

# INSPECTION REPORT

**FARNLEY TYAS CHURCH of ENGLAND**

**FIRST SCHOOL**

Farnley Tyas, Huddersfield

LEA area: Kirklees

Unique reference number: 107722

Headteacher: Mrs Alison Hughes

Reporting inspector: L A Furness  
8245

Dates of inspection: 16<sup>th</sup> – 18<sup>th</sup> September 2002

Inspection number: 246708

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: First School  
School category: Voluntary Controlled  
Age range of pupils: 5 to 10  
Gender of pupils: Mixed

School address: Butts Road  
Farnley Tyas  
Huddersfield  
West Yorkshire

Postcode: HD4 6TZ

Telephone number: 01484 222810

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Thornton

Date of previous inspection: 27<sup>th</sup> June 2000

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>			<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
8245	L A Furness	Registered inspector	Foundation Stage of Learning Equal Opportunities English as an Additional Language Mathematics Science Music Physical Education	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
8884	M Roscoe	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
32111	H Taylor	Team inspector	Special Educational Needs English Art and Design Design and Technology Geography History Information and Communication Technology	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Farnley Tyas First School is a small rural Church of England First school situated in the village of Farnley Tyas, in Huddersfield. Approximately half of the pupils come from outside the immediate area. Pupils from within the village transfer to the local middle school for their final year of primary education but entry is not automatic for pupils who live elsewhere. Approximately 25 per cent of pupils join or leave the school at times other than the usual time of leaving and transfer. Almost all of the pupils are white European and there are no pupils from ethnic minority backgrounds. Forty pupils, grouped into two classes, attend the school. One class consists of reception-age children and pupils aged five to seven years. The other class consists of pupils aged seven to ten. There are no pupils known to be eligible for school meals free of charge or any pupils identified as having special educational needs. When children in the current reception class started at school (the Foundation Stage of Learning) their academic and personal skills mainly matched those expected for their age. However, with so few children in each group, children's attainment on entry is difficult to predict accurately from year-to-year. The headteacher teaches the class of pupils in Years 3 to 5 for two days a week and a part-time teacher takes this class for three days to enable the headteacher to carry out her leadership and management responsibilities.

### **HOW GOOD THE SCHOOL IS**

This is a good school. The headteacher provides good leadership and the school is well supported by the governors and the staff. The staff work very hard as a team and the quality of teaching is good. The small number of pupils makes overall evaluations of attainment difficult, although the current Year 2 pupils are attaining good standards in English and mathematics. The majority pupils throughout the school achieve well in these two subjects. When account is taken of all these factors, the school provides satisfactory value for money

#### **What the school does well**

- All the staff have a strong commitment to school improvement and they work well as a team to improve the identified areas requiring development.
- The quality of teaching of pupils in Years 1 and 2 is always good.
- The pupils' positive attitudes towards school have a good impact upon their learning.
- The school works effectively with other small schools to improve the provision that is offered to its pupils.
- The learning environment and resources, including the specialist teaching assistants, are used effectively to promote pupils' learning.

#### **What could be improved**

- Pupils' writing skills, especially their spelling, punctuation and handwriting.
- Pupils' independence; there are still too few planned opportunities for them to develop their initiative and become more in charge of their learning, for example in science.
- The use of assessment information to target improvements in pupils' learning.
- The feedback that pupils receive both orally and written to help them to improve.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in June 2000 when it was judged to be underachieving, particularly in its work with the pupils in Years 3, 4 and 5. Since then the school has worked very hard to address the

key issues identified and in a relatively short time the majority of issues have been rectified well. The quality of teaching has improved and is mainly good, the curriculum is broad and balanced and the standards attained by the older pupils are at least satisfactory. The role of the governing body has also improved. The key issue regarding the opportunities for pupils to develop independence and to assume more responsibility still requires development. However, overall the school has made good improvement since the last inspection and is no longer judged to be an under-achieving school.

## STANDARDS

The school has very small numbers of pupils taking the national tests in Year 2 and it is therefore not appropriate to make comparisons with national statistics as each pupil accounts for a significant proportion of the overall distribution of levels within the school. However, in recent years, virtually all pupils at the end of Year 2 have attained the standards expected and many have attained above this. In relation to their attainment on entry, these standards mean that pupils have achieved at least satisfactorily and often well in the core subjects of English, mathematics and science. Taken overall, reception age children make satisfactory progress and are likely to attain at least the nationally expected standards at the end of their year in reception. Pupils currently of Year 2 age are attaining at least the standards expected for their age and pupils' achievements are good. The current Year 5 group of pupils are also achieving well in English and mathematics and attaining standards that at least match those expected for their age. In science achievement is satisfactory. Although achievement in writing is mainly satisfactory there are some pupils who are not achieving as well as they should as their spelling, punctuation and handwriting skills need to be improved.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy attending school.
Behaviour, in and out of classrooms	Good Pupils behave well consistently, both in class and around the school. They are polite and friendly.
Personal development and relationships	Relationships are good and pupils get on well with each other and with staff. Their personal development is satisfactory.
Attendance	Very good. Pupils arrive promptly, eager to start the school day.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 5
Quality of teaching	Satisfactory	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 and learning overall is good. There is no unsatisfactory teaching. The teaching of pupils in Years 1 and 2 is consistently good. Lessons are always thoroughly prepared and questions are used well to develop pupils' thinking. The teaching of children in reception (the Foundation Stage)

is satisfactory. The children are helped to feel safe and secure in their new environment and relationships with the children are good. Overall, the quality of teaching in English and mathematics is good. All teachers have good subject knowledge in English and mathematics and a lively approach, which engages the interest of the pupils and enables them to learn well. Weaker aspects of the otherwise satisfactory teaching occur when instructions lack clarity, and pupils waste time by trying to clarify what they have to do. Occasionally, the teachers' oral response to pupils' answers to questions is inappropriate. Written marking is not used consistently throughout the school to tell pupils why their work is good and what they need to do next to improve. Homework is used appropriately to extend pupils' learning. The specialist teaching assistants contribute well to pupils' learning in both classes.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Satisfactory. The school delivers a broad and balanced curriculum for all pupils. The school has worked hard to improve its curriculum provision through its good links with other small schools. The National Literacy and Numeracy Strategies are well established.
Provision for pupils with special educational needs	There are no pupils identified as having special educational needs at the present time. However, the systems in place, to identify and support these pupils, are satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall, with social development judged as good. Pupils are supportive and tolerant of each other, both in and out of the classroom. They willingly share equipment and are genuinely interested in each others' activities.
How well the school cares for its pupils	The school promotes a good standard of care. Child protection and health and safety procedures are good, as are systems assessing pupils and checking their progress. The use of assessment information to influence and improve planning needs further development.

Parents and carers have a satisfactory opinion of the school's work. Many parents make a good contribution to their children's learning at home and value the homework diaries provided.

### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The headteacher leads and manages the school well. She is clear about school improvement and all staff have a strong and shared commitment to continuing improvement in standards and in the quality of teaching and learning.
How well the governors fulfil their responsibilities	Good. A supportive governing body has a good understanding of the school's strengths and weaknesses and fulfils all of its statutory responsibilities.
The school's evaluation of its performance	Satisfactory. The monitoring and evaluation of teaching and learning is satisfactory. Although there is a good system in place for tracking pupils' progress, the analysis of national test results and other

	assessment data needs to be more rigorous.
The strategic use of resources	Good. The school plans ahead carefully and has effectively allocated finances to identified agreed priorities.

The school provides a good level of teachers and support staff to meet the demands of the curriculum. All staff are deployed well. The satisfactory accommodation is kept clean and well maintained and is used effectively to promote learning, through the teachers' good organisation of their classrooms and very attractive displays of pupils' work. Resources are good in mathematics, art and design, history and music. They are satisfactory in all other subjects. They are used appropriately to promote learning. The governors and the headteacher work hard to ensure that the school gains best value from all of its spending.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>▪ Their children like school</li> <li>▪ Behaviour in the school is good.</li> <li>▪ The teaching is good</li> <li>▪ The school expects their children to work hard and achieve their best.</li> </ul>	<ul style="list-style-type: none"> <li>▪ More information about how well their children are getting on.</li> <li>▪ The school to be more approachable.</li> <li>▪ The school to work more closely with parents</li> <li>▪ The leadership and management of the school</li> <li>▪ The school to provide a more interesting range of activities out of school.</li> </ul>

The inspection team agrees with all of the positive views of the parents. With regard to the areas that the parents would like to see improved, the inspection team disagrees with the concerns regarding after-school activities, leadership and management and the approachability of the school. A satisfactory range of extra curricular activities is provided, considering the size and rural character of the school. Also a good number of visitors to the school and visits out of school to places of interest satisfactorily enhance the curriculum. The school is approachable and leadership and management are good. However, the issue regarding more information about pupils' progress is an area that could be improved. Progress reports need to be more informative about pupils' progress and targets for improvement. Also parents could be better informed about how they may help and support their child.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Evaluation of the school's results in the National Curriculum tests needs great care, as there are only a small number of pupils in each year group. Therefore it is not appropriate to make comparisons with the national statistics as each pupil accounts for a significant proportion of the overall distribution of levels within the school. However, an analysis of the school's National Curriculum test results for Year 2 pupils in 2002 shows that over half the pupils are attaining the higher level (level 3) in reading and mathematics and science. The position in respect of attainment at the higher levels is less strong in writing. All pupils are, however, attaining at least the expected level for their age. This compares very favourably with schools in similar contexts. The work seen in the classroom indicates that the standards of attainment of pupils currently in Year 2 match at least the national expectations in English, mathematics and science and pupils' achievements are good. The trend in the school's average points has been above the national trend indicating good improvement in standards over the last three years.
2. On entry to the reception class, children have at least average skills in communication, language and literacy, mathematical development and personal, social and emotional development. However, with such small numbers on entry to the school, it must be recognised that this is difficult to anticipate accurately year-upon-year. Children make satisfactory progress whilst in this class and by the time they enter Year 1 they attain at least the requirements of the 'early learning goals' for the six areas of learning recommended for children of this age.
3. Pupils' speaking and listening skills throughout the school are in line with national expectations and their achievement is satisfactory. Pupils, from an early age, speak clearly and eloquently and express themselves fully. Older pupils use their good communication skills to good effect when discussing aspects of their work. In group and class discussions, for example in literacy, mathematics and science, they share ideas and ask each other useful questions. Although the pupils' range of vocabulary increases as they progress through the school, too few opportunities are offered to them to extend and develop their ideas orally through drama and role-play activities, for example. Too little time is given to speaking and listening as a natural link to developing writing.
4. Pupils' achievement in reading is good. By Year 2, the majority of pupils enjoy reading and speak with confidence about well-known authors and the books they have written. They read with clarity and good expression and use appropriate strategies to deal with unfamiliar words. They have a good understanding of what they have read and the higher attaining pupils express feelings of empathy with the characters from different stories. Lower attaining pupils also read fluently and use appropriate strategies to work out unknown words. However, they often lack expression in their reading. Good progress continues to the end of Year 5 by which time the pupils are able to review text in a critical way, and interrogate books and CD ROM materials in order to find information that supports their learning.
5. Pupils' achievement in writing is satisfactory. They have good opportunities to develop writing skills across the curriculum and their writing reflects a developing maturity to communicate for a range of purposes. By the end of Year 2, pupils can write reports, instructions and write stories within familiar settings for example. By Year 5 they are able to select the most appropriate genre for a specific audience or purpose. Pupils' skills in spelling, punctuation and grammar,

however, are not as good as would be expected for their ability. Handwriting and presentation of work are often untidy. There are too few opportunities for pupils to work together to develop and extend ideas. Time for reflection, self-assessment and peer assessment through discussion is also lacking.

6. Pupils' achievement in mathematics is good. By Year 2 pupils have good mental recall skills and are able to use a variety of mental calculation strategies to solve problems. They use correct mathematical vocabulary to talk about what they are doing, and explain the methods they have used to answer questions clearly. Older pupils also have good mental recall skills. By Year 5 most pupils are competent in the four rules of number, have an appropriate knowledge and understanding of fractions and know how to use them to solve problems. They are able to explain their strategies for working out answers to problems.
7. Pupils use their developing literacy and numeracy skills well. For example, pupils use their developing literacy skills in history and geography recording their ideas in a variety of different writing genres including poetry, letters and story writing. In science they record their ideas on lists and charts. Measuring skills are used satisfactorily in design and technology and data handling skills are used in science and information and communication technology.
8. Pupils currently in Years 2 and 5 are working at the levels expected nationally in science. Pupils' achievement is satisfactory overall, although higher attaining pupils also are not always suitably challenged in this subject. The majority of pupils have a sound understanding of life and living processes, materials and physical processes. However, their understanding of the investigative and experimental aspect of science the school recognises needs to be developed further. Although pupils in Years 1 and 2 are able to predict what might happen in a variety of contexts older pupils are less secure about the meaning of a 'fair test'.
9. The standards that pupils attain in information and communication technology by the time they reach the end of Years 2 and 5 are in line with national expectations and all pupils in the school make satisfactory progress in their learning. Their achievement is satisfactory. Year 2 pupils, for example, use painting packages competently to replicate art work. Year 5 pupils extract information from CD ROM to support their history, science and geography work. Word processing skills are satisfactory.
10. There was insufficient evidence to make a judgement on standards and achievement in art and design, design and technology, geography, history, music and physical education.

### **Pupils' attitudes, values and personal development**

11. Pupils' attitudes and behaviour are good. Personal development is satisfactory and reflects the sound provision made for pupils' spiritual, moral social and cultural development. This is an improving picture when compared to that of the 'unsatisfactory' judgement of the previous inspection. Concerns were expressed then about limited opportunities for responsibility and initiative. The school has made a sound start in encouraging pupils' self-belief in their own worth and reducing the passivity of many pupils. It has satisfactory plans to improve this aspect of its work further. The opportunities available for pupils to act on their initiative are now satisfactory. Some pupils busy themselves filling drinking water bottles or distributing hymn books. Some, however, are content to ask an adult for a pencil, rather than helping themselves and starting their work immediately. The responsibility given to pupils is not yet planned to increase as they move through the school, and adults often direct the jobs that are undertaken.

12. Pupils' good attitudes help them to take advantage of what the school provides. They are eager to enter school at the start of the school day. Many parents at both the parents' meeting and when answering the questionnaire stated that their children like school and are happy to attend. These views are certainly reflected in very high attendance and the low absence rate.
13. Pupils' behaviour is good overall in the classroom, moving around school and outside in the playground. There have been no exclusions, and parents do not have any concerns about pupils harassing others. Behaviour is best in lessons when pupils know exactly what is expected of them, such as when a teacher demanded 'eye contact' to gain everyone's attention in class, and quell the chatter following playtime. Sometimes pupils fidget or squabble in lessons when expectations of behaviour have not been made clear to them. There were isolated instances of pupils not making reasonable judgements about their own actions and this meant that the learning was affected in class by inappropriate behaviour. Some pupils don't always wait their turn to speak, and cut across others' contributions to discussion.
14. Pupils' personal development is satisfactory. This is evident in the pupils' relationships with each other and the way they appreciate the endeavours of others, for example in 'showing assemblies'. They enjoy looking at the work of their friends and are genuinely appreciative of each other's efforts. Some pupils are developing a sound understanding and respect for the opinions of others – such as when exchanging views about a visit to the dentist and sharing play things fairly or science resources readily. There is evidence that pupils accept spiritual values because in discussion they show loyalty to their school, have a well-developed sense of community, and of the needs of others.
15. The majority of pupils have an understanding of the school's codes of conduct and show respect for school property. However, these codes are not reinforced through an agreed publicised reward system. There is evidence that pupils' self-esteem is growing. Year 5 pupils talked enthusiastically about the advantages that they now enjoy as the oldest pupils in the school. They reflected upon their time in Year 4 and compared what happened to them then with what is expected of them now.

#### **HOW WELL ARE PUPILS TAUGHT?**

16. The quality of teaching and learning overall is good with evidence of very good teaching occurring. There is no unsatisfactory teaching, which is an improvement since the previous inspection. Teaching is good in English and mathematics and it is satisfactory in science. In art and design, design and technology, geography, history, information and communication technology music and physical education there was insufficient evidence to make an overall judgement on the quality of teaching and learning.
17. The quality of teaching and learning for children of reception age is satisfactory. The teacher and teaching assistant work effectively together as a team to create a caring and secure environment. They form good relationships with the children and have appropriate expectations of their behaviour, to which the children respond well. The appropriate planning and the staff's sound understanding of how children of this age learn, create a happy atmosphere in which children work and play well together co-operatively and make at least satisfactory gains in their learning. Teaching is mainly by the specialist teaching assistant at this time of year and the children develop confidence through the constructive praise that they receive from her. The information gained from assessments is used appropriately to plan relevant work for the children.

18. The teaching of literacy and numeracy is good overall. All staff are confident to teach the basic skills of literacy and numeracy and make good use of the National Frameworks for Literacy and Numeracy to ensure that learning builds on previous work for all pupils. Teachers' subject knowledge is generally sound, except in science where there are shortcomings .
19. A strong feature of all lessons is the way in which pupils are made aware of what they are expected to learn. Teachers share the learning objectives clearly with the pupils. This was seen in the majority of literacy and numeracy lessons. In the most effective lessons, the learning is reviewed at the end of the lesson. The teaching of pupils in Years 1 and 2 is consistently good. A key feature of this good teaching is the way in which pupils are guided from what they know already to acquire new learning through targeted and probing questions. Pupils are very clear about what is expected of them and they are supported well through the use of high quality resources, such as 'big books' in English and practical resources in mathematics. The specialist teaching assistants also contribute well to the pupils' learning by their thorough questioning and their use of praise to encourage less confident pupils.
20. In Years 3, 4 and 5 the very good teaching of the part-time teacher is making a significant contribution to the learning of pupils. In English and mathematics the quick pace to the lesson and challenging, targeted questioning of individual pupils engages interest and sustains motivation during lessons. This teacher uses positive verbal feedback well. As a result, pupils are quick to respond to questions and are not afraid to take risks and to express their ideas. However, this is not consistent practice and a weakness throughout the school is the way that verbal and written feedback is not used consistently to inform pupils how well they are progressing. The teachers' response to incorrect answers is not always appropriate and written marking does not inform pupils of how well they have met the learning objective nor does it provide pupils with suggestions of what they need to do to improve further. Consequently, pupils do not have a clear understanding of what they need to do to raise their attainment. Although all pupils have learning targets for English and mathematics, pupils do not refer to them as they carry out their work and when asked some are unsure of what their targets actually are. Instructions given to pupils are not always clear and consequently time is wasted as pupils try to clarify what it is they have to do.
21. Teachers use other subject contexts well to develop pupils' literacy and numeracy skills. Whole class discussions at the start and end of the majority of lessons effectively develop the pupils' vocabulary and encourage them to listen to each other. Through the use of non-fiction texts pupils are taught to use information retrieval skills to promote their investigative skills. Teachers plan carefully to use pupils' developing writing skills, for example in history and in geography. Satisfactory opportunities to develop numeracy skills are also provided, for example, in science and in design and technology. Information and communication technology and homework are used satisfactorily to consolidate and enhance learning in the school.

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

22. There has been good improvement in the provision of curricular and other opportunities since the last inspection when the lack of a broad, balanced curriculum for the older pupils was identified as a key issue for improvement. The curriculum now meets the statutory requirements for all subjects of the National Curriculum. The locally agreed syllabus for Religious Education is fully implemented. The school provides a broad and balanced curriculum that offers a satisfactory range of learning opportunities to pupils. Good planning ensures that an appropriate time is allocated to all subjects. In partnership with other local, small schools, the school has developed

a long term planning framework over a two year period that clearly outlines key areas of learning to be delivered in depth at each stage of development. This is successful in ensuring good quality of provision across all subject areas. The National Literacy and Numeracy Strategies have made a significant contribution to raising standards across the curriculum throughout the school. The development of literacy skills across the whole curriculum is particularly evident.

23. The curriculum provided for children in the Foundation Stage of Learning is satisfactory. All six areas of learning are covered through an appropriate range of activities. Particular attention is given to communication, language and literacy and personal, social and emotional development. When appropriate, the relevant sections of the National Literacy and Numeracy Strategies are introduced to the children.
24. Whilst provision for personal, social and health education, another key issue from the previous inspection, is improving, there remain too few opportunities for pupils to acquire independent learning strategies and for them to take responsibility for their own learning. There are too few opportunities for pupils to be involved in decision-making or for them to take on responsibilities for the functioning of the school, for example to be part of a school council. Policies for sex education and drugs education are in place. Until Year 5 no formal sex education takes place but pupils develop an awareness of the reproduction of animals through scientific study of lifecycles. In Year 5, pupils develop an understanding of the changes in the human body during puberty. This is through a unit of work delivered in conjunction with the school nurse. The school is closely linked with a local drug awareness project and works hard to raise pupils' awareness of the dangers of drug misuse. School assemblies make a satisfactory contribution to personal and social development.
25. All pupils have equal entitlement to the whole curriculum and learning is fully inclusive and accessible. The Code of Practice for special educational needs is fully in place and meets statutory requirements. At the time of the inspection no pupils were identified as having special educational needs. The systems in place, to identify and support these pupils are, however, satisfactory.
26. The provision for extra-curricular activities is satisfactory. The curriculum is enriched by visits to places of interest, such as the local church and geographically contrasting towns and villages. Each year the oldest pupils in school have the opportunity to attend a residential visit. All visits are inclusive, as the school ensures that financial factors do not stop pupils from taking part. In addition visitors from the local community and beyond come to the school to share their interests and expertise. A particular strength is the way in which the school works in partnership with other local schools to provide musical and sporting opportunities. Older pupils take part in a range of music festivals and events, including the 'Hands-on' project. They meet with pupils from other social and cultural backgrounds to perform a multi-cultural musical production. All pupils have the opportunity to learn to swim and inter-school competitive events are regularly organised. The school is currently working with partner schools to secure a bid to extend sporting opportunities for its pupils through 'Sport England'. The provision of extra-curricular sporting activities is restricted because of the absence of an adjacent playing field. The school, however, makes good use of its outdoor environment to enhance opportunities for creative and environmental activities. In addition, playground markings and the availability of small apparatus promote interactive play across all year groups at playtimes. The outdoor play area for reception age children is near completion. This will further improve the quality of outdoor provision.

27. The school has good links with the church community and has a thriving 'Friends of Farnley Tyas School' parent group that supports the school in organising community and social events, such as community coffee afternoons in which the pupils are actively involved. The school is beginning to develop links with the broad range of providers of nursery education and has good links with the main middle school to which pupils transfer at the end of Year 5. This ensures effective transition. Prior to transferring to the school, visits are made by the pupils and teachers to support induction. A cross-curricular project in which pupils design and produce a leaflet about their village is effectively used as a bridging unit from one school to the next. Close liaison continues to the end of Year 6. This enables tracking of pupils' progress to continue in respect of the results of the statutory national tests.
28. The provision for personal, including social, moral, spiritual and cultural, development is satisfactory overall. There is no formal time for the development of these areas of the curriculum and the school has already correctly identified this as requiring improvement.
29. The provision for pupils' spiritual development is satisfactory. This is nurtured through the positive ethos and throughout all aspects of school life. Pupils are interested in and appreciative of the experiences in which they are engaged. The youngest pupils gasp in wonder as they blow bubbles outdoors and watch them disappear from sight.
30. Moral development is satisfactory. Pupils understand the difference between right and wrong and have respect for other pupils, adults and the environment. There are limited opportunities, however, for pupils to be actively involved in agreeing codes of conduct and behaviour within their classrooms and the school. Adults in school provide good role models for pupils and relationships between pupils and pupils and all adults are good.
31. Social development is good. Pupils are supportive and tolerant of each other, both in and out of the classroom. During lessons pupils willingly share equipment and show a genuine interest in each other's experiences. Boys and girls interact well during playground games, for example during the games of football they ensure that teams are fair. The oldest pupils relate well to their younger peers. They prepare 'Welcome Books' for the children as they enter the school and support their play in a positive and mature manner during playtimes. There are a limited number of opportunities for older pupils to support the social aspect of school life. They hand out hymnbooks in assembly, they give out water bottles to other pupils and feed the fish. An extension of opportunities to involve all pupils in taking up responsibilities would further enhance their social development.
32. The provision for pupils' cultural development is satisfactory. The pupils gain a good awareness of their own culture and, through religious education, knowledge of other cultures and faiths. This has been enhanced through visits to other communities through the 'hands-on' music project. The school has good plans to strengthen these opportunities through Internet links with schools with greater cultural diversity in the near future.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

33. The school cares well for its pupils and has effective procedures to ensure they are settled well into routines and are confident in lessons and moving around the school. Most of the eighteen parents that commented on the work of the school prior to the inspection report that they are satisfied with the level of care provided. Some commented on the extent of their children's enthusiasm for school and the warm welcome that they experience each day. Some parents

would prefer tighter monitoring of behavioural incidents out on the playgrounds at lunchtimes, although it is agreed it is generally satisfactory.

34. Procedures for monitoring and supporting pupils' personal development are satisfactory. Promoting good behaviour with praise and high expectation supports most pupils' peaceful, co-operative behaviour well. There are clear channels of communication between many parents and the school. This gives parents the confidence to approach with their concerns about behaviour, which they say are effectively dealt with. The school is intolerant of any form of bullying. There are some issues to be addressed around consistent behaviour management because teachers do not always communicate their expectations of good behaviour to classes successfully. This results in a small minority of pupils moving off task and disturbing others' concentration. The active steps taken to promote and monitor attendance have proved to be very effective.
35. The school's attempts to improve pupils' self esteem have not been wholly effective, however. There is presently an imbalance in the rewards' structure in the school. Pupils gladly receive awards in the form of 'stickers' for good academic work and they appreciate also teacher's verbal and written comments about the standard of their work. Very few rewards are given to pupils who behave well. Because of the good relationships enjoyed within the school, it is well placed to involve pupils in drawing up challenging personal targets in relation to: the organisation of their own learning, actively listening to others and seeking adult help when necessary.
36. Procedures for ensuring pupils' health, safety and welfare are good. Trained staff apply first aid competently and any incidents are recorded satisfactorily. The staff are sensitive to pupils' needs and deal with their concerns in an appropriate manner. Procedures for child protection are in place and brought to staff's attention. The recommended training has been undertaken. However, parents are not made aware of the school's specific role should a referral to outside agencies become necessary.
37. The procedures for assessing and recording individual pupils' attainment are good. There are good systems in place to track pupils' progress and to ensure that the progress they make each year is good enough. However the use of assessment data is under developed and the school does not rigorously analyse its data in order to identify strengths and areas that need improvement. The school is aware of the need to make the use of assessment information, including the use of marking, more focused, so that teachers are clearer about what the pupils need to do next to improve. Some analysis has taken place to identify key learning targets for individual pupils in English and mathematics but this is at an early stage and not yet having a positive affect on the standards attained. A formal assessment of reception age children is carried out appropriately and this information is used effectively to plan subsequent learning experiences, particularly in literacy and numeracy. There are no pupils identified as having special needs at the present time but the systems and procedures in place to support these pupils if necessary are satisfactory.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

38. There is a satisfactory partnership in place with many parents, and this makes a sound contribution to the quality of education that the school provides, and to the standards that pupils achieve. Parents who can, respond to requests for help in school, on outings, or support the community coffee mornings. Some work hard in raising funds and organising social activities.

39. A minority of parents chose to respond to the questionnaire. Four parents attended a meeting held before the inspection and a similar number provided further information during the inspection. It is clear that parents appreciate and value the very friendly staff who effectively create a safe caring environment for their children. They find staff accessible and feel their concerns are acknowledged. Many feel that teaching is good because children are expected to work hard and parents are pleased with the progress made.
40. A small percentage of parents expressed some concerns. These related to information about progress, how the school works with them, leadership and management and the range of outside activities provided outside lessons. The concerns do indicate an underlying problem of communication with parents. For example, some questions attracted a relatively high percentage of 'don't knows'. A questionnaire in March 2001 was designed to seek parents' views on aspects of information provided but little has been done since then. The school is now seeking more ways to involve parents by looking for new ways to reach out to those who don't visit the school regularly.
41. The quality of information is satisfactory. Although reports meet the expected standard and some suggest where progress is slowing, they do not consistently offer guidance to show where parents may offer assistance. As yet, reports do not show the levels of achievement for all year groups, so that parents can have a greater grasp on the standards reached and therefore the parents concerns with regards to progress are well founded. Regular, friendly newsletters help to maintain links between home and school. A range of good information is provided about the curriculum and the topics studied. The prospectus is user-friendly, well produced, and meets all requirements. Parents have regular opportunities to meet teachers formally to hear of their children's progress and informally at the start and end of each day.
42. Many parents make a good contribution to their children's learning at home and value the homework diaries provided. They support the school's reading programme to an extent, although they want to know more about what is expected of each year group. They also play their part well in ensuring very high standards of attendance and informing the school promptly when absences occur.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

43. The school is well led and managed. The headteacher, with the effective support of the staff and the governors, gives a clear direction for the development and improvement of the school. The quality of education owes much to a hard working and committed team of staff and governors. A strength is the strong team approach, which is essential in a small school. The headteacher has a teaching commitment and there is no deputy headteacher in post. Therefore, the headteacher is very reliant upon her staff and she has successfully created a team who work well together and who share leadership and management responsibilities willingly. The effective teamwork is a strong feature of the school and has succeeded in creating a learning environment where relationships are good and pupils feel secure and valued. There is a positive ethos that reflects the school's commitment to achieve improving educational standards and equality of opportunity for all pupils.
44. The governing body fulfils all of its statutory obligations. Since the last inspection, when the role of the governing body was judged to be a weakness, there has been good improvement. The majority of governors take their responsibilities seriously and make a good contribution to the running of the school. They are kept well informed by the headteacher and work hard in their individual and collective roles. They have a clear view of strengths and areas needing

improvement. The chair of governors in particular, is very much involved in the school's work and is very well informed about developments.

45. When the school was last inspected two years ago, it was judged to be underachieving particularly in its work with the pupils in Years 3, 4 and 5. Since then the school has worked very hard to rectify the key issues identified. The quality of teaching has improved and is mainly good, the curriculum is broad and balanced and the standards attained by the older pupils are at least satisfactory. Only the key issue regarding the opportunities for pupils to develop independence and to assume more responsibility still requires development.
46. The schools' financial planning is good and the school manages its budget well. Although there is a large contingency in the budget, this money is appropriately allocated towards accommodation improvements for example, the outside play area and to maintain the good level of staffing. The school is careful that 'earmarked' funds are used soundly. Accounts for these specific funds are carefully monitored by the headteacher. Routine financial and administrative procedures are good and the school administrator can readily provide accurate financial information to guide the headteacher and governors. Satisfactory use is made of information and communication technology in this work to manage the budget and monitor attendance. The governors ensure that the principles of best value are applied well in the school's work particularly when deciding priorities and their likely effect on standards and pupils' achievement.
47. The monitoring and evaluation of teaching are satisfactory. The headteacher mainly checks and evaluates teaching and is supported from time to time by the Local Education Authority adviser. However there is no specific programme for this and the numeracy co-ordinator, for example, has had limited opportunity to observe practice in Years 3, 4 and 5. The analysis of assessment data needs to be improved and the results of any analysis used appropriately to make any necessary adjustments to curriculum planning. A good tracking system is in place to check if the progress that pupils are making is good enough.
48. There is a good level of staffing and staff are effectively deployed. The school benefits from a skilled specialist teaching assistants who work well with different groups of pupils. Although there are no pupils identified as having special educational needs, the special educational needs co-ordinator is well informed of current issues and all appropriate documentation is in place. Staff new to the school are able to settle into their routines very quickly as they receive good support from their colleagues. The formal management of teachers' performance has been satisfactorily introduced. All the relevant staff have agreed appropriate objectives for their professional development and all relevant documentation is in place.
49. The accommodation is satisfactory and all areas of the school are used efficiently. Throughout the school there are attractive displays that effectively enhance the learning environment. Standards of tidiness and cleanliness are consistently good, both inside and outside of school. Outdoor facilities are satisfactory although the playgrounds slope and the school does not have a playing field attached to the school. However, the school addresses this effectively by using the local recreation ground. The building is well maintained overall and resources are satisfactory in English, science, design and technology, geography, information and communication technology and physical education and good in other subjects. All resources are used appropriately and are accessible to staff and pupils.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

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

**1. Improve the quality of pupils' writing by:**

- improving pupils' punctuation and spelling skills;
- ensuring that suitable attention is given to handwriting and presentation;
- providing more opportunities to link speaking and listening activities with writing activities;
- allowing pupils to work collaboratively and to be involved in assessment of each others' work through discussion so they become more aware of the strengths and areas for development within their writing.

(paragraphs: 3, 5, 60, 61, 63, 67 & 80 )

**2. Continue to develop pupils' independence, initiative and sense of responsibility by:**

- providing planned opportunities for pupils to ask questions, to share ideas and to be more independent in their learning;
- providing more opportunities for pupils to investigate and experiment in science;
- planning activities for pupils that are less adult directed;
- involving pupils more in making decisions about the functioning of the school, for example through a school council.

(paragraphs: 13, 24, 31, 45, , 60, 77 & 80 )

**3. Use assessment information more effectively by:**

- regularly analysing assessment data particularly from the end-of-year tests;
- using the information from the data analysis to identify strengths and weaknesses of the taught curriculum and sharing this information with staff;
- using the information to influence curriculum planning and targeting individual pupils' learning.

(paragraphs: 20, 37, 70, 76, 81 )

**4. Improve the quality of oral and written feedback to pupils by:**

- developing teachers' skills in using incorrect answers from pupils as learning points;
- developing pupils' self assessment skills by providing pupils with learning targets which they have access to, they understand and can achieve;
- consistently using written marking as a tool for improving the quality of pupils' work by identifying what is good about the work and how it might be improved;
- ensuring that the pupils have the time and the support to address the issues identified by the written marking comments.

(paragraphs: 20, 37, 66, 76 & 81)

In addition to the main key issues there are other areas that require attention. These are:

- improving communication with parents including reports to parents (paragraph: 40 & 41)
- the monitoring and evaluation role of the numeracy co-ordinator (paragraph:47 & 75)

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	23

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	12	3	0	0	0
Percentage	0	11.8	70.6	17.6	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 5 percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y5
Number of pupils on the school's roll (FTE for part-time pupils)	0	40
Number of full-time pupils known to be eligible for free school meals	0	0

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y5
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	0

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

**Authorised absence**

	%
School data	3.1
National comparative data	5.6

**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.*

*The attainment of pupils at the end of Year 2 in the National Curriculum tests is omitted from this section because in the Year 2001 (2002) there were only seven (eight) pupils in Year 2.*

**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	30
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 – Y5**

Total number of qualified teachers (FTE)	2.6
Number of pupils per qualified teacher	15.4
Average class size	20

**Education support staff: YR – Y5**

Total number of education support staff	2
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**Financial information**

Financial year	2001-2002
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	£
Total income	143647
Total expenditure	146288

Total aggregate hours worked per week	47
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**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1.2
Number of teachers appointed to the school during the last two years	1.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

Expenditure per pupil	4303
Balance brought forward from previous year	21789
Balance carried forward to next year	19148

## ***Results of the survey of parents and carers***

**Questionnaire return rate: 35.9%**

Number of questionnaires sent out	39
Number of questionnaires returned	14

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	43	0	0	7
My child is making good progress in school.	36	36	7	0	21
Behaviour in the school is good.	36	57	7	0	0
My child gets the right amount of work to do at home.	29	50	7	0	14
The teaching is good.	43	43	0	0	14
I am kept well informed about how my child is getting on.	43	21	14	14	8
I would feel comfortable about approaching the school with questions or a problem.	64	14	22	0	0
The school expects my child to work hard and achieve his or her best.	57	29	14	0	0
The school works closely with parents.	50	21	29	0	0
The school is well led and managed.	43	29	21	7	0
The school is helping my child become mature and responsible.	50	29	14	0	7
The school provides an interesting range of activities outside lessons.	21	43	7	14	15

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

50. Children start part-time in the reception class the year in which they are five moving to full-time schooling after they have had their fifth birthday. There are currently seven reception-age children; three attend school full-time and four on a part-time basis. They are taught in the same classroom as pupils in Years 1 and 2. There is one teacher and one specialist teaching assistant working with these children. Children have had a variety of pre-school experience, including private nursery and play school and some have had no pre-school experience at all. At the time of the inspection, although the children have attended a very short period of time, all are confident, settled and happy. At this time of year the majority of teaching is by the specialist teaching assistant.
51. Children are assessed on entry to the reception class using a range of procedures including the school's nationally approved assessment scheme. The inspection findings and the view of the school are that children generally enter the school with levels of attainment that are expected for children of this age in communication, language and literacy, mathematical development and personal, social and emotional development. However, with such small numbers on entry to the school, attainment on entry varies year-upon-year. The teachers use the information gained from the initial assessments appropriately to plan work for the children. All seven children are making satisfactory progress and achievement is also satisfactory. This is a direct result of mainly satisfactory teaching and the stimulating learning environment which ensures that the children are provided with a good start to their education. Relationships with the children are good and the adults effectively create a climate where children are happy, stimulated and eager to learn. During the inspection, it was mainly the teaching assistant that was seen working with the reception age children.
52. The organisation and management of the foundation stage of learning are satisfactory. There are real challenges faced by the school to cater for the needs of reception age children working within a Years 1 and 2 class. These challenges have been soundly met. The specialist teaching assistant is well prepared and clearly knows what is expected of her. Assessment is used satisfactorily to monitor children's progress, towards the 'early learning goals'. There is effective involvement with parents who feel able to speak to the teacher or the specialist teaching assistant about any problems or worries they may have regarding their children's work.

#### **Personal, social and emotional development**

53. The children enter the school confidently with a keen interest in learning and are making good progress. They are on course to achieve the 'early learning goals' in this area by the end of their reception year. The children take part in whole class sessions with the Years 1 and 2 pupils for extended periods of time. They sit, listen and concentrate well on what the teacher and other pupils are saying. They take turns to offer their views and opinions. Their behaviour is good. In play situations, children play together happily. They share the toys willingly and make up little stories for each other as they play. Throughout the day, children have the opportunity to make independent choices of what they would like to do. They do this well and concentrate for reasonable periods of time on the activities chosen. They find their physical education kit independently and manage to change their clothing for physical education lessons with limited support. The teaching is good. The teacher plans carefully for this area of learning. Sessions are structured skilfully and the specialist teaching assistant intervenes well when the children are

playing and working together. The needs of these very young children are not ignored when the teacher works with the older pupils and careful interventions ensure that these children are included in whole class activities.

#### **Communication, language and literacy**

54. The children have a good level of communication. They are confident speakers, and make their needs and feelings known clearly. They are making satisfactory progress and are well on the way to achieving the 'early learning goals' by the time they leave reception and enter Year 1. In language and literacy, the standards are appropriate for children of this age, progress is satisfactory and all the children should reach, and in some areas exceed, the 'early learning goals' by the end of the reception year.
55. The teacher places appropriate importance on teaching the basic skills of reading and writing and in giving the children many planned opportunities to talk about their work and experiences. The children speak clearly in a group setting. The majority of the children listen to stories well and, through careful adult questioning, respond appropriately to them. When choosing a book, they hold it the right way, understand that words and pictures carry meaning and are aware that print is read from left to right. They recognise their own name and are beginning to associate sounds with patterns, letters and words. When practising their handwriting skills using large movements in the sand for example, they show good control and accuracy. However, when asked to copy smaller letters in their books, a minority of children's handwriting is less accurate and controlled. The teaching is satisfactory.

#### **Mathematical development**

56. The children are making satisfactory progress and the majority are on course to at least meet the 'early learning goals' by the end of the reception year. The planned play situations do much to develop the children's mathematical thinking as children apply their skills and understanding in practical ways. Teaching is satisfactory and well planned activities such as the counting and sorting of objects and the sequencing of patterns, together with the good variety of toys and containers in the sand and water play, all contribute to children's good mathematical progress. Children know the correct order of numbers up to 10 and they effectively consolidate this learning through singing rhymes. They learn about shapes as they work with construction kits and correctly use the words: square, triangle and circle. Through outdoor play, and sand and water activities, mathematical language is developed as children use such terms as "under", "over", "more than", "less than" with appropriate understanding.

#### **Knowledge and understanding of the world**

57. The children start school with a general knowledge that matches that expected for their age. They make satisfactory progress and are on course to achieve the 'early learning goals' for this area of learning, by the time they enter Year 1. The teaching is satisfactory. The activities planned appropriately stimulate the children's curiosity, develop their powers of observation and encourage them to ask questions. Children correctly identify parts of the body and during a physical education lesson learned that their heartbeat has "quickened" after exercise. The children show interest and enjoyment in their practical activities and work well, readily helping each other. The children's geographical knowledge is developed through activities such as walking round the local area. They learn about seasons of the year and discuss clothing, food and outdoor activities that are suitable in winter and summer. Information and communication technology resources are used well to promote learning in communication, language and literacy, in creative development and in knowledge and understanding of the world. They can use

drawing and painting packages to create repeating patterns and imaginative pictures and word processing to write basic sight words and their name. In one lesson a child used an interactive CD ROM to develop 'mouse' control skills when solving problems associated with dressing a teddy in the correct order.

#### **Physical development**

58. The children have physical skills appropriate for their age. They make satisfactory progress and by the end of the reception year, they are on course to achieve the 'early learning goals' for this area of learning. In dance lessons children confidently respond to music, particularly enjoying tip-toeing and then stamping around the hall as the music changes. In the playground children could run, skip and jump competently. They confidently ride the tricycles around the playground. When using the small equipment, the children show the necessary control and skill to fix small parts to each other. The teaching is satisfactory in this area of learning.

#### **Creative development**

59. The children have the creative skills expected for their age. They make satisfactory progress and will achieve the expected 'early learning goals' for this area of learning by the end of their reception year. The children play particularly well together in the imaginative play areas. The specialist teaching assistant quietly supports this imaginative play when the children are there and teaching is satisfactory. The children are introduced to a wide range of creative techniques in art. They have access to a variety of materials and children particularly enjoy their art activities. When mixing paints and then making potato prints, spontaneous outbursts of 'I've done it' could be clearly heard. During singing time, the children joined in with enthusiasm, attempting to learn the words and the tune with some success.

### **ENGLISH**

60. The present Year 2 cohort of pupils are working at least at the expected level in English and their achievement is good. Pupils continue to make good progress and by the end of Year 5, the majority of pupils are attaining at least the level expected for their age in reading with a significant number of pupils achieving well above the level expected. This position is not as strong in writing where there are fewer pupils attaining above the levels expected for their age.
61. By the end of Year 5, pupils' speaking and listening skills are in line with national expectations. In Years 1 and 2 pupils speak with confidence. They know the names of many objects and are beginning to use a range of descriptive words and phrases effectively. Older pupils in Years 4 and 5 use their good communication skills to good effect when discussing issues involving their work. This was particularly evident in group and class discussions during the literacy hour when they analysed text. Although pupils continue to gain confidence as they progress through the school and the range of their vocabulary is extended, they have few opportunities to extend and develop their ideas orally through drama and role-play across the different subjects of the curriculum. Too little time is given to speaking and listening as a natural link to developing writing. Pupils' achievement in speaking and listening is satisfactory.
62. Pupils' achievement in reading is good. Pupils quickly learn to use a range of strategies to help them become fluent readers. By Year 2, pupils have already developed a love of literature and can talk with confidence about well-known authors and their books. More able readers in Years 1 and 2 read with clarity and good expression. They use appropriate strategies to deal with unfamiliar words. They have good comprehension and can talk about events in the book they are reading and make predictions about what might happen. They associate with different

characters from the books they read and many express a feeling of empathy with them. Pupils who are not as confident or capable read reasonably fluently and use appropriate strategies to work out unknown words. They often lack the same degree of expression, however, and their reading can be a little monotone. This is most noticeable when the whole class is reading together. This good progress continues to the end of Year 5. At this stage, pupils are critical about the books they read and are able to interrogate books and CD ROM materials in order to find information that supports learning across the curriculum. The majority of pupils enjoy reading and appreciate the value of books in both reading for pleasure and for gaining information.

63. Given the level of achievement of pupils on entering the school, progress in writing is satisfactory. Pupils have opportunities to develop writing skills across the curriculum and their writing reflects a developing maturity to communicate for a range of purposes. By the end of Year 2, pupils can write reports about familiar places that they have visited. They can write a set of instructions for making cress sandwiches and write stories within familiar settings. Pupils have opportunities to plan and develop their ideas using headings and prompts to ensure that their writing has a clear structure. Pupils continue to build on these foundations and by Year 5 they are able to select the most appropriate genre for a specific audience or purpose. For example, they recorded their experiences of a visit to Blackpool through poetry, factual reports and stories. Pupils' spelling, punctuation and grammatical skills are not as good as would be expected for their ability. Punctuation is not always used correctly and careless spelling mistakes are made. Pupils' handwriting and the presentation of their work are often untidy. The links between reading and writing with different texts used well to model good pieces of writing. However, the links between writing and speaking and listening are less well developed and this is inhibiting the development of creativity and independent thinking. There are too few opportunities for pupils to work collaboratively to develop and extend their ideas. Time for reflection, self-assessment and pupils assessing each others' work through discussion is also lacking.
64. Throughout the school, pupils of lower ability are well supported in developing literacy skills by specialist teaching assistants. Work is set at a level that is appropriate for their ability and if necessary they are given good additional help through the Additional Literacy Support Strategy. Higher attaining pupils are also well supported and pupils identified as gifted and talented are provided with good extension activities.
65. Pupils are enthusiastic learners. They enjoy reading and are quick to respond to differences in the presentation of text when reading aloud. This was noted during shared reading when Years 1 and 2 pupils read 'Where's My Teddy'. Pupils shout spontaneously in response to the introduction of capital letters within speech marks. They are quick to respond to emotional issues and can empathise with the plight of characters within texts, for example how the characters felt when they lost their teddy. Older pupils are able to discuss patterns of rhyme and rhythm confidently within poetry. Year 5 pupils comment on the style and structure and are able to offer plausible alternatives to metaphors and similes within the poem 'Seahorses'. Behaviour is good in both classes and this is making a significant contribution to pupils' potential for learning.
66. The teaching of English is good overall. The staff are effective in helping pupils to use and apply literacy skills in other subjects and at the same time are quick to make the most of information and communication technology to support work in literacy. The staff are confident to teach basic skills in literacy and are making good use of the National Literacy Strategy within their planning and teaching to ensure that learning builds satisfactorily on what pupils already know.

A strong feature of all lessons is the way in which pupils are made aware of what they are expected to learn. The verbal and written feedback they receive in relation to the outcomes of their work, however, is not consistent throughout school. Marking rarely tells pupils how well they have met the learning objective nor does it provide pupils with suggestions of what they need to do to improve further. Teachers do not always respond to pupils' incorrect answers to questions appropriately. This results in the pupils feeling demoralised and reluctant to answer further questions. This was seen particularly in the class of Years 3 to 5 pupils when incorrect answers were dealt with insensitively by the teacher.

67. The teaching of pupils in Years 1 and 2 is consistently good. A key feature of this good teaching is the way in which pupils are guided from what they know already to acquire new learning through targeted and probing questions. Pupils are very clear about what is expected of them and they are supported well through the use of high quality resources, such as writing guidelines. Due emphasis is given in this class to the development of spoken standard English. Pupils are encouraged to verbalise their ideas and talk in sentences as a preliminary step towards writing. Pupils' vocabulary is developing but there is a reluctance to use more adventurous words to enliven their writing. This requires development through extending the range of speaking and listening opportunities across the curriculum.
68. The very good teaching by the part-time teacher is having a significant contribution to the learning of pupils in Years 3 to 5. In a lesson to explore the features of poetry, very good modelling strategies were used to highlight key points and develop pupils' understanding. The quick pace of the lesson and challenging targeted questioning of individual pupils engaged interest and sustained enthusiasm throughout. Positive verbal feedback was a key feature of this lesson. Pupils were quick to respond and were confident to take risks and offer interesting ideas. Effective questioning was used to assess the understanding of verbs of different ability pupils. When pupils were less secure, teaching related to simple everyday actions to promote greater understanding. The oldest pupils were challenged to work beyond the expected levels for their age. They developed a secure understanding of the purpose and use of auxiliary verbs. The teacher allowed time for discussion and learning was quickly taken forward through the very good use of examples, questioning and the use of high quality resources. This high quality teaching ensured that all pupils made good progress.
69. A particular strength of the school is the way in which specialist teaching assistants are used to support the development of literacy skills. These members of staff are well trained and are skilled in developing children's learning. In both classes they are deployed to support groups of pupils, allowing the teacher to spend extended periods of time with a targeted group. This maximises learning time for all pupils.
70. The leadership and management of English are good and there has been good improvement since the previous inspection. Thorough monitoring takes place through classroom observation and the scrutiny of pupils' work. There is a good system in place for tracking pupils' progress in English and there is a strong sense of staff working towards a common goal of helping pupils to achieve their potential. Collections of assessed pieces of writing provide a consistent approach to assessing the outcomes of pupils' work. Much energy is put into analysing outcomes. To ensure that this energy has an impact on improving pupils' achievement further, the school now needs to continue to develop the system of setting clear and appropriate learning targets for groups of pupils. To be effective this needs to engage the pupils themselves, enabling each child to focus on their next area of learning. The targets for pupils need to be written more simply so that they are more aware of how to improve the quality of their work. Also a more rigorous

analysis of test results is needed to tell the school about their strengths and the areas for improvement.

## **MATHEMATICS**

71. The standard of attainment of the majority pupils who are currently in Years 2 and 5 match at least the national expectation for their age with the majority attaining above that expected. Pupils' achievement throughout the school is good.
72. The quality of teaching is good overall. The teachers plan and organise their lessons appropriately and use questioning well to challenge the pupils' thinking and to develop their mathematical knowledge and understanding. Teachers have a secure knowledge and understanding of the National Numeracy Strategy and use the framework well to ensure that learning for each year group builds on what the pupils already know. The work planned is well matched to the pupils' abilities. In Years 1 and 2, the teacher places appropriate emphasis on developing basic skills in mathematics through practical activities, as was seen in a lesson on addition when Year 1 pupils used practical resources to find out different number combinations. For example,  $6+0=6$  and  $3+3=6$  and  $4+2=6$ . In this lesson the mental calculations at the start of the lesson were delivered at an appropriate pace, so pupils effectively consolidated their rapid mental recall skills of addition of numbers to 10 and to 20. The pupils were given a variety of activities that securely developed their skills of recognising and using simple patterns and relationships to solve number problems. Year 2 pupils employ a variety of calculation strategies to solve problems and use correct mathematical vocabulary to talk about what they are doing, as well as to explain the methods they used to answer questions.
73. Teachers continue to teach basic number skills effectively to pupils in Years 3 to 5. An example of this was in a good quality lesson on using doubling strategies to solve problems. This lesson was carefully planned to meet the needs of all pupils in the class and carefully targeted questions addressed the needs of all pupils. The teacher gave a detailed explanation of the activity and effectively demonstrated techniques to be used, so the pupils were clear about what they were to learn and how to set about their activities. As a result, they made good progress in their understanding of how to use their knowledge of doubles and other calculation strategies to solve problems. The specialist teaching assistant was particularly effective when supporting the Year 3 pupils, asking them carefully target questions. Strong emphasis was placed on pupils using accurate mathematical language. In this lesson, as in most others, the pupils listened attentively whilst explanations were given, were well behaved and showed a great deal of interest and enjoyment in their work. They used mathematical resources and equipment, which were good and readily accessible, with care and shared them fairly with others. However, the standard of presentation of pupils' work could be improved and pupils do not always take a pride in their work. By Year 5, most pupils are competent in the four rules of number, and have an appropriate knowledge and understanding of fractions, as well as knowing how to use them to solve problems. They have secure mental recall skills and are proficient in their ability to explain their strategies for working out answers to problems.
74. The teachers enable pupils to use information and communication technology to support their work, especially in activities involving data handling. This is evident in the work of pupils in Years 3 to 5, in which they have used computers to create graphs and pie charts to interpret information they have found out in geography.
75. The quality and range of the curriculum are satisfactory, with the pupils being offered a variety of relevant and interesting activities. There is satisfactory leadership and management, but the

subject co-ordinator's role in monitoring and evaluating the subject is an area that the school needs to develop. Although the subject co-ordinator is very well informed about mathematics teaching in Years 1 and 2, she has not had the opportunity to monitor teaching recently in Years 3 to 5 and neither does she know about strengths and areas requiring improvement in these year groups. Pupils are given satisfactory opportunities to use their literacy skills to support their work when they read questions and then discuss strategies for finding solutions. They also have the opportunity to use their numeracy skills in other subjects, as seen in Years 3 to 5 science work when measuring the appropriate place to place a nail on a board in order to measure the length of shadows, for example.

76. The planning and assessment arrangements are satisfactory and there are good systems in place to check that the progress each pupil makes is good enough. However the school does not make effective use of its assessment information and does not, for example, rigorously analyse its assessment data to identify strengths and weaknesses. Learning targets are given to pupils but these are not accessible to the pupils in their daily lessons and are not impacting as much as they should do on pupils' progress. Throughout the school, there are times when the learning objectives of the lesson are not explained fully enough at the beginning of the session, or revisited during the course of the lesson. As a result, pupils are not always clear of the target that they are working towards, or of what they need to do to achieve it. Written marking does not always help pupils to improve the standard of their work. Occasionally the teachers' verbal response to pupils' incorrect answers is not always appropriate, resulting in pupils losing motivation and being reluctant to answer further questions. There is satisfactory use made of homework to further develop pupils' learning. There are satisfactory opportunities for them to develop the skills of working collaboratively to solve problems, which effectively supports their personal and social development. Overall, there has been good improvement since the last inspection.

## SCIENCE

77. Pupils currently in Years 2 and 5 are working at the levels expected nationally. The majority of pupils have appropriate scientific knowledge over a range of scientific topics. For example, by Year 2, pupils know how to take care of plants and animals and are able to sort and explain the use of different materials. By Year 5, they know how to help plants to grow well and about teeth and healthy eating. However, the investigative and experimental aspect of science although satisfactory needs to be developed further.
78. Teaching is satisfactory overall with good teaching evident in the class of Years 1 and 2 pupils. In a good lesson, the teacher clearly shared what was to be learnt, ensuring that the pupils understood the purpose of the lesson. This information was repeated at the end of the lesson to encourage the pupils to judge their own progress. Not all teachers consistently use this good practice. Good questioning progressively developed the pupils' knowledge of the force of moving air and the teacher appropriately highlighted the use of correct vocabulary. Teaching strategies for promoting the pupils' independent enquiry skills are well developed in this class. Pupils were encouraged to take the initiative in planning and carrying out their own investigations of the effect of air and movement. The teacher encouraged the pupils to predict what might happen and they were then given time to evaluate if their predictions were correct. This was seen as pupils predicted what would happen to hand-held windmill and which shape of blower blows the best bubble. Pupils thoroughly enjoy investigative activities such as these and work together purposefully to find solutions to the teacher's questions.

79. Older pupils also enjoy practical activities but their investigative and experimental skills are less secure. Older pupils find it difficult to work together in groups and even some Year 5 pupils are hesitant in their explanations of the meaning of 'a fair test'. Although the teaching of this class of pupils is satisfactory the learning objectives of the lesson lacked clarity and the scientific subject knowledge of the teacher required development. The teacher is new to the class and has already built up very good relationships with the pupils and effectively motivates them to want to learn. Already she has identified the need to develop their collaborative skills and at the start of group activities she clearly identifies the rules of working together. The importance of listening to each other is appropriately stressed which impacts positively on pupils' moral development. The subject supports pupils' spiritual, moral, and social awareness and this was seen in practice in Year 1 when pupils gasped when bubbles are blown. A growing awareness of the wonders of the natural world is evident. Pupils are also given good opportunities for working collaboratively, particularly in Years 1 and 2 and show good attitudes when sharing equipment.
80. The contribution made by literacy and numeracy skills to this subject is satisfactory, as there are many opportunities for pupils to use and apply their skills. For example, pupils know how to label diagrams correctly and use charts to record their predictions about what might happen in an investigation. However, pupils' independent writing does not show satisfactory evidence of the use of correct punctuation and spelling and presentation and handwriting is often untidy. Pupils' measuring skills are used when measuring the length of shadows and knowledge of graphs including pictograms are used to record information.
81. The co-ordinator is new to the post, but the lack of a co-ordinator for the two terms before that has had an adverse effect on pupils' attainment and the leadership and management of this subject has been unsatisfactory. Planning is monitored by the headteacher to ensure that activities follow the scheme of work, but there has been very little evaluation of the progression of pupils' knowledge, skills and understanding and consequently more able pupils have not been suitably challenged. Activities are planned for each year group of pupils and this does not cater satisfactorily for the range of ability within the year group. Assessment and record keeping procedures are satisfactory but need further development. The school has not analysed assessment information effectively to identify what pupils know well and what it is necessary to develop further. Written marking is not used satisfactorily to tell pupils why their work is good and what they have to do next to improve. Resources are good and are used effectively by teachers. Information and communication technology makes a satisfactory contribution to this subject.

### **ART and DESIGN and DESIGN and TECHNOLOGY**

82. There was insufficient evidence available to make a secure judgement on standards, achievement and teaching and learning in both these subjects.
83. In art and design, pupils in Years 1 and 2 learn to use the range of art equipment available by engaging in drawing, painting and collage work. They explore the use of colour and learn how to mix powder paint to produce desired tones of primary colours to an appropriate consistency. Their skills have been used to good effect to produce pictures to represent feelings of happiness in conjunction with creative writing. Pupils have painted portraits of characters from well-known stories. This has then been used as a stimulus for developing skills on the computer. Years 3 to 5 pupils continue to build on the skills that they have developed. For example, they have produced observational drawings of seashells to support work in literacy. Their observational skills in pencil show that they have a good understanding of the effects that can be produced

through the use of a range of pencils and that shading techniques can be used to give contrasting effects.

84. In design and technology, geographical links are maximised within a unit of work to design a playground. As part of this work, Years 1 and 2 pupils visited the local recreation ground. They evaluated the this area and made plans for improvement using effectively both construction kits and small world equipment. Years 3 to 5 pupils made satisfactory progress in the development of knowledge, skills and understanding when designing and making puppets and photograph frames within linked units of work to enhance learning in literacy, numeracy and art. They have also designed and made pop-up books and greetings cards connected with their work in literacy and have drawn upon their scientific understanding to design and make alarm systems involving the use of a switch. Opportunities that develop literacy and numeracy skills are fully exploited and these enhance learning.
85. To add meaning and relevance to each the subject, pupils' art and design and design and technology work is, whenever possible, linked to other National Curriculum subjects. Nationally produced guidelines are used throughout the school and these ensure that learning builds soundly on what has gone before. Pupils' development in art and design is enhanced effectively by visits to places of interest such as Bretton Sculpture Park and by pupils working alongside artists in residence, for example to produce large scale banners within the school hall.
86. Pupils have a positive attitude to both these subjects and this makes a satisfactory contribution to their personal and social development. 'Showing assemblies' allow pupils to show their work and to explain how they feel about their achievements. Resources are good in art and design and they appropriately include a wide range of artefacts from different cultures. These resources are used well to support pupils' developing cultural awareness.
87. Leadership and management of art and design and design and technology are satisfactory. Medium and short-term planning is monitored and there has been some observation of teaching. The attractive displays of pupils' work not only allow the co-ordinators to monitor what pupils have been doing but they effectively enhance the learning environment. The design and technology co-ordinator has carried out an audit of the subject and has correctly identified areas for improvement. These include improving the range of resources for construction and control technology and providing associated training for members of staff. Resources overall for this subject are satisfactory and are used appropriately by staff and pupils. Since the last inspection there has been good improvement in this subject.

## **GEOGRAPHY and HISTORY**

88. It was not possible to see geography or history being taught during the inspection and there was insufficient evidence to make a secure judgement on standards, achievement and teaching and learning in this subject.
89. Years 1 and 2 pupils make satisfactory progress in the development of geographical knowledge, skills and understanding of the immediate environment of school and the village of Farnley Tyas. Through fieldwork and local visits, they develop an awareness of how people influence and change the quality of the environment. Good links are made with work in design and technology to consider how improvements could be made to the village playground. Pupils' ideas and understanding are communicated in a range of ways. This draws upon and develops pupils' skills in information and communication technology, mathematics and literacy. Years 3 to 5 pupils continue to make satisfactory progress as their understanding of places extends beyond

the immediate area as they study the contrasting locations of Farnley Tyas and the seaside town of Blackpool. Through visits and fieldwork, they develop an understanding of how location influences the way people live. Contrasts and comparisons are made in respect of land use, patterns of human behaviour and trade and industry.

90. In history Years 1 and 2 pupils make satisfactory progress in developing an understanding of the passing of time through exploration of their own families, familiar objects and familiar places. For example, they look at how toys have changed during the lifetime of their grandparents and parents and consider how toys have changed over this period of time. They study the local area to consider how homes have changed and how the changes have influenced the way people live. They record their understanding in a range of ways using and applying knowledge and skills from literacy, mathematics, and information and communication technology. Years 3 to 5 pupils continue to develop their historical understanding. In their study of the Victorians they use primary and secondary sources of evidence to gain a good understanding of life during this period in respect of different people within the social structure of Victorian Britain. They take part in visits to the Colne Valley Museum where they take on the role of Victorian citizens for the day. Learning is developed through a range of approaches from information finding and associated presentation of facts to creative work that relies on imagination based on factual knowledge. For example, to practise their literacy skills, pupils write letters imagining they are farm workers describing the changes in lifestyle at the time of mechanisation.
91. Wherever possible the pupils' work in history and geography is connected to activities they are doing in other areas of the curriculum in order to add meaning and relevance to their work. The school uses the objectives within the nationally produced guidelines for history to ensure that pupils' learning builds on previous work. The use of national guidelines is a good improvement since the previous inspection when it was judged that the older pupils were not receiving a broad geography and history curriculum.
92. Pupils have a positive attitude to their work and both subjects makes a satisfactory contribution to their personal, spiritual and social development. Much learning in geography is developed through a fieldwork approach. This relies on pupils sharing equipment and taking care of resources. It also enables pupils to develop a real awareness of the environment and a respect for living things. 'Showing assemblies' effectively promote self-esteem and provide the pupils with a good opportunity to express why they are proud of their achievements.
93. The leadership and management of geography and history are satisfactory. Medium and short-term planning is monitored by the co-ordinators and there have been some opportunities for the observation of teaching. The geography co-ordinator has carried out an audit of the subject and has correctly identified areas for improvement. These include improving the range of resources to extend links between information and communication technology and geography through the use of sensor equipment. Pupils' work is attractively displayed throughout school and this effectively enhances the learning environment. In history resources are good and in geography they are satisfactory. In both subjects resources are used appropriately by all staff to promote pupils' learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

94. It was not possible to see any direct teaching of information and communication technology (ICT) during the inspection period. Judgements are therefore, based on observations of group work led by the specialist teaching assistants, discussions with pupils and scrutiny of pupils' work. The standards that pupils attain by the time they reach at the end of Year 2 is in line with

national expectations and all pupils in the school make satisfactory progress in their learning. Their achievement is also satisfactory

95. Years 1 and 2 pupils have many opportunities to use a range of ICT equipment and software during lessons in many subjects. access learning across the whole curriculum. This broad approach is a key feature of the satisfactory level of provision for developing pupils' ICT skills throughout the school. Pupils use painting packages effectively to replicate art work. They use an art program to create scenes from texts they have read in the school reading scheme. Information recorded on CD ROM has been used to support the development of pupils' knowledge and understanding in history, science and geography. Word processing skills are developing appropriately.
96. Years 3 to 5 pupils have good opportunities to extend their understanding and skills further. Following a literacy lesson, Year 3 pupils used word processing skills to edit and change the presentation of poetry entitled 'The Cliff Top'. They created interesting effects by good use of colour and font variation. Older pupils use search menus to locate scientific information. They have created a simple database to sort and classify the planets against specific criteria and are able to use modelling to solve mathematical problems in conjunction with simple spreadsheets.
97. Pupils' attitudes to their learning are good. They listen to the adults who support their work with interest and are eager to use the equipment available to them. They work confidently and with a high level of independence. They are supportive of each other and give spontaneous praise for the achievements of others. This subject supports pupils' spiritual and social development well. Pupils appreciate the 'wonders' of the Internet and enjoy working together to share ideas and learn together.
98. Planning is a strong feature of the provision for information and communication technology. The school has developed a framework for planning that enables pupils to learn ICT skills through a carefully structured programme of work. This is well supported by teaching and by the use of good learning resources. Pupils use ICT in many subjects and apply their ICT skills in a broad range of meaningful contexts. Graphic packages are used to create pictograms and support learning in geography and mathematics. Older pupils use the Internet and interactive CD ROM to access new learning. They investigate the features of contrasting places in geography and features of the past in history. They communicate through e-mail to pupils in neighbouring schools. Data processing is used to good effect to record the results of scientific investigations.
99. The ethos for the subject is good. Pupils are enthusiastic and enjoy working with ICT resources. They appreciate the value of ICT to support their learning. Resource provision is satisfactory. The school has recently carried out an audit and has identified areas for improvement, for example the need to purchase 'Loggit' to support sensor work in science and geography. The computers currently available are, however, effectively used to enhance learning.
100. The leadership and management of the subject are satisfactory. All staff have received recent training and are confident to teach the ICT curriculum. The co-ordinator is effective in supporting and advising colleagues and this is having a positive impact on the current standard of attainment. Close links have been established with a local network of schools, both for teacher support and to enable pupils to communicate using ICT. There are good procedures in place to assess pupils' learning and to monitor the progress that they make. Overall, there has been good improvement this subject since the previous inspection.

## **MUSIC**

101. No musical activities were observed during the inspection and therefore there was insufficient evidence available to make a judgement on standards, achievement or teaching and learning in this subject. In assemblies, however, pupils sing satisfactorily following the example of the teachers who lead the singing appropriately.
102. Leadership and management of the subject are satisfactory with the subject co-ordinator having a sound understanding of the strengths and areas requiring improvement. All pupils in Years 3 to 5 have the opportunity to learn to play the recorder and there are opportunities for pupils to learn woodwind and the guitar if parents so wish. Pupils regularly take part in a variety of music festivals, which they say they greatly enjoy. The school has good musical resources that are stored carefully and are looked after well by the pupils. The subject contributes effectively to pupils' spiritual, moral, social and cultural development. For example, pupils use a variety of stimulus materials from other cultures to develop their cultural awareness and projects, such as the 'Hands On' drumming project, are particularly helpful. The many opportunities for sharing resources and taking turns support their social development, and listening to others perform aids their cultural development. Information and communication technology is used satisfactorily in this subject. The curriculum is planned carefully using a nationally agreed scheme of work and improvement since the previous inspection is satisfactory.

## **PHYSICAL EDUCATION**

103. During the inspection it was not possible to make judgements on standards, achievement or the quality of teaching and learning as only one lesson was observed. In this lesson for pupils in Years 3 to 5 teaching and learning was very good. The teacher showed very good subject knowledge ensuring that all pupils were appropriately warmed up before starting their activities. Through very good demonstration and skilful coaching the objective of improving the pupils' throwing and catching skills was clearly met by the end of the lesson. All pupils obviously enjoyed this lesson and relationships between pupils and adults were good. The pupils' moral and social skills were effectively developed as pupils co-operated with each other and sensitively supported their less confident friends to succeed in the activities. There was good emphasis given to encouraging a team spirit and opportunities for pupils to watch each other and offer constructive criticism.
104. All pupils in Years 3 to 5 go to a local swimming pool on a regular basis and it is very rare that pupils are not able to swim at least 25 metres before they leave for secondary school. The pupils stated that they enjoy these swimming sessions and the more proficient swimmers represented the school very successfully in the small schools' swimming gala.
105. Subject leadership and management are satisfactory and medium and short-term planning is monitored by the subject co-ordinator. Teachers' planning follows nationally produced guidelines and there is a useful policy in place to ensure that all areas of the physical education curriculum are sufficiently covered, thus ensuring a broad physical education curriculum. Resources in terms of small and large apparatus are satisfactory and although the school does not have appropriate outside facilities the school uses the local playing field which is approximately five minutes from the school. A physical education audit was recently undertaken as a part of the 'Sports England' project. This will result in the school being provided with qualified coaching staff and after-school clubs for the next three years. Training for staff will also be available. This will greatly enhance physical education provision although there has been satisfactory improvement since the last inspection in this subject.