school has introduced the Literacy Strategy. However, this has not been mentioned. Consequently, the school has not identified what is being done well or what is in need of improvement. Some teachers have independently identified areas for improvement. For example, in Years 3 and 4, pupils have individual writing targets. However, weaknesses in handwriting and the presentation of pupils' written work has not been resolved. Annual reading tests are undertaken but results are not analysed, and reading records are only lists of books read. Therefore, pupils are not consistently taught a sufficient range of strategies to enable them to become competent and mature readers by the time they transfer to secondary education. There is no analysis of national tests to identify areas for development. Consequently, the school is not aware of the underachievement of boys at the end of Key Stage 2. Assessment is not used to track individual pupils' progress. Marking is seldom effective in informing pupils about their work, or setting targets for improvement, and this was also identified in the previous inspection. There are small library areas in all the classrooms but there is a lack of emphasis throughout the school on planned reading for pleasure. The school regularly produces dramatic productions, and all the pupils were involved in the schools' production of Dracula last term. There is a capacity for improvement in the subject, and teachers are committed to raising standards.

76 Teaching is beginning to support the development of literacy skills in other subjects and this is an improvement since the last inspection. For example in the Year 3/4 class the teacher used individual pieces of written work to reinforce pupils' understanding of spelling rules. Some teachers take opportunities in other subjects such as science, geography and design and technology for pupils to write for different purposes such as planning and writing up their experiments, producing factual accounts or writing instructions for others to follow. This is not consistent throughout the school. Pupils good speaking and listening skills are used well in all subjects. Pupils do not use their reading skills sufficiently well to support independent learning in other subjects, although pupils do use non-fiction books to research projects for homework. There are few examples of pupils using word processing to draft, refine and present their written work. The use of information and communication technology is not consistently planned to support literacy skills.

77 English resources are adequate. The school has resourced the Literacy Framework well, and makes good use of the local education authority's schools' library service. The non-fiction library is small, and there are a number of outdated and worn books that do not motivate pupils to read them and find information to support their work. Books are organised and classified using the Dewey system, but not all books are placed correctly on the shelves and there is no simplified colour coding to enable pupils to learn how to use this system. This limits pupils' development of library skills. English makes a positive contribution to pupils' moral, social and cultural development. Teachers take opportunities to discuss moral issues when they arise in stories. Sessions, at the end of the Literacy Hour, are used well by some teachers to provide opportunities for pupils to value the work of classmates. Pupils learn about the work of famous writers and poets. For example, pupils in Years 5 and 6 are studying 'La Belle Dame Sans Merci' by John Keats.

MATHEMATICS

78 The school's results in the 1999 National Curriculum tests taken at the end of Key Stage 1 show that pupils' attainment was well above the national average and above the levels achieved by similar schools. The trend over the last four years is for the performance to be well above the national average in the national tests for seven year olds. Only 14 pupils took the test so comparisons with national averages need to be treated with caution. At the end of Key Stage 2 only nine pupils took the tests so a comparison with national averages is not statistically valid. However the trend over the last four years is for performance to be well above the national average. The findings of this inspection are that attainment in current and recent work matches expectations for the age of pupils at both key stages; this is below the level indicated in the previous report. Learning is good at Key Stage 1 and satisfactory at Key Stage 2.

79 At Key Stage 1 pupils make good progress. By the end of the key stage they can work out number bonds to ten quite quickly and accurately. They understand the place value of digits and can arrange numbers to 100 in order of size. Most can sort numbers into odd or even sets. Pupils know that half of eight is four but many cannot work securely with quarters. They choose appropriate methods to solve problems, for example interpreting given data on animals to form the sum $14+6+5+12 = 37$. Above average pupils are sometimes given the same tasks as less able pupils but are able to demonstrate their superior skills and knowledge when allowed to work on extension activities. For example, average and below average pupils learn to recognise and name simple shapes such as cones, cylinders, cubes and cuboids. Above average pupils extend this to include triangular prisms. Pupils use their knowledge of the five and ten times tables to solve problems successfully. They gather and sort data and communicate their findings graphically. For example, they collect data about animals from a farm trip, draw block graphs and say which is the favourite animal. Pupils do mathematics homework regularly but the work set for pupils of different abilities in both key stages is usually identical and therefore not well matched to their learning needs.

80 At Key Stage 2 pupils continue to make sound progress and attain satisfactory standards, with more able pupils attaining above the levels expected for 11 year olds. By the end of the key stage most junior pupils can recall their tables and use the four rules of number. They understand and use data but are insecure when interpreting and solving problems. For example, they work with decimals and can add 2.15 and 5.38 but do not fully understand how to accurately combine two decimals of less than 1.00. Most pupils can calculate simple percentages of three digit numbers but are less sure when asked to find three quarters of the same number. Pupils work with graphs but cannot accurately interpret a line graph of variable distance/time. Their understanding of pie charts is not fully developed. They understand the concept of probability but do not consistently apply it to problems with

spinners or dice. Most can calculate the perimeters of simple shapes and work out the area by counting squares. Above average pupils are much more successful with number, data handling (including probability), shape and symmetry. However they are not confident at interpreting data using pie or line graphs. There was little evidence that pupils have regular opportunities to plan and carry out their own mathematical investigations.

81 The quality of pupils' learning is mainly good in Key Stage 1 and in the class containing pupils from Years 3 and 4. Pupils who make good progress do so because of good teaching and their own positive attitudes to learning. Pupils' learning is satisfactory in Years 5 and 6. Most pupils are very enthusiastic about mathematics and show a great interest and involvement in almost all activities. They enjoy success and are also pleased when other pupils succeed. Their relationships are excellent and their behaviour is very good. However, at times the behaviour in the Year 5/6 class borders on acquiescence when the style of teaching does not allow them enough opportunities to make suggestions or answer questions.

82 The quality of teaching is mainly good from Years 1 to 4 and is satisfactory in Years 5 and 6. The quality of the planning of lessons varies. At Key Stage 1 and the lower two years of Key Stage 2 plans are accurate, consistent and show clear provision for pupils of different ages and abilities. The main aims for the lesson are well covered and ensure a focused programme of work with relevant homework to support it. At the upper end of the school planning in the Year 5/6 class is brief and does not contain a clear development of learning for the class or different groups. Teaching is nevertheless satisfactory because the teacher is very well experienced and has detailed knowledge of the pupils who have excellent relationships with each other. Throughout the school these excellent relationships between pupils mean that teachers do not have to work hard to maintain discipline and they make the most of this enjoyable feature. Marking of work is inconsistent in spite of the fact that a school policy exists. Too much work is simply ticked or crossed and there are very few developmental comments. The setting of targets to enable pupils to improve their work is overlooked. There are some examples of unmarked work.

83 There are no agreed procedures for formally assessing pupils' attainment and progress throughout the school although informal on-going assessment is satisfactory. Pupils in Key Stage 2 have weekly tables tests and sit standardised mathematics tests near the end of each school year. The results of these tests are not analysed and the assessment that does take place in some classrooms is not used well. Assessment does not help teachers to make necessary changes to the curriculum or to set future targets for pupils. Assessment and the use of the information gained are not used consistently well and do not support teachers' planning of work to match it closely to the needs of all pupils. This was identified as weak at the time of the previous inspection. Although individual teachers have tried to develop their own systems there has been no direction or lead given to ensure that good practice is shared or adopted throughout the school.

84 One teacher has been nominated to be responsible for keeping an overview of mathematics throughout the school. However, the role has not been clearly defined and does not include the management and development of this area. There is no system for monitoring or supporting teaching and learning of mathematics throughout the school. The named teacher has attended the required course on the National Numeracy Strategy and has successfully assisted in the in-service training of the other members of staff. As a result, teachers' have a clear understanding of how best to implement the numeracy strategy in their classes. Resources for the subject are satisfactory although pupils have to share textbooks in some classes.

SCIENCE

85 Levels of attainment have fluctuated over the last four years but test results indicate that the school's standards match the national trend.

86 Teachers' assessment of pupils' attainment in science at the age of seven was well above the national average and well above average when compared with similar schools. The percentage of pupils attaining at the higher levels was well above average. The pupils in Key Stage 1 achieve consistently well over time and this reflects the good teaching and the effective planning and assessment in the Year 1/2 class.

87 The inspection took place very early in the autumn term and judgements are based on work seen and also on teachers' planning and records and on pupils' previous work in the last school year. The pupils make good progress in their learning in the Year 1/2 and 3/4 class but progress is uneven in Year 5/6 and although standards are at the level expected for 11 year olds at the end of Year 6 they do not build on the pupils' earlier attainment. The pupils' work also reflects a lack of challenge for more able pupils since the same work is presented to all pupils irrespective of what they already know. Results at the end of Year 6 are similar to those reported in the last inspection but have improved for pupils at the end of Year 2 where standards are now among the levels expected for pupils at the age of seven.

88 Many pupils in Key Stage 1 make good progress in their learning. In the Year 1/2 class they developed good listening skills as they listened to taped sounds and completed a quiz sheet to identify their sources. The quiz motivated the pupils well and they were eager to answer and delighted when they succeeded identifying the sounds. They achieve well for their age and on a 'listening walk' around the school were able to identify and record in writing the different sounds they heard. The pupils are very articulate and use a good range of vocabulary to describe the sounds they hear at different times of the day. The teacher's very effective management of the pupils' learning enabled her to intervene quickly to support a few pupils who began to confuse what they did at certain times rather than what they heard.

89 Pupils in Key Stage 1 develop their understanding of the need for a fair test. They learn through investigating push and pull forces and by the end of Year 2 know when and where these forces are applied to move a range of commonly used objects. They develop their understanding of the characteristics of living and non-living things and have learned about their five senses through practical investigations. By the age of seven pupils have good observation skills that they apply to watching and recording changes in tadpoles and to plants. Higher attaining pupils are challenged by the teacher's well-planned opportunities for them to work on related extension tasks or to devise their own ways of recording their findings.

90 Pupils in the Year 3/4 class make good gains in their learning through the effective, well planned teaching. Lessons are well resourced and pupils are very eager to learn due to the stimulating introductions to lessons. The teacher's very good questioning, balanced with well timed teaching points ensures that pupils' interest and enthusiasm are maintained. In a very well taught lesson pupils learned about teeth. They developed their knowledge and understanding well, and produced carefully drawn diagrams. Many pupils showed the ability to read, understand and integrate information to produce accurate and informative pieces of individual writing. The teacher uses individual pieces of writing to reinforce spelling rules reminding pupils to remember to use their literacy skills in science. The pupils in this class discuss their work sensibly and listen well to the contributions of others. When writing up their investigations they do not just copy from books but prefer to use their own scientific skills and knowledge.

91 Pupils' progress in their learning is uneven throughout Key Stage 2 and is mainly unsatisfactory in the Year 5/6 class. Although standards in tests are broadly in line with national averages by the age of 11 much of the pupils' written work is at a level below that expected for their age, and does not reflect their earlier good grounding in science. They have a satisfactory understanding of the growth and reproduction of plants. They identify accurately the characteristics of different animal groups but work is not challenging. In work on forces they conduct investigations to show the force of air but findings are not well written up. Most pupils understand simple food chains and produce annotated diagrams to record their work. Year 5/6 pupils have a sound knowledge of the correct scientific names for parts of the body and learn to recognise some of the causes and effects of inappropriate foods on their health. They carry out and record in simple tables the results of tests of their own pulse rate and monitor the differences before and after exercise. By the end of Year 6 pupils can describe what humans need to stay healthy. In a lesson planned to enable pupils to revise earlier work on materials pupils were slow to offer ideas and often passive even when they knew the answers. The teacher, who takes the head teacher's class while he works with a music group, had carefully planned the work. However, the lack of organisation, planning and monitoring of the curriculum in this class meant that the teacher had insufficient information about the pupils' previous learning on which to build and the work was too easy for most of the pupils, even for a revision session. Since this teacher does not teach other science lessons with the class and there is little information from any ongoing assessment of what pupils already know and can do, it is difficult to plan revision activities that sufficiently challenge the pupils.

92 The presentation of work in science is weak in Years 5/6. Pupils are careless; they do not apply their literacy skills and handwriting is often untidy, simple words spelled wrongly and capitals letters are used for ordinary words in the middle of sentences. There is some use of numeracy skills as pupils present their findings in simple tables and bar charts. These opportunities are few and pupils do not use more sophisticated graphs to present their work. Pupils access the school's web page independently to find information on the Internet and occasionally pupils build up their own data on a particular topic. However, they do not use computers and associated sensors to monitor experiments and there is little planned use of information technology to support learning.

93 Teaching is good and sometimes very good in the Year 1/2 and Year 3/4 classes and was sound in the lesson seen in Year 5/6. In the Year 1/2 class the teacher effectively plans links between science and literacy and pupils are encouraged to use their literacy skills. For example, when working on the life cycle of a frog, pupils wrote an imaginative story of their adventures as a frog. The teacher's careful, open-ended questioning effectively clarifies and extends the range of the pupils' understanding. Her good subject knowledge has a positive impact on the pupils' learning and enables them to make gains in their awareness of a wide range of science concepts.

94 In the Years 1 to 4 classes the teachers have devised their own useful assessment procedures and use the information to ensure that the work is matched to the earlier learning of all pupils, whatever their ability. These planning and assessment systems provide useful models that could be evaluated and adapted for whole school use. In these effective lessons the teachers' relationships with pupils have a very positive effect on learning and attainment. These teachers provide good feedback to pupils to enable them to improve their work. Subject knowledge is good and ensures that work is interesting and provides a good balance between the direct teaching of scientific knowledge and skills and opportunities for pupils to learn through their own investigations. Work in these classes is very well planned and is based on recent national guidance. However, planning varies in quality throughout the school. At best it is detailed and identifies the skills pupils will learn and how will be taught. Planning for Years 5/6 is very thin and the work is not always closely matched to pupils' previous attainment. This means that more able pupils are not challenged sufficiently and although

most pupils reach the national average in tests they do not reach the levels attained in similar schools. Pupils' attainment at 11 does not reflect their earlier good progress and standards are not high enough.

95 The two-year cycle of topics means that pupils in the mixed age classes do not repeat the same work but there is little difference in work offered to pupils of different attainments in Years 5/6 and this has a negative effect on the acquisition of skills, knowledge and understanding of higher attaining pupils in particular. There is little advanced work to challenge the higher attainers and written work does not reflect the depth needed for pupils at the end of Key Stage 2. There are only limited opportunities for these pupils to apply skills they have learned in information technology, numeracy and literacy to their work in science.

96 Pupils' attitudes to science are good in most classes throughout the school. They work well in pairs and groups to carry out investigations. They treat measuring and other scientific equipment sensibly and actively support each other as they work together. Most pupils listen carefully to the instructions of their teachers and wait their turn when using science materials.

97 There are no curriculum leaders for subjects although a teacher keeps a 'watching brief' over developments in science. She attends relevant courses and keeps colleagues informed. However, there is little monitoring of teaching and learning or the curriculum. There is little analysis of test results and the curriculum is organised and planned by individual teachers. It is difficult to manage curriculum co-ordination in a small school but at present the school has not explored the full range of possibilities for the effective development in this subject. The adoption of recent national guidance is beginning to ensure that staff have a framework on which to build teaching and learning.

ART & DESIGN AND DESIGN & TECHNOLOGY

98 During the inspection no art or design and technology lessons were observed at Key Stage 1. At Key Stage 2 these subjects are taught in group lessons and no separate subject class teaching took place. Although art and design were identified in the teachers' planning in Years 1 to 4 there was little detailed planning available in Years 5 and 6. There was very little art work available for scrutiny in the work samples for either key stage but a number of examples of good art work were displayed in classrooms and general areas. This indicates that pupils generally make satisfactory progress and attain nationally expected standards in art in both key stages. This is similar to judgements made at the last inspection. There was insufficient evidence to allow an evaluation to be made about progress and attainment in design and technology.

99 Pupils in Key Stage 1 learn about colour and produce patterns using careful colour mixing techniques. Pupils use art across the curriculum to illustrate and enliven their work. They draw quite detailed pictures from real life, as when a mixed Year 1 and 2 class drew their houses as part of a geography lesson. They coloured accurately, for example when selecting rhyming words from an 'octopus' chart in an English lesson. Pupils visited an art gallery to study the work of artists such as David Hockney and wrote suitable reports on what they had seen. Some word-process their reports on computers to aid presentation. Pupils demonstrated an awareness of scale when they constructed three-dimensional models of pigsties in a design and technology project. They used a range of given materials to make racing cars that moved and made simple judgements about the end product.

100 At Key Stage 2 pupils use the Internet to find out about different artists. One group in a mixed Year 3 and 4 class showed imagination and demonstrated accuracy and attention to detail when designing patterns based on Japanese Temari and Celtic designs. Another group worked with a knowledgeable and experienced non-teaching assistant on silk-printing techniques. They used their knowledge of the work of the artist Paul Klee to produce vivid and even dramatic individual panels.

Pupils demonstrate an awareness of colour, pattern and balance in their work. They learn how to use salt crystals to produce pleasing, random effects. In the same class another group studied food technology with the school cook when making fruit kebabs. They followed recipes and produced their own list of ingredients and details of their methods. Pupils showed they understood the need for hygiene and the reasons for good practice. For example, they know that fresh fruit needs to be washed to remove insecticides and dirt. They develop an appropriate vocabulary such as 'kiwi fruit', 'insecticide' and 'skewer'. In the Year 5 and 6 class pupils worked within a similar group pattern to produce a 'Hippy' poster with background stimulation from music of the times. They produced a satisfactory range of posters using the information provided. Another group produced large flowers using templates, which, though not demanding great creativity, are pleasing when finished. Food technology in this year group was based on a group making Risotto from fresh ingredients under the guidance of the school cook. Pupils read and understand the instructions well and worked with care and good collaboration to produce a tasty dish.

101 There is a policy for art, that recognises the contribution this subject can make to personal and social development. The policy indicates a rich programme of visits to local and national centres of art such as the National Gallery. Local artists who visit the school at least once per term support this. There is no policy for design and technology to provide a curriculum overview or detailed guidance. As a result, aspects of design are not developed coherently and there is no assessment of curriculum or pupils' learning. Resources are satisfactory for both subjects.

GEOGRAPHY

102 Only two lessons were observed during the inspection and these were in classes at the end of both key stages. Standards seen were satisfactory by the end of Key Stage 1 but unsatisfactory at the end of Key Stage 2. Additional evidence from teachers' planning, conversations with pupils, examination of their previous work and geography-based displays around the school support this judgement. At the time of the previous inspection attainment was judged to be above the national average at the end of both key stages and progress was good throughout the school, but this has not been maintained.

103 At Key Stage 1 an analysis of pupils' previous work indicates that it is sufficient to cover national curriculum requirements. By the end of the key stage they coloured a map of the world indicating where the British Isles are situated. Above average pupils copied and produced a good, detailed map of a walk around Shibden including a key showing the main features. Pupils of below average ability expressed views on locations such as Stump Cross crossroads when they wrote, 'I won't live there because it is noisy'. Pupils keep a weather chart using picture symbols and illustrate how weather affects our choice of clothing. In lessons, they state their home address with help. They know that Shibden is a village near Halifax. Pupils recognise a local location from photographs by identifying the main features. When examining a simple map of the area they sometimes show good understanding such as, 'Some roads on the map are fatter than others because some are main roads and some are paths'. The more able pupils are beginning to recognise the symbols for a train track and a church.

104 By the end of Key Stage 2 pupil's previous work demonstrates the study of a limited range of topics. Pupils have copied maps of several different locations including the local area, the Calder valley, the North of England, the British Isles, France, Scandinavia and the World. They wrote descriptions, to accompany and describe the maps. Much of the copying was quite crude and badly presented so that major geographical features were missing or distorted. There is no evidence, in the sample, of original research and pupils of all abilities produce the same work. Pupils do not

demonstrate knowledge, understanding and proficiency in the study of places and themes in different scales. The work set does not require them to use a range of geographical skills and evidence since it is largely copying. Their knowledge of even local geography is limited. For example, in a lesson on rivers very few Year 6 pupils know that the River Calder runs into the North Sea. They do not possess a wider knowledge of the world. For example, only one pupil knows where the River Jordan is and the name of the Dead Sea. When asked by their teacher, no pupils knew what 'erosion' is or how it affects the landscape. About 80 per cent can suggest sound reasons for damming rivers and using water mills to run machinery. A display about the pupils' visit to France contains little or no evidence of the study or comparison of different geographical aspects, which is a valuable opportunity missed.

105 Most pupils enjoy their study of geography at Key Stage 1. Their attitudes and behaviour during a geography lesson were considered to be excellent. Pupils are enthusiastic and love to identify local features from photographs. Although eager to answer they take turns well and listen with interest to the suggestions of other pupils. Year 6 pupils are also well behaved but do not show enthusiasm or enjoyment. They are not very responsive, for example they do not try to answer questions such as, 'What happens to the water when it rains heavily?'. This is partly because the pupils do not get many opportunities to communicate what they know and understand during the lesson.

106 The teaching of geography in the lessons observed was very good in Key Stage 1 and satisfactory in Key Stage 2. Teachers have a good knowledge and understanding of the subject and of the local area. This enables them to use local features well to make valuable teaching points. Where planning is good, as in the Key Stage 1 lesson, it is based on national guidance and supports teaching well by giving structure and teaching objectives. In whole-class sessions the teacher skilfully ensured that all pupils were given an opportunity to demonstrate their knowledge. They were rewarded with stickers that also enabled the teacher to keep a check on correct responses. This technique also helped to maintain the initial high levels of interest and enthusiasm. In the Year 5/6 class, work is not well planned and is sometimes subject to last-minute change. For example, the pupils went to the playground to view the local river valley without prior discussion or preparation, which would have enabled them to understand the teaching points better. Good use was made of the teacher's wide local knowledge and general knowledge to illustrate points. However, this did not build on the pupils' previous learning or develop important skills. Teaching aids such as photographs of local floods were interesting but small and difficult to see. Pupils in Years 5 and 6 go on an annual field trip but no examples of first-hand study arising from this were available. Although photographs and simple descriptions of places visited were displayed, there were no examples of note-taking or other indications of independent learning. In the samples of work in both key stages marking was limited and did not indicate how pupils' learning could develop. There is no formal assessment of work in geography and the results of day-to-day assessment are not used well to guide curriculum planning or set targets for future learning.

107 There is no co-ordinator for geography and curriculum development depends on teachers raising issues in discussions. Because of the lack of a school curriculum plan linked to an assessment process there is no real check on the range or depth of teaching and pupils' learning. Resources are assessed and ordered on an ad hoc basis during regular staff discussions. They are satisfactory in quality and range but pupils have to share textbooks in lessons. Most pupils in the top years of Key Stage 2 can access the school's web page and find information on the Internet, but there is limited planned use of information and communication technology to support their learning.

HISTORY

108 There were no history lessons seen in Key Stage 1 during the inspection and only one lesson in Key Stage 2. Judgements about standards are based on evidence from teachers' planning, discussions with teachers and pupils, analysis of pupils' previous work and from work on display. By the end of both key stages most pupils are working at a level that is expected for their age and making sound and sometimes good progress in the development of historical skills. These findings are similar to those of the last inspection of the school.

109 In Key Stage 1 pupils in the Year 1/2 class develop their understanding of the differences between the past and the present by comparing the characteristics of toys played with in Victorian times and those they have now. They make careful observations of differences and similarities and can describe how some modern toys have developed from earlier ideas. For example, they know that board games played in the past can now be played using computer programs. Pupils have visited Shibden Hall dressed in Victorian costume and gained a good understanding of how work in the classroom has changed. They develop the skills of investigation by comparing photographs of their area from the past and comparing them with the present. In work linked to geography, pupils have studied farm implements used in the past and make sensible suggestion about how they were used and identify modern equivalents.

110 In Key Stage 2, pupils in the Year 3/4 class have learned about the Celtic tribes and know that archaeology enables us to find out about how people lived and worked in past times. In a very well planned and resourced lesson to begin a topic on The Romans, they investigated archaeological 'finds' prepared by the teacher. They made good links with artefacts such as road maps to study main routes and identify which are based on the roads built during the Roman occupation of Britain. The pupils used books well to find out the link between the dried apricots in their 'finds' and foods eaten by the Romans. The pupils were very well motivated and responded well to the imaginative approach of the teacher. They enjoyed the opportunities to learn through their own investigations and learning was very effective as they used modern artefacts to identify what we have inherited from the Romans.

111 By the end of Key Stage 2 pupils are aware of how sources of evidence can inform them of the past; for example pupils in Years 5 and 6 use the Internet, books, photographs and objects to develop their knowledge of life in Ancient Egypt. They have a sound understanding of the importance of the Egyptians belief in their Gods. They have learned about the tombs of the Pharaohs and know about mummification and the burial rituals. The pupils have produced good art and design work based on the jewellery, masks, pottery and paintings found in the tombs. They know the impact of the archaeology done in Egypt and the importance of the interpretation of the hieroglyphs found in temples. The pupils' written work shows that they know the differences and similarities in the way of life in Ancient Egypt and life there now. However, a lot of written work is unfinished and is not well presented. Work shows links with literacy and geography and pupils have produced a tourist guide to the pyramids.

112 Throughout Key Stage 2 pupils have a sound knowledge about the periods in the past that they have studied and have acquired a satisfactory historical vocabulary. They are gaining an understanding of the use of different sources and have used the school logbooks to evaluate accounts of past events. In work on the Second World War they know about the main leaders and events of the war and have written about the impact of rationing on people's lives. However, much of their writing is copied from books and there is little in the pupils' own words to show their understanding and interpretation of events, or empathy with the way people coped.

113 Teaching was very good in the lesson seen in the class with pupils from Years 3 and 4. The teacher's excellent subject knowledge ensured that the lesson content was interesting, challenging and

fully engaged the interest of all the pupils. Her very effective questioning was matched well to the different abilities of the pupils and ensured their understanding. Evidence from completed work shows that the quality of teaching is mainly good. Teachers have secure subject knowledge, are enthusiastic and make effective use of a number of resources such as books, photographs, objects, the Internet and well planned visits to museums and places of interest to develop pupils' understanding and extend their knowledge.

114 The curriculum is now based on recent national guidance and the units of work take account of the mixed age classes. The school has only a brief and out of date written policy, but the national guidance is used to provide a scheme of work that ensures that pupils experience a range of history topics through which to develop their skills and understanding. There is no co-ordinator and decisions are made within the staff group although one teacher keeps a 'watching brief' on the subject and works hard to support other staff. There is no effective whole school agreement on the means of assessing and recording the progress that pupils are making and the levels of achievement that they are reaching. Although the staff in the Year 1/2 and Year 3/4 classes have devised useful, manageable systems to monitor progress these are not used by the teacher in the Year 5/6 class and this limits opportunities for planning work that builds on pupils earlier learning of history skills and concepts.

INFORMATION AND COMMUNICATION TECHNOLOGY

115 Pupils in Key Stage 2 make uneven progress in developing skills in information and communication technology and in using computers to support their learning. Although many apply their experience of using computers at home, the standards reached are below expectations for pupils at the age of 11 since pupils do not have experience of all aspects of the national requirements for the curriculum in information and communication technology. Standards have declined since the last inspection and this reflects the lack of a whole school plan to provide a framework for developing pupils' skills as they move through the school. Not all pupils receive enough planned, practical time at computers to develop their use of information technology to support their learning.

116 By the age of 11 most pupils can word-process information efficiently, but there is little evidence that they use computers to write, edit and redraft their work on a regular basis. They can handle all the controls of a computer well, can edit text, import images from a clip-art selection, position and re-position them. Some pupils locate and open documents, as well as print data appropriately. There are few examples of Year 6 pupils using their skills to prepare and present data in graph or chart form on computer or to produce a multi-media presentation using text, pictures and sound. More able pupils are able to use the link set up on the school's web page to access the Internet to look for information about their class topics. Pupils do not learn to use other aspects of information and communication technology. For example, they do not use a computer to record scientific measurements or set up sequences of commands to control devices. They do not use computers to simulate real-life events, or set up and use databases to research information for topic work.

117 The recent addition of up to date computers enables the school to keep a number of computers together in the staff room/head teacher's office that enables Year 5/6 pupils access to find information in lessons such as history. However, there is limited use of computers to support their learning on a planned and regular basis.

118 At Key Stage 1, pupils make satisfactory progress and by the time they are seven their level of attainment matches expectations for pupils of their age. They have sound keyboard skills and can move graphics and text on screen and use word-processing skills to present stories they have written. They have regular planned opportunities to work in small groups with a classroom support assistant who uses her skills well to support their learning. By the age of seven, pupils show sound skills in operating a computer. For example, they have good control of the mouse and show this in programs to support basic skills in English and mathematics. They have some opportunities to use information and communication technology to control devices, such as a floor robot.

119 No lessons were seen on which to base judgements on teaching. However, teachers' planning for the term in Years 1 to 4 shows that they identify when and how computers will be used to support learning in other subjects and the skills they intend to teach. The planned use of computers is not clearly defined in the Year 5/6 class but pupils are given direct guidance when they need to learn an operation. This is as the need arises rather than as a planned programme of skills development for the whole class. The school channels most of the teaching of the subject through a classroom support assistant. She is very enthusiastic and creates a positive learning environment. However, pupils have too few opportunities to develop and improve their skills in a systematic way. All staff have had access to training and subject expertise is sound.

120 The school is starting to make progress, but this is not yet being supported by a carefully thought through plan. It has recently adopted the new national scheme of work for the subject. However, there is no clear direction for developing and monitoring its impact on pupils' progress or to ensure that all staff use it. Without monitoring this provision and assessing and recording pupils'

progress, there is no way that the school can guarantee that all the pupils have sufficient opportunities to access the full breadth of the curriculum, or that they all build progressively on previously learned skills. There are now enough computers for each classroom and the school has built up a satisfactory stock of programs to support learning. However, there is little specialist equipment to enable pupils in the top years of Key Stage 2 to measure or control activities. This limits their understanding of the application of computers to support their learning and the school does not meet the requirements of all strands of the National Curriculum.

MUSIC

121 Few music lessons were seen during the inspection. Discussions with teachers and pupils, scrutiny of teachers' planning and observations of the contribution of music in assemblies and extra-curricular activities enable judgements to be made. Standards are above expectations for pupils at the ages of seven and 11. Inspectors agree with parents' views that there is a good range of extra-curricular activities in music. As reported in the previous inspection, pupils' musical performance is a major strength of the school. Pupils make very good progress in instrumental composing and in performing instrumental compositions. They make steady progress in singing, but there was little evidence of pupils using a range of methods to record and read their own work. By the end of both key stages, pupils' attainment in instrumental performing is well above the expectations for their ages.

122 In the Years 1 and 2 class, pupils make very good progress. As a result, in Year 2 pupils' attainment is above the expectations for their age. They recognise and explore ways in which instrumental sounds can be arranged. For example, two pupils experimented by covering some holes on recorders with their fingers. Others used different parts of their hands to experiment with loud and soft sounds on drums. Pupils are gaining confidence in performing in front of classmates. They use their speaking and listening skills very well in music. For example, pupils explained that the xylophone makes a tapping sound, and other instruments make 'scraping' or 'clicking' sounds. Pupils maintain the beat in simple musical patterns and they explore the ways sounds can be combined to perform music. Pupils make good progress in Key Stage 2. In Year 6 their attainment is also above the expectations for their age. They recognise musical scores, and follow notation to recognise the number of beats in a bar. They are learning an appropriate musical vocabulary and some pupils recall the names of notes such as 'crochets' and 'quavers'. Those pupils who play in the school's orchestra have a very good musical knowledge, and recognise 'semi-quavers'. Pupils perform rhythmically playing a wide range of instruments. They are aware of their different parts and how they fit to produce an overall effect. Pupils' singing in assemblies is satisfactory. However, the volume of taped recordings and musical accompaniments often drowns out the quality of pupils' singing. No pupils performed musically in front of classmates during assemblies. This was accounted for because of the early stage of the school year. However, pupils take part in productions that are performed for parents and contain music, dance and drama. For example, a production of 'Dracula' was performed at the end of the school year and there are performances at Christmas.

123 Teaching is good. The very good specialist subject knowledge of the head teacher is used well to develop instrumental tuition. Pupils are managed very well, and teachers have high expectations of pupils' behaviour and work in lessons. In the Years 1 and 2 class, teaching is very good. The teacher makes very effective links with other subjects. For example, the lesson seen was linked to the work pupils had done the previous day in science, when they had investigated sounds, and in the music lesson pupils were investigating and experimenting with the musical sounds of some percussion instruments. Pupils are managed very effectively. The teacher uses questioning skills very well to ensure that all the pupils are challenged. Resources are used very effectively to make a positive impact on pupils' learning. For example, they learn the correct names of instruments. The

head teacher regularly gives his own time at lunch-times and after school to support a range of extra-curricular music activities, including teaching the recorder, violin, and coaching the school's orchestra and choir. His very good subject knowledge makes a positive contribution to the school's musical tradition. Pupils enjoy music. They behave well and treat musical instruments with care.

124 The music curriculum meets statutory requirements. However, there is no monitoring of the curriculum. As a result areas for development are not identified. The school has adopted the national schemes of work, and these are being introduced into the curriculum this term. However, without monitoring this provision, there is no way that the school can guarantee that all the pupils receive the full breadth of the music curriculum, or that they all build progressively on previous learning. Resources for music are adequate. There is a good range of instruments, although there are no instruments or recordings of music from other cultures. Music makes a very good contribution to pupils' social and cultural development. They learn the importance of teamwork when performing. In assemblies, all pupils listen carefully to the chosen music for the week. This enhances their appreciation of the music of famous western composers, but there are no opportunities for pupils to listen to the work of composers from other cultures.

PHYSICAL EDUCATION

125 During the inspection it was possible to observe only one games lesson in each key stage and a dance lesson with children in the reception/Year 1 class. However, from discussions with staff and pupils, the examination of documents and teachers' records it is clear that the physical education curriculum covers the areas of the National Curriculum. By the age of seven and 11, pupils attain the standards expected for their age. The curriculum is substantially enhanced by the very good extra-curricular provision. A wide range of activities is presented to pupils in Years 3 to 6 and clubs are well attended. These include, football, netball, gymnastics, country dancing and rounders. The pupils apply these skills well to improving their performance in lessons and when participating in the Small Schools' Sporting Events. The skills learned in these activities are used to improve performance in games lessons. Pupils learn to swim and have the added advantage of extra tuition at a privately owned pool. This enables the school to give extra tuition to the pupils who need it. As a result pupils do well in swimming and learn to swim at least 25 metres by the time they transfer to secondary school at the age of 11, and many swim well beyond this distance.

126 In the lesson seen at Key Stage 1 with pupils in the Year1/2 class, the effective teaching enabled pupils to make good progress in developing their throwing and catching skills. Pupils enjoyed the lively warm up and were eager to take part. The Year 1 pupils had recently moved up from the reception class and the teachers effectively reinforced safety points and ensured that all pupils understood the need to use space sensibly, to run carefully and to change direction to avoid collisions. Her relationships with the pupils were excellent. The teacher ensured a good balance between providing examples of ways to throw and catch and opportunities for pupils to practise their skills. The pupils are developing sound hand/eye co-ordination and learn how to apply their skills to throwing and catching a ball with a partner while moving about the hall. They dodge opposing players and try to intercept the ball. Most aim the ball into a hoop with a good level of accuracy for their age. By the age of seven pupils run, jump, stretch and move with agility. They are beginning to be aware of the role of defence and attack in team games. The good pace of the lesson and well-chosen activities enable pupils to build on their skills and learn quickly.

127 In the Year 5/6 class pupils made sound progress in their learning and worked well together to practise ball skills. They responded quickly and safely within the limited space of the small playground and moved swiftly to change direction during their warm up activity. They showed sound

hand/eye co-ordination and worked well in pairs as they practised throwing and catching a ball. The pupils throw and catch accurately and use these skills to play three-a-side games that enable them to make sound progress in intercepting a throw. They showed good control as they swerved to dodge their opponents in the game. The teacher had prepared the lesson carefully although not all activities had sufficient challenge for pupils of this age. Her directions were clear and pupils responded enthusiastically. They listened well to instructions and solved problems of how to use space and how to gain control of the ball. The lesson had a brisk pace and the pupils reinforced their co-ordination within the range of activities that enabled them to improve their skills of trapping the ball with their foot, dribbling and passing accurately to another player. The teacher reinforced pupils' learning through useful interventions to demonstrate hand and footwork. For example, ensuring that pupils used the side of the foot to trap the ball. She ensured that pupils understood the relevance of these ball skills to formal games.

128 The teachers include opportunities for pupils to watch each other's demonstrations and to refine their own performance. In the lessons observed they ensured a good balance between direct teaching and opportunities for pupils to practise their skills. The quality of teaching was at least satisfactory in the work seen. Teachers have mainly good subject expertise and use this well to develop pupils' skills in the after school clubs. For example, in the gymnastics club pupils reach a high standard and many of those in Years 4, 5 and 6 showed good skills as they performed forward and backward rolls, handstands and balances to demonstrate movements to the Year 3 pupils who had just joined the club. Pupils take part successfully in local competitions and use their gymnastic/dance skills in end of term performances.

129 The school has maintained the standards attained in the previous inspection. There is no co-ordinator but a member of staff keeps a 'watching brief' over developments and offers informal guidance to other teachers. The school is currently adopting recent national guidance to ensure a consistent framework for teachers' planning for increasing challenge in skills as pupils move through the school. There is no field but the pupils have the opportunity to use a local field and the sports facilities of the receiver secondary school. The hall and hard surfaced play areas are small but the school makes good use of these facilities.

RELIGIOUS EDUCATION

130 The previous inspection reported that standards in religious education were below average. Standards have not improved, despite the previous inspection identifying raising standards in religious education as a key issue. By the end of both key stages, standards of attainment are below the expectations of the locally Agreed Syllabus. This is a result of teachers and governors lack in understanding of the legal requirements for teaching religious education. For example, this year the school is planning religious education entirely from the national curriculum guidance for religious education, and not the locally Agreed Syllabus, which the school has adopted. The school's Action Plan following the previous inspection was not completed. Although a teacher, named in the Action Plan, has worked hard to develop the subject in her mixed Year 1/2 class, she was given neither clear direction to address the key issue nor any management responsibility to implement religious education throughout the school.

131 No lessons were seen at Key Stage 1, and only one lesson at Key Stage 2. Judgements about standards include discussions with pupils and teachers, scrutiny of pupils' previous work and teachers' planning. The attainment of pupils in Years 2 and 6 is below what is expected for their ages, and progress is unsatisfactory. Pupils in both key stages have no awareness or understanding of the major world faith, other than Christianity. In Year 2, pupils make steady progress in learning about

stories from the Bible. They know that Jesus was born at Christmas and died at Easter. In Years 3 and 4, pupils continue to hear and write about stories from the Old Testament. There is no evidence in planning of teaching religious education, and no examples of written work, for the previous year for the mixed Years 5 and 6 class. As a result, the progress of pupils in this class is poor. In discussion, pupils in Year 6, have only a limited knowledge of Bible stories. In the lesson seen, they confuse Christian denominations with different faith beliefs. Only one or two pupils suggest that Jesus was an important Christian leader. Pupils know the story of The Good Samaritan, and they discuss the moral implications of the story.

132 The teaching of religious education is unsatisfactory. Teachers' subject knowledge and understanding of statutory requirements, and the requirements of the Agreed Syllabus, are major weaknesses. The quality of planning for the delivery of the subject is reliant on individual teacher's understanding. Planning is inconsistent, and often very brief with no identification of what pupils are expected to know, to understand or be able to do in lessons. There are no procedures for assessing pupils' attainment or progress against the end of key stage statements in the Agreed Syllabus. As a result, pupils make unsatisfactory progress in their knowledge and understanding of religions. For example, in the mixed reception and Year 1 class, work is displayed from last year about the story of Noah, and in Years 3 and 4, the previous work sample also includes very similar work about the same story. In the lesson seen in Years 5 and 6, pupils were managed well, and the teacher had prepared resources well to support the lesson. However, the lesson lost pace because the teacher had no indication of pupils' previous knowledge and understanding. This resulted in overlong discussion and explanation. Lesson planning made good provision for spiritual development. Pupils were invited to listen to a taped recording of The Millennium Book and to think about Christian values of right and wrong in relation to their own experiences. Pupils behaved very well and appeared to listen carefully. However, very few pupils volunteer answers to teacher's questioning.

133 Religious education is not taught consistently throughout the school. As a result the school is not meeting statutory requirements. Parents' right to withdraw their child from religious education is not published in the school's Handbook for 2000. There has been unsatisfactory progress towards the key issue identified in the previous inspection. The governors have not formally adopted the chosen Agreed Syllabus to be taught. There is no teacher identified with specific responsibility for planning the implementation of the locally Agreed Syllabus. As a result, the school has not agreed which faiths other than Christianity will be taught throughout the school. No monitoring or evaluation takes place. Resources are inadequate; they consist mainly of books and videos about Christianity.

134 Religious education makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. There is good provision for moral and social development through the choice and discussion about stories that Jesus told. However, the contribution to pupils' multicultural awareness and understanding is unsatisfactory. Pupils do not have sufficient knowledge of other faiths in order to compare and contrast celebrations and worship or to have an empathy for others' beliefs.