

INSPECTION REPORT

ST MARY'S C OF E PRIMARY SCHOOL

Kirby Lonsdale

LEA area: Cumbria

Unique reference number: 112323

Headteacher: Mr M Hull

Lead inspector: Ms R J Schaffer

Dates of inspection: 20 – 22 October 2003

Inspection number: 257841

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	190
School address:	Kendal Road Kirby Lonsdale Carnforth
Postcode:	LA6 2DN
Telephone number:	01524 271 334
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Appropriate authority:	The governing body
Name of chair of governors:	Ms J Tomlin
Date of previous inspection:	18 May 1998

CHARACTERISTICS OF THE SCHOOL

The school is in a pleasant rural situation. It is close to the small town of Kirby Lonsdale but serves a much wider area with many pupils travelling to school on the school bus or by car. Most pupils start their education at the school's part-time nursery which offers morning placement for 26 children. The percentage of pupils with special educational needs is below average, although those with a formal statement of need is above average. The majority of difficulties these pupils experience relate to language and speech with a few pupils who experience difficulties of a medical or physical nature. The proportion of pupils who change schools is greater than usual. A small percentage of pupils come from Chinese, European or African heritage. Very few pupils are entitled to free school meals and most come from homes with some economic advantages. While a few children start their education with high attainment, overall attainment on entry to the school is average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23698	R J Schaffer	Lead inspector	English Geography History Physical education Areas of learning in the Foundation Stage English as an additional language
9002	D Ashton	Lay inspector	
27591	M Campbell	Team inspector	Science Information and communication technology Music
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St. Mary's C of E Primary is a very effective school. Pupils' achievements are very good and they attain a high standard of work by the end of Year 6. Teachers encourage pupils to be independent in their learning and they respond by taking a keen interest in lessons and the other activities provided. A willingness by staff to improve and develop, has resulted in very good teaching in most subjects. The headteacher, who is well supported by the governors, sets a high standard of care and concern for each pupil, establishing an ethos that ensures every child is included in a caring Christian environment.

The school's main strengths and weaknesses are:

- very good teaching in English, mathematics and science results in pupils achieving high standards by the end of Year 6;
- the school lays the foundations for pupils to develop initiative and to take responsibility for their own actions;
- teaching in music and design and technology is very good and pupils achieve standards above expectations by Year 6;
- the excellent leadership of the headteacher ensures continued improvement in all aspects of school life;
- the school's very good partnership with parents and links with the local community contribute greatly to pupils' development;
- within the context of a caring school, provision for pupils with special educational needs is very good;
- from the nursery and reception classes onwards, learning is enriched by a wide range of stimulating experiences;
- governors have insufficient procedures to check that all statutory responsibilities are met;
- some of the resources and aspects of the accommodation for the nursery are not satisfactory.

When the school was inspected in 1998 the quality of education was found to be good. The school's good processes of reviewing, taking action and evaluating results, have continued to drive improvements forward. Taking their lead from the headteacher, staff have been committed to carry out change where needed, and **overall improvement has been good.**

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2002
English	A	A	B	D
Mathematics	A	A	A	B
Science	B	A	B	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall the achievement of pupils of all levels of attainment, including those with special educational needs, is very good. In the nursery and reception classes, children's achievements are good. They are on track to attain the goals they are expected to reach by the end of the reception year in writing and mathematics; they should exceed them in reading, speaking and listening, knowledge and understanding of the world, creative and physical development, and in personal, social and emotional development. In Years 1 and 2, pupils' achievements are good. In the current Year 2, pupils' work is above average in science, reading, writing and mathematics. In most years, the school's results at the end of Year 2 are above average, although in 2003, results were average because it was a year group with more pupils with special educational needs. In Years 3 to 6, pupils build on their previous good achievements. By the time they are in Year 6,

pupils' work is well above average; the presentation of their work and standard of speech is particularly good. The school has more than the usual number of pupils who join after the usual time of admission, some experiencing a degree of disruption to their learning. This means they do not always build on the success they attained at the end of Year 2. The school's results were particularly affected in this way in 2003 as less than half of the pupils had started their education in the school's reception class. Standards in music, and design and technology are above average.

The spiritual, moral, social and cultural development of pupils is very good. Pupils enjoy coming to school and their attendance and punctuality is very good. They have an enthusiasm for learning and take responsibility willingly when it is appropriate for them to do so. Overall, pupils' behaviour in lessons and elsewhere is good, though just occasionally they misjudge adults' expectations and are too noisy or boisterous.

QUALITY OF EDUCATION

The school provides a very good quality of education for its pupils and the quality of teaching is very good. The strength of the teaching stems from the careful way in which teachers assess how well each pupil achieves. Pupils acquire new knowledge quickly because it is set at the right level for them. Work is challenging but teachers provide clear explanations and stimulating resources to clarify understanding. Pupils experience a sense of achievement when tasks are accomplished. Support for pupils who have fallen behind with their work is very effective and makes use of innovative methods that pupils respond to enthusiastically. On occasions, teachers miss opportunities to develop pupils' skills in writing when their interest is captured in work in other subjects. A very good relationship with parents is forged in the nursery and reception and this benefits children's learning as they move up the school. Learning through practical experiences that are of interest and relevance to children is a strong feature of the provision in the nursery and reception classes. Clubs, activities out-of-lessons, local community involvement and visits to places of interest, enrich the experiences of pupils in the older classes. The nursery is accommodated in a classroom that is used for other purposes later in the day and this, together with a lack of good indoor resources, limits the otherwise good provision for this age group.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. In recent months, over a third of the teaching staff has changed and it is a reflection of the excellent support to newcomers that the quality of education has remained high. The strength of the headteacher's leadership is in the importance placed on ensuring that every pupil has an equal entitlement to the school's provision. Leaders of subjects are knowledgeable and all take full responsibility for the success or otherwise of their subject. Governors are fully involved in strategic planning and support the school through clear-sighted evaluation. They have not been diligent enough, however, in checking that all statutory responsibilities are met on time.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the quality of education, the standards of work and with behaviour. They have great confidence in the leadership of the school and feel that they could approach the school with any concerns. Most pupils express very positive views, with only a small number not enjoying their time in school.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- improve the quality of the accommodation and resources in the nursery class;
- governors should put proper checks in place to ensure all statutory responsibilities are met.

and, to meet statutory requirements:

- the governors should ratify the school's draft race equality policy and Accessibility Plan.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards by Year 6 are well above average in English, mathematics and science. Overall pupils' achievements are very good.

Main strengths and weaknesses

- In most years, the school's results in national tests for the end of Year 6 are well above the national average in English, mathematics and science, although in 2003 they dipped to above average in English and science.
- Current standards in Year 6 are well above average and pupils' achievements are very good, with the presentation of their work and the quality of their spoken language being aspects that stand out as particularly good.
- In Years 1 and 2 pupils' achievements are good.
- The achievements of pupils with special educational needs are very good.
- Children in the reception class are on track to exceed the goals set for them in personal, social and emotional development, speaking, listening and reading, knowledge and understanding of the world, creative and physical development.
- Pupils' achievements in music and design and technology are good.
- The school's results in national tests for pupils at the end of Year 6 in 2003 for English and science, were below average in comparison to schools that achieved similar scores in tests at the end of Year 2.

Commentary

- 1 The school's results need to be considered in the context of a smaller school. Because there are a smaller number of pupils sitting the tests each year there are generally greater variations in national test results year-by-year than seen in the results of larger schools. In 2003, Year 2 had a greater number of pupils with marked special education needs while the group in Year 6 had been affected by the number of pupils leaving and joining other than at the usual time of admission. While some of the pupils joining the school bring with them good results from their previous schools, nearly all suffer some degree of disruption, particularly those who have been educated in different circumstances, such as another country, or those who join late in Year 6. In 2003, only half of the pupils who sat the tests at the end of Year 6 started their primary education in the school's reception class. This factor, together with a higher than usual number of pupils with special educational needs, contributed to the below average results when compared to schools with similar scores in tests at the end of Year 2. In most years, the school's results for pupils at the end of Year 6 are well above average.
- 2 At the time of the previous inspection, standards were above average. Although no areas for development were identified in the previous inspection report, the school reviewed provision itself and decided that there were areas in need of development. Good strategies were identified to improve teaching and to adapt where necessary the national strategies for numeracy and literacy. National guidance was quickly taken on board, for example, guidance on using letter sounds with actions and other prompts to teach pupils to spell and read in Years 1 and 2. There was a rigorous programme of monitoring and evaluating pupils' achievements, teaching and learning and as a result standards continued to improve. Very good assessments help teachers identify pupils' individual levels of attainment, and the good affect of this can be seen in the high proportion of pupils attaining above the expected level. The proportion of pupils attaining the higher level (Level 5) was well above average for all three subjects in 2002 and well above in mathematics and science, and above average in English in 2003.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.7 (28.6)	27.0 (27.0)
mathematics	29.2 (29.2)	27.0 (26.6)
Science	29.4 (29.8)	28.8 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

- 3 In the current Year 6, pupils of all levels of attainment have a good grounding in the basic skills of reading and writing. All pupils understand how to plan their work and structure it to suit its purpose. Those with special educational needs write short but well structured pieces, using a good range of punctuation although lacking a clear understanding of using paragraphs to structure their work or adding detail to increase interest. The work of pupils of average and higher attainment often tackles complex ideas and is enlivened by the use of lively imagery and well-chosen vocabulary. In mathematics, pupils confidently make quick mental calculations, most operating at a level beyond that expected for their age. They explain methods and reasoning about the calculations that they have carried out both mentally or using conventional notation. In science, pupils are given good opportunities to carry out systematic investigations and, in consequence, they have a good understanding of the scientific processes. Although skills such as handwriting, and setting out of work, are not taught at the expense of more creative work, pupils achieve a very good level of presentation in all subjects. This has a particular benefit in English where early drafts are seen through to a final 'published' piece. Work is often produced in very attractive illustrated folders in which hand-written and word-processed work are combined. The pieces indicate that pupils have a high level of pride and perseverance in their work. In mathematics and science, work is set out well and information and communication technology (ICT) used not only as a tool for calculation but as an effective form of presentation of data. From the reception year up, teachers provide very good opportunities for pupils to extend and develop spoken language. By the time they are in Year 6, pupils have a very good vocabulary at their disposal. They talk effectively as members of a group. When discussing Macbeth, for instance, they help their group come to conclusions by listening to each other, sometimes summarising views and ensuring everyone has contributed.
- 4 Parents are very satisfied with the standards their children attain and the progress they make in Years 1 and 2. Each child who starts in the reception year is assessed. From the results of these assessments, a realistic but challenging target is set for them in the national tests at the end of Year 2. Many pupils attain their target or exceed it. Teachers in Years 1 and 2 have high expectations of pupils' concentration and perseverance at tasks in both mathematics and English. Class work is planned at the appropriate level from the National Literacy and Numeracy Strategies with adaptations for those who are ready to go beyond this level or those that struggle and need revision of earlier work. Although in the first term of the academic year, most pupils in Year 2, for example, easily go beyond 20 when counting in 2s and most show that they are ready to understand the operation of multiplication and its vocabulary. In English, pupils make good progress in spelling words that occur frequently. They build on the spelling and knowledge about letter sounds they have acquired in Year 1 and read and write with increasing fluency through the year.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	16.1(17.0)	15.9 (15.8)
Writing	14.8 (15.1)	14.8 (14.4)
Mathematics	16.4 (18.4)	16.4 (16.5)

There were 28 pupils in the year group. Figures in brackets are for the previous year

- 5 Pupils who have special educational needs make good progress in all year groups because of the good quality of the support they receive and the work that is planned to meet their needs. Their achievements match that of their peers because of the additional support provided for them and is appropriate when account is taken of their learning difficulties. Parents of pupils with special educational needs said that they were pleased with the progress their child had made. A few felt that the school did very well, despite not having enough funds to fully support children with very marked needs.
- 6 Pupils' achievements in music and design and technology are good. Music is given a high priority in the school. There are many opportunities for pupils to develop their skills through individual music tuition and musical activities out-of-school time. This motivates pupils and many practice musical instruments at home. Teachers plan lessons that provide pupils with good opportunities to increase their musical skill and knowledge in all aspects of the programme of study. In design and technology, a good focus on providing increasing challenge to projects ensures that by the time pupils are in Year 6, their making skills are good. Pupils evaluate their designs and products without prompting from adults and the quality of their work is above average.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Attendance is **well above average**. The school has improved the quality of its work in these areas since the previous inspection and has also provided many more opportunities for pupils to show initiative and take responsibility within the school. **Very good** provision for pupils' spiritual, moral, social and cultural education has been maintained.

Main strengths and weaknesses

- Attendance is well above average because pupils enjoy school life and have trusted relationships with the adults in the school.
- Spirituality is part of the ethos of the school, which teaches pupils that they have worth as individuals.
- Firm foundations are laid so that pupils set high moral expectations for themselves.
- Behaviour is good and based on self-discipline, individual responsibility and teamwork, which are nurtured very well, just occasionally pupils' liveliness becomes too noticeable.
- Older pupils undertake their duties responsibly and encourage younger pupils to have pride in the school.
- There is a very good atmosphere at playtime and lunchtime because of the happy relationships pupils have with each other.

Commentary

- 7 Pupils like school and attend regularly; they are punctual and quickly settle into the daily school routine. Attendance is very good and there are systematic procedures in place for contacting parents on the first day of any unexplained absence. Behaviour in class reflects closely the pace and interest of the lesson. Pupils are given a lot of scope for regulating their own behaviour, which is good overall. Although this approach does carry a risk, particularly during practical sessions when noise levels can become too high, older pupils

are proof that giving responsibility teaches pupils to set high expectations for themselves. This is evident during break-times and lunchtimes. Bullying is not considered to be a problem because a broad cross-section of pupils says that there are no instances of bullying and one-off incidents are dealt with fairly and sensitively. No incidents of bullying or other oppressive behaviour were seen during the inspection although two pupils in the junior classes described some incidents that occurred last year, which nevertheless were dealt with properly. Parents are very satisfied with the attitudes the school promotes and most feel that behaviour is good, although one or two felt that behaviour was sometimes too boisterous.

- 8 The school is a very inclusive community and pupils are given good opportunities to air their views. Pupils with special educational needs have very good attitudes to their work and the school because they feel valued and are given importance. They are always invited, for example, to talk to the adults involved during the review process and at other times. The spelling club's twin rules neatly sum up the approach, "If you are doing really well, don't boast about it!" and, "if you're not doing really well, don't worry about it!" Far from there being any stigma attached to additional support pupils are proud to belong to the club and enjoy end of term parties.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.8	School data	0.0
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

- 9 Pupils' personal and social development is fully integrated into all aspects of school life. Pupils quickly learn how to make sensible decisions about their own lives and to be responsible members of the school community. Pupils are encouraged to work for the school, including participating in sport, and singing to the older people of the parish. This generates a sense of corporate commitment. Relationships between pupils and adults are very good. It is evident that part of the school's mission is to provide many opportunities for pupils to express their feelings and consider the values and beliefs of others. Parents' close involvement with the school adds support to this fundamental aspect of its work.
- 10 Pupils eagerly accept responsibility for elements of the day-to-day running of the school. Pupils take their responsibilities very seriously. The school and parents run a very good range of well-attended after-school and holiday clubs that are open to pupils of all levels of attainment. Older pupils give up their lunchtimes to attend 'the Monday club' which gives pupils the opportunity to reflect upon Christian messages in a pleasant, light-hearted atmosphere with like-minded peers. These qualities are reinforced well through personal, social, health and citizenship lessons and the wide range of educational visits.
- 11 Provision for pupils' personal development is very good. It reflects the school's aim of creating a Christian ethos. Spiritual development is very good and enhanced very well by the positive climate for learning, reflective assemblies and close links with the church. Moral teaching is inter-woven into all aspects of school life. Pupils are not only taught right from wrong but also how to make decisions with regard to moral issues for themselves. Pupils have a good understanding of their place in the school and church community and value the fact that their achievements are celebrated.
- 12 Pupils develop a very good understanding of life in a multicultural society. The school achieves its aim of broadening pupils' understanding of other cultures in a very natural way. The younger pupils learn to understand and accept that other people have different beliefs and cultures because existing links are explained meaningfully and followed up by visitors in

lessons such as geography and religious education. Pupils in Year 2 put much time and energy into building their model structures after discussing the Jewish festival of sukkot so that understanding is linked to meaning. Pupils listen to a range of music, including music from other cultures, such as songs from Africa and the West Indies. They visit the local Art Gallery to experience art and accomplished visitors are used well to demonstrate their talents, for example, in weaving. Other visitors provide good backgrounds to their particular cultures, and good use is made of parents who have lived in other continents.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	149	1	0
White – any other White background	7	0	0
Mixed – White and Black African	1	0	0
Chinese	1	0	0
No ethnic group recorded	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school has developed and effectively improved teaching and planning in English, mathematics and science. A range of very good methods are used to support pupils with special educational needs and **overall the quality of education is very good.**

Teaching and learning

Teaching and learning in the Foundation Stage **is good** and in Years 1 to 6 it **is very good.**

Main strengths and weaknesses

- Teachers check how well pupils' achieve very effectively both as lessons proceed and when they mark work and they use this information very well to plan the next stage of pupils' learning.
- Teachers' high expectations result in the provision of tasks that are challenging and give pupils a sense of achievement once accomplished.
- Teachers from the nursery onwards use a stimulating range of strategies and resources to enliven lessons.
- The extra teaching for pupils who have fallen behind with their work is innovative and of a high standard.
- Pupils are encouraged to think for themselves and take responsibility for their own learning but occasionally the boundaries are misunderstood and pupils become inattentive and noisy.

Commentary

- 13 Teachers' planning for individual lessons shows that careful thought has been given to how well pupils have done in previous lessons, with alterations being made if the rate of pupils' learning was different to that anticipated. During lessons, teachers use questions very well to assess pupils' understanding as explanations or tasks proceed. Going hand-in-hand with this accurate perception of the level of pupils' understanding is an expectation that pupils will move on quickly. Questions increase in difficulty building on pupils' confidence. In the reception and nursery, careful observations of how well children learn while at play adds to the accuracy of teachers' assessments and effectiveness of planning for the next day's activities. In Years 1 to 6, teachers' marking is of a very high standard, particularly in English, mathematics and science. Its strength lies in the manner in which teachers praise

effort but then pin-point for the pupil what could be done to improve. Again there is a level of high expectation in how teachers expect pupils to take on a new challenge, especially in Years 3 to 6. Pupils read the comments teachers have made when marking work with interest, taking note of the suggestions for improvement; by the time they are in Year 6, pupils sometimes write a reply or comment of their own. If the work is related to an individual target for the pupil, then this is also checked when work is marked and credit given if the target has been achieved. In consequence, pupils' interest and motivation are high.

- 14 A strength of the teaching in the nursery and reception classes is the good organisation of activities that allow children to learn through practical investigation. In the older classes, teachers continue to successfully provide for practical and investigative work. Other good methods and strategies such as using role play and drama, information and communication technology and field work or visits to places of interest, enliven pupils' classroom experiences.
- 15 The teaching of pupils with special educational needs is very good, both when pupils are withdrawn from class for specialised support, and when they work in class. Work is well matched to meet pupils' needs and basic skills are well taught. Most make better progress than expected. Support assistants and parent helpers are used well to enable special needs pupils to be fully involved in whole class discussions, so raising their self-esteem. Very good procedures identify pupils with learning difficulties at an early stage.

Example of outstanding practice

The Spelling Club is an innovative approach to supporting pupils with difficulties with reading and writing. Pupils from Years 3 to 6 arrive at school early to attend the club which extends into the first short session of the day. A friendly club atmosphere prevails as it is run on a voluntary basis, with pupils very much in charge of their own learning. For instance, when they feel they have achieved a target pupils can choose to test themselves. Each pupils' needs are carefully assessed and tasks provided from a range of different sources with the emphasis on repetition and success to build confidence. Adults act as facilitators and are approachable, informed and helpful. They combine the role of teacher with that of a learning mentor. Teachers focus on different styles of learning using, for example, touch and feel in trays of sand and rice to practise letter formation. Parents are invited to see what goes on and kits are provided for pupils to continue with their work at home.

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (8%)	12 (32%)	15 (39%)	7 (18%)	1 (3%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

- 16 A few of the lessons that had an aspect in need of improvement reflected an inconsistency in the way in which teachers manage the level of noise and pupils' attention in lessons. For instance, in a lesson on physical education, the teacher asked pupils to be quiet but then proceeded with the lesson even though quite a number of pupils had not taken notice of the request. In the nursery, teachers sometimes missed opportunities to develop the personal and social awareness of children, for instance, at snack-time. Occasionally, work was a little too challenging and then explanations became too lengthy and pupils' attention wandered. The one unsatisfactory lesson was very uncharacteristic of the teachers' work in that activities planned were not a good match to the objectives of the lesson. The school has had a number of recent changes to staff and despite this has maintained high quality teaching and learning.

The curriculum

The school recently identified the need to review and improve curriculum planning so as to offer a relevant and rich spacing curriculum while still maintaining high standards. Much has already been done; the curriculum has some very good features and overall is good.

Main strengths and weaknesses

- The school uses the national strategies for literacy and numeracy very well and has made good adaptations where appropriate.
- There is very effective provision for pupils with special educational needs.
- In the foundation stage children are provided with stimulating experiences that develop their creativity and knowledge and understanding of the world.
- There is a rich and varied programme of experiences for pupils outside the school day that supports and develops learning in class.
- Although the school has good practices in place to eliminate racial prejudices, not all subject policies contain full statements to reflect the draft policy for racial equality and this policy has not been presented to governors.
- The resources and the accommodation in the nursery class limit children's learning.

Commentary

- 17 Literacy and numeracy lessons are well planned because teachers use assessments carefully to ensure that work matches pupils' level of attainment and, where appropriate, the strategies adapted to suit that level. Teachers have the confidence to be flexible in their use of the strategies, for instance, taking more time on some aspects or linking work to pupils' learning in other subjects. This is still at a relatively early stage and so there are some gaps, for example, opportunities are sometimes missed to extend writing skills in other subjects and there could be more use of mathematics in geography. Drama and role-play are used very effectively in literacy lessons to enrich pupils' understanding of language. At the previous inspection, the school was asked to improve planning in art and design and the use of ICT in other subjects. There has been good improvement in the integration of both subjects in curriculum planning.
- 18 The curriculum is adapted well for pupils with special educational needs including those who need specialist help with statements of educational need. Information and communication technology is used well to improve access to literacy through tape recording machines and other equipment. Both the spelling club and the electronic library allow individual help to be closely targeted at the point of need. Provision for pupils with special educational needs is very good. Support is put in place swiftly. Those pupils with behavioural difficulties are very well supported.
- 19 The school has developed good practices over a number of years to promote equality and to challenge racism. Resources are selected well so that positive images are presented and stories from the youngest classes up include literature from other cultures. A draft policy sets out good guidance for staff but has not yet been presented to governors and this is unsatisfactory as the date for this to be done was over a year ago. Although teachers use all subjects to develop pupils' knowledge and understanding of other cultures and to tackle the issues of prejudice, few subject policies have full statements that give specific guidance.
- 20 In the foundation stage, there is good planning that provides jointly for the nursery and the reception year. It ensures that there is a good balance between child initiated activities and those led by an adult. The emphasis on learning from real experiences that develop creativity and children's understanding about the world around them is a strength. The school is participating, for example, in an initiative led by a local art gallery to develop young children's appreciation of art through visits to the gallery.

- 21 When walking through the main corridor of the school, the visitor is immediately struck by the chess games that are laid out so that the school tournament can be finished by the end of the week. This is one example of the very good range of activities on offer out of school time that provide pupils with opportunities to develop social skills as well as additional learning. The school has helped to organise local sporting tournaments and regularly plays matches against other schools for football, netball and rugby. Individual music tuition is comprehensive and the local enthusiasm for handbell ringing is reflected by the number of pupils in the lunchtime club. Visits to places of interest and invitations to visitors are used very effectively to develop depth in curriculum planning.
- 22 The nursery class is a relatively recent addition to the school. It offers part-time placement in the morning to 26 children in a room that has multiple use. It doubles for instance as the after-school club which is funded and organised by a separate body. Because of the various different uses of the accommodation, the nursery staff have to put away resources and children's work at the end of each session and get things out the following day. As a result, areas of learning are not as well established as they should be. The outdoor area, which is shared with the reception class, has sufficient space and good resources. Some of the in-door furniture, however, is very uninviting and resources show signs of over-use. There is insufficient in-door storage. There is a lack of permanency that affects the quality of learning.

Care, guidance and support

Overall provision for welfare, health and the support and guidance of pupils is **very good**; it is founded on staff knowing the pupils well, and the very good relationships.

Main strengths and weaknesses

- The school has a very good system of care although records of pupils' personal development are informal in Years 1 to 6.
- very good support is given to pupils with special educational needs.
- Induction and transition arrangements are very well organized.
- The very good provision for pupils' personal, social and health education makes a significant contribution to the pupils' learning and self esteem.
- Pupils' views are valued.

Commentary

- 23 A disciplined but friendly atmosphere enables a sensitive and reassuring support system to thrive. All staff, including lunchtime helpers and classroom assistants contribute to the care and welfare of the pupils. Staff, including the headteacher, know the pupils very well and offer support and guidance whenever it is needed. Pupils are confident that they will be listened to if they are bullied or unhappy. Health and safety routines are of a high standard and risk assessments are regularly carried out. Appropriate records are kept with regard to concerns or successes but not formulated as an individual record, except in the Foundation Stage.
- 24 The individual educational plans prepared for pupils with special educational needs are implemented very well by class teachers and support staff. Some of these plans, however, specify aims rather than targets that are short-term, measurable and achievable. All pupils have equal access to the whole curriculum, including extra-curricular activities.
- 25 Children in the nursery and reception classes are well supported by the sensitive and very effective induction arrangements between home and school and the nursery and reception classes. Every effort is made to make children feel welcome and raise their self esteem by valuing their contributions and encouraging them to become independent. A buddy system operates for pupils who join the school later than the usual admission time. Pupils quickly establish secure and trusting relationships amongst themselves, with teachers and other

adults who help in school. Child protection measures are very effective. The co-ordinator ensures all staff are aware of particular causes of concern and the school works closely with parents and agencies.

- 26 A reward system is used to good effect to highlight and encourage pupils' achievements. Rules and sanctions are known and understood by pupils but staff emphasise the importance of pupils taking responsibility for their own actions and behaviour. The programme of work to help pupils understand issues relating to personal development and the consideration of social and moral dilemmas is good and taught effectively. Pupils are given good opportunities to understand the importance of a healthy diet and healthy life style, including education about the misuse of drugs. There is proper provision for education about sex and relationships.
- 27 The school is receptive to pupils' opinions and their suggestions have been incorporated into decisions with regard to behaviour management, the appointment of new staff and the school environment. The school council is well integrated into the life of the school. School councilors are invited to occasional governing body meetings. The councilors are articulate and are developing confidence and responsibility which enhances their contribution to school life.

Partnership with parents, other schools and the community

The school has a **very good partnership** with parents and its relationship with the local community and local schools is very good.

Main strengths and weaknesses

- The very positive relationship between the school and parents contributes effectively to pupils' learning and personal development.
- The school has good strategies for seeking the views of parents and parents feel confident that they can voice concerns and complaints.
- Pupils' understanding of social issues is enhanced because the community is invited into school and the school shares in community activities.

Commentary

- 28 The school's partnership with parents is set on a strong footing when children first start in the nursery and reception year. Parents are welcomed into school and made to feel important in their children's learning. For instance, each week a simple but informative note lets parents know the main areas of learning for the week and many get involved offering resources or support of one kind or another. This level of information continues up the school. Parents are also kept well informed through regular newsletters, annual reports, homework diaries, consultation evenings and the annual governors' report. Consultation evenings are very well attended and the parents of pupils with special educational needs are very well informed and included in the support for their children. Although a small number of parents expressed individual concerns at the meeting with inspectors or in letters, the majority have very positive views of the school, particularly with regard to the quality of the teaching and leadership and management.
- 29 Parents are pleased with the induction and transition arrangements and several parents transfer their children to the school from outside the catchment area. There are good curricular and sporting links with the secondary school. A strong parent teachers' association is active in supporting the school through fund raising, organising social activities and their involvement in church and community initiatives.
- 30 The school has a high profile in the community and with outside organisations. It provides facilities for the community and pupils are encouraged to widen their experiences by participating in local events, for example, the Victorian Fayre, musical and sporting activities

and charity fund raising. The school has strong links with the church and has formed a link with a Muslim school in Bradford. Pupils' learning and personal development is enriched by their participation in church and community events.

LEADERSHIP AND MANAGEMENT

The leadership and the management of the school are **very good** overall and the governance of the school is **good**. A very clear vision of how the school can continue to move forwards is shared effectively and owned by all staff and members of the school community.

Main strengths and weaknesses

- The headteacher's outstanding leadership stems from high aspirations for all pupils, striving for an inclusive school community and a clear vision of how to move the school forward.
- Subject leaders inspire and motivate in their areas of responsibility.
- Evaluation and review is embedded in the school's practices and there is a rigorous approach to tracking pupils' performance and taking action when needed.
- Governors are knowledgeable and provide very good guidance and support.
- Excellent induction procedures for all staff which makes a very positive impact on staff morale.
- Governors have not developed a secure procedure for checking that all statutory requirements are met and this has led to the draft policy for Racial Equality and the Accessibility Plan not being ratified by governors at the appropriate time.

Commentary

- 31 The headteacher provides inspirational leadership. He shows an excellent knowledge of the needs of all pupils and staff. He has high aspirations for all members of the school community and works very hard to achieve these. He has a clear vision for the future which is shared and developed by all staff and governors. The drive towards raising standards includes all pupils, no matter what barriers they may have to learning. The contributions and efforts of all staff and pupils are highly valued. This clarity of vision has led to the secure establishment of common aims and values and a sense of whole school identity which the parents appreciate. Leadership and management were very good at the time of the previous inspection and the school must be given credit for maintaining and improving on this high standard.
- 32 The governors support the school very well and have a very good understanding of its strengths and weaknesses. The governing body, alongside all staff, are fully involved in and influence the school's development. For example, every year all staff and governors meet together to develop the school's improvement plan. The procedures for the governing body to monitor statutory requirements, however, are not rigorous enough. This has led to the policy for Racial Equality and the school's Accessibility Plan being still in draft form long passed the required date set by the government for their approval. The school has good practices in both these areas and its arguments for leaving the policies as drafts are reasonable but in view of the length of time involved, unacceptable. The governing body is well organised with timetabled and minuted meetings and a programme of training.
- 33 The school is very well managed. The headteacher and staff monitor standards and rigorously track pupils' progress. Pupils that need additional support and areas of learning that need developing are readily identified as the school uses ICT to manage the procedures. The process of review, evaluation and taking action when necessary is well embedded in the school's practice. Subject co-ordinators are selected with care and given good support so that they contribute very effectively to the promotion of the subjects they lead. Mutual team support is most apparent. High priority is placed on developing the skills of all staff and all are clear about their main roles and responsibilities. Individual performance management is well established in the culture of the school and target setting and monitoring of achievement are very well developed being closely linked to the school improvement plan. The school has recognized the need to ensure that the quality of education is maintained

when new staff are appointed either to the school or to new roles. Exceptionally well-thought out induction procedures and an attitude of openness and sharing help staff to settle quickly and contribute effectively. A good example of the care taken over induction of staff is shown by the way in which a new mentor has been trained in mentoring and given guidance on the principles and procedures.

- 34 Leadership and management of special education needs are very good. The school shares its co-ordinator with another local school, which works in the school's favour because it benefits from the extra resources, the shared training and a wider knowledge base. The headteacher has a strong commitment to ensuring high quality provision for pupils that is shared by the staff and governors. Those working with pupils with specific needs, such as autism, have attended relevant courses and this is reflected in the quality of provision. The co-ordinator is also a representative on the local Inclusive Education Training Group, which brings partners together and she is undertaking further study to improve her own knowledge, which is readily shared with staff.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	471,976
Total expenditure	424,298
Expenditure per pupil	2,176

Balances (£)	
Balance from previous year	41,200
Balance carried forward to the next	32,830

- 35 Financial planning is prudent and sound. Governors and management work effectively together to plan ahead and to support education developments through careful financial planning. Expenditure on learning resources is focused within a clear framework of agreed priorities. The accumulated budget surplus is ear-marked to help finance the successful bid to provide for a new extension for the computer suite. Procedures to control, record and monitor expenditure are efficient. Best value principles are practiced with both spending and decision making on matters such as staffing and resources.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The good provision seen at the time of the previous inspection has been maintained and improved with the addition of the nursery class providing part-time placements for children aged between three and four. There is good team-work between adults, including the many parents who offer their services. The curriculum is well-planned. It is strengthened by joint planning with the pooling of ideas and knowledge that this represents. Children are introduced to the nursery and to the reception year very sensitively and there are many good strategies for welcoming parents, and including them in their children's education. There is a good focus on developing children's awareness of other cultures and races. Children with special educational needs are identified early and supported very well. The outdoor facilities and area which is shared between the two classes is good but the accommodation for the nursery is barely satisfactory. It is also used by the play group in the afternoons and the after-school club as well as a lunchtime Christian group. This makes it difficult for nursery staff to provide a good quality learning environment as so much has to be packed away at the end of each session and put out again the following day. Storage space is limited and some of the resources in the nursery are unexciting and beginning to show signs of wear and tear.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Teachers develop children's independence and confidence to try new activities.
- Very good relationships between adults and children help children form good relationships with others.
- Children are taught very well to understand their own feelings so as to understand the feelings of others and to respect others' views, cultures and beliefs.
- In the reception class, there are good opportunities for children to learn to persist for extended periods of time but in the nursery this is undermined by the limitations of the classroom.
- At snack-time in the nursery, opportunities to develop children's inter-action with each other with responses such as 'thank-you', are sometimes missed.

Commentary

36 When children start in the nursery they show little interest in each other and some find it difficult to play with others; overall their attainment is below expectations. They make good progress in the nursery, despite some limitations in provision, and very good progress in reception so that they are on track to exceed the goals at the end of the reception year. Adults establish warm, friendly and open relationships with children. Children's responses are valued and care is taken to show that all their efforts are appreciated. The emphasis on exploration and investigation in the joint curriculum planning provides very well for children to develop a high level of involvement in activities. Children are taught well to identify their feelings and think about how events may affect the feelings of others and this is further developed to include respect of other cultures and beliefs. In the nursery, the lack of clearly defined areas is unhelpful in establishing a sense of belonging. For instance, at tidy up time, adults have to do most of the work to pack items away in an inaccessible cupboard; large construction projects cannot be left from one day to the next and there are few opportunities for teachers to provide the kind of tasks that can be revisited. At snack-time in the nursery, adults give out drinks and miss the opportunity for children to carry out this task and be acknowledged by others.

COMMUNICATION, LANGUAGE AND LITERACY

Provision overall is **good**.

Main strengths and weaknesses

- Children's enjoyment of spoken and written language is developed very well through their play and teachers provide very good opportunities for children to talk for a wide range of purposes.
- Good methods are used to encourage children to write.
- Children's progress in reading benefits greatly from the support of parents which has been developed successfully by staff.
- Book areas are not attractive to children and so they rarely choose to explore a book with a friend or on their own.

Commentary

37 Children are on track to attain the goals in this area by the end of the reception year and in speaking and listening they should exceed them. The many interesting and well-organised activities in both the nursery and the reception class stimulate children's talk and extend their vocabulary. Many of the activities relate directly to the theme that has been developed very successfully through the week and so children try out the vocabulary they have heard adults use. "Now I am going to paint the drawbridge", said one child who was helping on the construction of Cinderella's 'castle'. Adults ask good questions to help children re-phrase sentences when incorrect forms of speech are used. Children are allocated roles with the expectation that they will use language appropriate to the role. Children confidently take up the many opportunities to write in play situations even when they are at an early stage of making marks. When writing is the focus of a group task, adults are sensitive to the different levels of children's knowledge of letter sounds and shapes. Good guidance to parents on the best methods of teaching reading is provided, and parents' support makes a significant contribution to children's progress in reading. During the time of the inspection, children did not choose to use the reading areas in the nursery or reception class. Book areas are not very appealing and they lack the organisation, focus and resources that would encourage children to relax and share stories with a friend.

MATHEMATICAL DEVELOPMENT

Although having some good features, overall provision is **satisfactory**.

Main strengths and weaknesses

- Careful planning, linked to good assessment enables teachers to match tasks well to children's needs.
- Children are given very good opportunities to develop their understanding of measures.
- Some opportunities are missed in the classroom environment to encourage enthusiasm for counting and numbers, especially for those who learn best through practical activity.
- On occasions opportunities to match whole class sessions to different styles of learning are missed.

Commentary

38 Although one or two children are well ahead of others in their mathematical understanding most children are on track to attain the goals at the end of the reception year. Procedures for assessing children's attainment are good and teachers use them well to plan tasks and the nature of support.

39 Whole class teaching sessions when children count to 10 and beyond are fun and build on children's previous achievements well. However, opportunities to develop learning through actions and visual prompts are limited. In established play areas, there were also few indications of opportunities for children to work out number problems. In the nursery there

are, for example, few occasions when children need to count to check if there are too many of them using a piece of play equipment. A motorized car was a great attraction but playing with it sometimes resulted in disagreements which could have been averted if a turn-taking or numbering system was in place. In the reception class, tiny model insects were buried in the sand tray. Children found these quite quickly and as they did so their interest waned. If they had been set a problem to find out if any were 'lost' perhaps 10 having set out on a journey in the sand, the activity could have resulted in a great deal of counting and matching. Children's understanding of space and size is developed well through the good activities that encourage them to build, sometimes to a set size specification. In both classes, children's understanding of comparison of lengths was very well developed through activities integrated into other tasks such as making crowns for Cinderella that needed to be measured so as to fit the head and a shoe shop with a graded foot measure.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children are encouraged to investigate objects and materials using all their senses.
- They are taught to ask questions about why things happen.
- They are given very good opportunities to construct and make a wide range of objects.
- They are taught well to understand their own culture and beliefs and those of other people.

Commentary

- 40 The very good teaching in this area builds on the knowledge that children bring from home and they are on course to exceed the goals by the end of the reception year. Both classrooms buzz with activities such as baking, soup making, planting bulbs, building and constructing out of a range of materials and examining how mechanisms work. Good quality discussions and opportunities to record findings through drawings, and picture making of all kinds consolidate and extend children's knowledge and understanding of such things as similarities and differences, change and why things happen.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Teachers provide a good range of activities both indoors and outdoors for children that provide challenge when they explore both large and small movement and spaces.
- There are good opportunities for children to improve specific skills such as cutting, sticking and pouring.
- There is good attention to safety.

Commentary

- 41 Children's achievements are good and many are on track to exceed the goals at the end of the reception year. The many practical activities that are on offer in both classes provide well for children's physical development. Staff are deployed effectively so that there are numerous occasions when children move spontaneously between indoor and outdoor environments. Children pick up large pieces of equipment and move them, often working with another child. They run, climb and ride bicycles freely learning as they do so to use the space available. Tools and tasks that encourage control and variation in fine movements are provided to develop specific skills. Teachers have high expectations of children's perseverance, for instance in a sewing task when children in the reception showed above average attainment in using a needle and thread, some even having enough control to thread their own needle.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers provide a stimulating environment and creativity is valued.
- Children are given good opportunities to explore a wide range of types of representation.
- Good opportunities are provided for imaginative role play.
- There are no permanent areas for picture making.
- The new link with the local art gallery provides children with a good understanding of the work of artists.

Commentary

42 Adults provide a wide range of stimuli and ideas with good opportunities for children to explore representation in a variety of ways. During the three days of the inspection, for instance, children used paint, collage with material, collage with glitter and sequins, sewing and decorating shoes. Adults model and pass on skills but then allow children freedom to adapt them in their own way. However, without a permanent area for picture making, there is limitation on children's choice of when and how to revisit different ideas. Role-play areas provide well for children to express their thoughts and ideas imaginatively. The school is taking part in a local initiative for nursery and reception age children to visit an art gallery, providing children with a good insight into the work of artists.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision is **very good**.

	Key Stage 1	Key Stage 2
Standards	Above average	Well above average
Achievement	Good	Very good
Teaching and learning	Good	Very good
Leadership	Good	Good
Management	Good	Good
Improvement since the previous inspection	Good	Good

Main strengths and weaknesses

- Pupils continually improve on their previous work so that by Year 6 their achievements are very good.
- Pupils are enthusiastic readers and writers.
- Teachers use very good strategies, including drama and role play to develop pupils' skills in speaking and listening.
- Teachers develop pupils' creativity through imaginative writing particularly well so that pupils' work is characterised by well chosen vocabulary and sensitive descriptive pieces.
- Pupils spell well and take pride in their handwriting and presentation.
- Opportunities for pupils to write in other subjects are not developed as well as they could be, particularly in Years 1 and 2.
- The school does not analyse the results of tests by gender and the school data indicates that boys do not perform in national tests for pupils in Year 6 in English as well as girls.

Commentary

43 At the time of the previous inspection, standards were above average in all aspects of English. Because provision has improved even further, standards are now well above

average by the end of Year 6 and the achievement of nearly all pupils is very good. The school's data indicates that the achievements of boys fall below that of girls to the same extent as nationally. Although the school has kept watch on this aspect it has not looked at the reasons for this in any detail. In all year groups, pupils improve their confidence and the complexity of their spoken vocabulary. In Year 2, for example, pupils select appropriate questions to put to a visitor to their class, and show a good understanding of how to phrase them politely. Good opportunities, both in lessons and in after-school activities such as the drama club, help pupils gain confidence in taking on different roles. By Year 6, pupils can contribute cogent arguments to class debates such as the one that took place during inspection: "This house believes that Macbeth knew what he was doing when he committed murder". Pupils in Years 1 and 2 make very good progress in using their knowledge about letter sounds to read and spell and they use a range of strategies for working out unknown words. They make good progress in using punctuation. In Years 3 and 4, pupils' handwriting becomes increasingly fluent and their understanding of how to structure their work makes great strides. In Years 5 and 6, the level at which pupils improve their understanding of how to choose a style of writing often indicates that they have drawn on the ideas of the quality fiction they are now reading.

- 44 The National Literacy Strategy and nationally recommended methods of teaching form a firm foundation to teachers' planning but a flexibility and willingness to adapt to the interests and needs of the pupils adds considerably to the quality of planning. In all classes, teaching is at least good; in Years 3 to 6 it goes beyond this because there is an even higher expectation of pupils' efforts in these years. This results in pupils presenting their work very well; it is correctly spelt and accurately punctuated, often 'published' in special folders or class books with illustrations.
- 45 In Years 1 and 2, warm friendly relationships and a determination to make lessons enjoyable, while still challenging pupils to do their best, ensures that all pupils read and write with enthusiasm. In Year 2, for instance, pupils learnt new spellings quickly because they were introduced to them through a lively game. From Year 1 onwards, pupils are taught to plan their work but the grind often associated with this activity is reduced by the use of imaginative planning formats. The sense of fun and belief in all pupils' potential is replicated in the provision for pupils with special educational needs. Their skills are increased through attending for short periods of time the much enjoyed 'spelling club'. Very well thought out tasks provide these pupils with the support they need to catch up with spelling and other aspects of reading and writing. Another very important strength is that teachers in all year groups assess pupils' individual achievements very well, and this is reflected in the exceptionally good marking. Encouragement and remarks to celebrate work are accompanied by insightful comments as to how the pupil can improve. Marking takes into account the targets that pupils are working towards and this means that pupils can understand for themselves how well they are doing. Teachers' high expectations include all pupils. Information and communication technology is used effectively both as a teaching tool and for pupils to develop their skills. Classroom assistants' time is carefully targeted so that it makes the most impact on pupils' learning. Many parents offer their time freely and contribute effectively to group work.
- 46 A new member of staff took over the leadership of the subject just seven weeks before the inspection. Records indicate that the quality of provision has been developed over the years through the staff's willingness to develop and improve from the school's training, monitoring and evaluation provided in recent years. The new co-ordinator has made a good start to identifying the few areas still in need of development. The only exception to this is that the school has not identified the need to analyse test results to check why boys do not achieve as well as girls in Years 3 to 6 so as to tackle this nationally recognized difference.

Language and Literacy across the curriculum

- 47 Because pupils have good skills in reading and writing they use them productively in their work in other subjects. For instance, pupils carry out research in history, geography and science both on the internet and using factual texts. Teachers make some good use of

history and geography in Years 3 to 6 to provide different opportunities for writing but on occasions, there is not the same high expectation of good quality work. In Years 1 and 2, lessons seen on inspection provided good links between history and English but pupils' work had few examples of writing. In these subjects, teachers missed opportunities to develop and extend pupils' skills through their interest and new-found knowledge.

MATHEMATICS

Provision in mathematics is **very good**.

	KS1	KS2
Standards	Above Average	Well Above Average
Achievement	Good	Very Good
Leadership	Very Good	Very Good
Management	Very Good	Very Good
Progress since previous inspection	Sound	Good

Main strengths and weaknesses

- Standards are above average at the age of seven and well above average at the age of eleven.
- Very good teaching emphasises the development of pupils' logical thinking and reasoning, leading to very good understanding.
- High quality support staff and volunteer parents work closely with teachers to ensure that pupils with specific learning difficulties achieve very well.
- The very good leadership and management are committed to continual improvement through careful analysis of performance.
- There are more opportunities for pupils in the junior classes to tackle investigative work independently than in the infant classes.

Commentary

- 48 Pupils make very good progress throughout the school and achieve very well. Results in national tests taken in Year 2 in 2002 were well above average. In 2003 there was a slight drop in the proportion exceeding the level expected for their age (Level 2A and Level 3). Currently, standards of work in Year 2 are above average. Pupils' results in national tests taken in Year 6 have been consistently well above average and 2003 results are no different although national figures are not yet available for comparison. Standards of work in Year 6 are well above average because of the very good teaching that continually meets the needs of the pupils. The school has improved the standard of work in mathematics since the previous inspection by creatively adapting the framework of the National Numeracy Strategy and going beyond it with innovative teaching approaches.
- 49 Pupils say they enjoy the subject and often become engrossed in lessons. Pupils' logical thinking and reasoning increases so that by the time they reach Year 6 most pupils are confident with a variety of calculations and show good mental agility. Most pupils are confident in their use of addition, subtraction, multiplication and division because they have a good grasp of number concepts. They are not as confident when working with problems written in words. Teaching assistants and volunteer parents are very well briefed and offer high quality support to lower-attaining pupils so that they consolidate and increase their learning. Three pupils in Year 1 worked very well, with the help of one of the parents, when counting large numbers of farm animals, linked to tens and units boards. Older pupils who find it difficult to fully concentrate or who have difficulties in organising themselves are helped to develop a methodical approach through the correct amount of targeted support.
- 50 The quality of teaching and learning is very good. Teachers have a good knowledge of the subject, which they use well to pitch lessons at a suitable level. The strongest feature of teaching is the concern to accelerate progress through teaching understanding in incremental steps. Pupils in Year 1 grasped that the number of straws or blocks was the

same whether they were spread around the room, grouped in twos on a tray or placed into one big pile. The teacher also used regular and irregular beats using a chime bar so that pupils became used to listening attentively and visualising the number they were counting. In all of the lessons observed, different tasks were set to cater for the range of different attainment in the group. Very occasionally, the fastest working pupils were not given tasks with enough challenge. Good attention is paid to the correct use of mathematical vocabulary, which pupils use well to explain and discuss their work. Pupils' written work is well marked and pupils learn the importance of accurate presentation. Pupils are encouraged to experiment with independent written methods in the junior classes but there are fewer opportunities to experiment with investigations in the infant classes. This is partly because teachers place more emphasis on 'hands-on' activities rather than recording but also because the commercial scheme does not provide open-ended opportunities for recording calculations. Homework is set regularly and it is given value in class-work. The resources are used well and ICT software has been carefully selected.

- 51 The very good leadership and management are evident in the quality of the strategic plan, which is based on a careful analysis of performance and is reflected in the good improvement since the last inspection. Standards have risen; teaching has improved; and the curriculum promotes active enjoyment of the subject.

Mathematics across the curriculum

- 52 Pupils' numerical and mathematical skills are often used well in other subjects but there is no overall plan to ensure consistency in the format of presentation. Good practice was seen in Year 3 where geography is linked directly with aspects of mathematics. Pupils successfully learn to estimate whether answers are reasonable and most pupils can interpret bar charts and use graphs.

SCIENCE

Provision in science is **very good**.

	Key Stage 1	Key Stage 2
Standards	Above average	Well above average
Achievement	Good	Good
Teaching and Learning	Good	Good
Leadership and management	Good	Good
Improvement since previous inspection	Good	Good

Main strengths and weaknesses

- Standards are above average in Year 2 and well above average in Year 6.
- The development of scientific enquiry throughout school is good.
- Quality of teaching and learning is good.
- Good leadership by coordinators.
- Attitudes of the pupils towards the subject are very good.
- The use of worksheets sometimes limits pupils' own recording of science work.
- Procedures for assessing pupils' achievements and methods of tracking pupils' progress do not provide.

Commentary

- 53 The practical and investigative nature of much of the work in science captures pupils' interest and enthusiasm for learning. As a result, pupils' achievements are good and by the time they are in Year 6, they attain a standard well above the national average. Higher attaining pupils are given good opportunity to plan, investigate and record their work independently. Occasionally, however, opportunities for extended scientific writing are limited when worksheets are used. Pupils with special educational needs make the same progress as their classmates because they are well supported.

- 54 Work is made relevant to pupils' interest. For instance in Year 2, pupils studying different types of food are asked to think about what constitutes healthy food for a picnic. Pupils' understanding of different types of food is good and they can explain the need to eat a balanced diet. The quality of teaching is good and as a consequence, pupils learn well. Activities are well planned according to pupil ability and the enthusiastic class teacher supports all pupils effectively.
- 55 By Year 6, pupils understand that some materials dissolve in water and others don't. The teacher took time to consolidate pupils' previous learning and the pupils know that various factors affected dissolution rates of sugar. Older pupils understand the investigative process, are able to decide which variable to change and which to keep constant. They are able to predict, carry out a fair test and most pupils are able to draw conclusions from their results, evaluating if their investigation answers their question. They are able to use an appropriate scientific vocabulary and utilise a variety of recording strategies.
- 56 Information and communication technology is used in some aspects of science such as investigating shadows and for data logging in Year 5 but in most year groups more work on research and use of the internet would develop pupils' knowledge of using first-hand and secondary data. Teachers provide some good opportunities for pupils to use their skills in mathematics in science. The subject is enhanced by specific activities such as Science Week, visits and visitors and the school business link. Teachers use daily assessment very well and provide pupils with a good understanding of what they need to do to improve further through insightful comments when marking work. However, methods of tracking pupils' progress do not provide sufficient information, and school planning would benefit from the rigour of more formal tracking procedures.
- 57 The recently appointed coordinators work well together. They have a clear knowledge of the state of science throughout the school through talking to pupils and colleagues, looking at planning and seeing on-going work. Later in the year monitoring observations are planned. The science policy does not include health and safety guidance.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

	Key Stage 1	Key Stage 2
Standards	Average	Average
Achievement	Good	Good
Quality of education	Good	Good
Leadership and management	Good	Good
Improvement since the previous inspection	Good	Good

Main strengths and weaknesses

- Pupils are learning quickly in lessons and improving at a good rate on their previous knowledge and understanding.
- Teachers subject knowledge has developed well since the last inspection and most are making use of ICT in other subjects.
- There are limited computer facilities to develop more fully pupils' research skills and allow independent access.
- ICT is well used to support pupils with special educational needs.

- 58 At the time of the previous inspection pupils were attaining standards in line with national expectations but pupils were not using a full range of skills or using ICT in their work in other subjects. The school was asked to improve and this has been done. Currently, the standard of pupils' work matches expectations for their age but they are using a much wider range of skills and use computers well in all subjects.

- 59 By the age of seven, pupils use computers to store and record their written work and understand how information can be presented in different forms at a level expected for their age. In lessons, they quickly improve their skills when taught new applications. For instance, in a good lesson in Year 2, pupils learnt to rearrange a shopping list from a horizontal to a vertical format. By the age of eleven, pupils have a secure understanding of how to interrogate data-bases to answer questions about the inhabitants of Victorian workhouses; they use the internet confidently and make good use of control technology. The number of computers available in each classroom is less than in most schools and as a result pupils do not have enough opportunities to investigate and practise their new found skills through independent interest and research.
- 60 Overall, the quality of teaching is good. Teachers are enthusiastic about the challenges they set for pupils, so the pupils respond with enjoyment, taking pleasure in their learning. The recent programme of staff development, has improved teachers' skills effectively so that they are confident to teach ICT. The school has identified a systematic approach to teaching the necessary skills and, as a result, pupils are beginning to develop these skills in a logical and systematic order. Pupils with special educational needs are well supported by adults as well as their specialist teacher, and pupils of higher attainment are encouraged to work with independence in the lessons.
- 61 The management and leadership of the subject are good even though, at present, three staff share the role. There is close liaison and each brings a strength to the team. The school has successfully put forward a bid, involving the use of some of its own financial resources, to extend the school building to accommodate a computer suite. This work will proceed during the current academic year and there are good plans to develop and extend the current satisfactory provision.

Information and communication technology across the curriculum

- 62 Information and communication technology is used well to support learning across the curriculum. Year 2 pupils, for example, integrated music with their computer work and used ICT in mathematics and English lessons. In science, older pupils planned investigations using a framework prompt on their computers, and around the school there is evidence of the use of ICT in history, art and design, mathematics and English. Pupils enter data from science and historical investigations to generate graphs and the internet is used at school and home for research. The pupils' enthusiasm for the subject is evident. They work independently or in pairs and older pupils are able to work without over dependence on adult supervision and support.

HUMANITIES

HISTORY

Although there are some very good features, provision in history overall is **satisfactory**.

	Key Stage 1	Key Stage 2
Standards	Average	Average
Achievement	Good	Satisfactory
Teaching and Learning	Good	No lessons seen
Leadership	Good	Good
Management	Satisfactory	Satisfactory
Improvement since the previous inspection	Satisfactory	Satisfactory

Main strengths and weaknesses

- Pupils' interest in the past is good and their knowledge of events, people and changes in the past is above average.
- Teachers provide very stimulating lessons and use the locality and places of interest to bring history to life.
- Assessment does not always pin-point gaps in pupils' understanding and as a result some of their skills, such as those in historical enquiry and interpretation, are not as well developed by the time they are in Year 6 as other aspects of their understanding.
- Although links with literacy are now being developed, teachers have not used the subject well enough to help develop pupils' skills in writing, especially in Years 1 and 2 and mathematics in Years 3 to 6.

63 Pupils in Year 2 attain an above average standard in their understanding of the way of life in the distant past in an excellent lesson on George Stephenson. They compare their own lives with the lives of people at that time and draw conclusions for themselves. However, work done in previous years indicates that there are too few opportunities for them to select from their own historical knowledge and record in different ways, particularly through creative writing. Pupils in Year 6 also have a good knowledge about the way of life of people in different historical times. They can use this knowledge to compare it with their own life, for instance, the kind of schooling available in Victorian times to that of today. However, they have not yet begun to identify with confidence any changes across historical periods and their overview of the length of time between historical periods, such as that of the Tudors and the present day, is very sketchy.

64 Teachers have high expectations of pupils' understanding and concentration during lessons, but examination of pupils' books provides few examples of challenging opportunities to write using historical knowledge, particularly in Years 1 and 2. Very good resources, such as visits to places of interest and visitors to the school are used by teachers to bring history to life. In an excellent lesson in Year 2, pupils' fascination and interest were captured by a visitor dressed as George Stephenson who stayed in role throughout a very well organised question time. Teachers use the local environment and its many historical features very well to engender an interest in and knowledge of the past.

65 The subject leader promotes the subject well and has a clear view of what needs to be done. However, there has been little time to monitor the subject or to look for ways in which the subject could support and make use of pupils' skills in mathematics and literacy. Procedures for assessment are satisfactory but do not provide enough information about the level of pupils' skills.

GEOGRAPHY

No lessons were seen on inspection in geography but analysis of pupils' work and teachers' planning, discussions with pupils and with the subject leader indicate that provision is at least satisfactory. There is a good emphasis on developing pupils' understanding of the importance of field-work in the subject through visits to nearby localities. Pupils in Year 6, spoke with enthusiasm about the way in which they had carried out a study of the River Kent and remembered in particular the measurements they took to ascertain its depth. Pupils produce maps that are of good quality. There was, however, little work in Years 3 to 6 to indicate that pupils have had the opportunity to begin to establish reasons for similarities and differences in places and other aspects of geographical enquiry. Links with mathematics are not planned systematically or fully developed. Whole school planning indicates that the school has identified ways in which the subject can contribute to pupils' awareness of other cultures and promote good race relations.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

Provision for design technology is **good** and improvement since the last inspection is **good** because the school has maintained high standards, despite the restrictions on the amount of time available.

	KS1	KS2
Standards	Above Average	Above Average
Achievement	Good	Good
Leadership	Good	Good
Management	Good	Good
Progress since previous inspection	Good	Good

Main strengths and weaknesses

- Standards are above average in Year 2 and Year 6 and there are no weaknesses in the design, planning and evaluating elements of the subject.
- Good teaching moves learning forward purposefully.
- Teaching is outstanding in Year 6 and assessment is a strength.
- Pupils' attitudes are so enthusiastic and interested in their work that they recall previous experiences in detail and effectively build upon them.
- Leadership and Management are good.
- Procedures for assessing pupils' progress vary from teacher to teacher.

Commentary

- 66 Standards are above average because each stage of the process, from planning to evaluation is always clearly linked to a purpose and ideas are carried through to fruition. There is less evidence of in-depth research being carried out using ICT sources but this aspect is carried out in different ways. Items are clearly designed to meet a need and they are tested and modified until they are of an acceptable standard. In this way pupils learn that only high quality work is acceptable. Achievement is good.
- 67 Good teaching engenders very positive attitudes and safe behaviour. One pupil in Year 5 seeing that another was struggling left his project to offer help straightaway. This is a feature of the school. Pupils are encouraged to support each other and they do so willingly. Pupils in Year 6 recalled past projects and remembered materials, tools and processes in some detail. Outstanding practice was seen in Year 6, where the teacher carefully analysed each individual piece of work so that learning steps were appropriate. Pupils' techniques and the use of tools were effectively developed and evaluated. Very precise feedback and instruction were given to pupils.
- 68 Leadership and management are good because the co-ordinator has a clear grasp of the subject's development and the action plan reflects the present situation. There is a clear understanding of what the school does well and where improvements can still be made, for example, in the regular assessment of pupils' progress. Teachers assess work in different ways and there is no formalised system for recording information.

Art and design

Provision for art is **sound**.

	KS1	KS2
Standards	Average	Average
Achievement	Satisfactory	Satisfactory
Leadership	Satisfactory	Satisfactory
Management	Satisfactory	Satisfactory
Progress since previous inspection	Satisfactory	Satisfactory

Main strengths and weaknesses

- Creativity is a strength in lessons but knowledge and understanding about the subject is a weaker element.
- Pupils of all levels of attainment have positive attitudes.
- Displays such as 'The Gallery' by the school office celebrate children's work and reflect a wide range of skills and techniques, using different media.
- The time available for teaching the subject does not provide many opportunities for developing skills to a high standard.
- Procedures for assessing pupils' progress vary from teacher to teacher.

Commentary

- 69 Standards of work are average in Years 2 and 6 and pupils achieve satisfactorily. The scheme of work has been developed to include more emphasis on creativity, which is an improvement since the last inspection. Pupils' knowledge and understanding of artists are less well-developed. Pupils in Year 6 remember famous artists such as Pablo Picasso and Vincent Van Gogh but have difficulty in describing their styles. Other key elements of art and design are taught well within the time available for the subject. Cross-curricular links, such as with science and history, are used effectively to enrich pupils' knowledge, skills and understanding in the infant classes. There are some opportunities for using ICT to add a wider dimension but these are limited.
- 70 The quality of teaching and learning is good overall and pupils of all levels of attainment say they enjoy their work. Teachers celebrate pupils' success in the School's Art Gallery and other displays. They reflect a wide and interesting curriculum and promote pupils' self-esteem. The time available for the subject has been squeezed because of the priority given to other subjects.

Example of outstanding practice

Teaching was excellent in one of the lessons observed because of the skill in linking first-hand experiences that feed the senses and fire the imagination. The theme of 'The Gunpowder Plot' generated great excitement when pupils interviewed 'Guy Fawkes' in their history lesson. They had also studied the effect of heat on candles in one of their science lessons. In literacy their imaginations were set alight earlier in the day as they observed flickering, burning flames. The time lapse between this experience and their art lesson gave rise to a fruitful discussion about hot colours and hot feelings, which were given shape in 'Pictures that make me feel hot.' This layering of experiences helped to imbue a sense of awe about nature, events in history and individual creativity.

- 71 The subject is soundly led and managed. There is a clear understanding of what the school does well and where improvements can still be made, for example in the regular assessment of pupils' progress. Improvement since the previous inspection is sound. Resources are used very well, and pupils' creative work is stimulated well by visits to the local Art Gallery where they experience inspirational art. They also benefit from workshops with accomplished artists, for example, in weaving.

Music

Provision in music is **good**.

	Key Stage 1	Key Stage 2
Standards	Above average	Above average
Achievement	Good	Good
Leadership	Good	Good
Management	Good	Good
Improvement since the previous inspection	Good	Good

Main strengths and weaknesses

- Standards in music are above national expectations.
 - Teaching is very good and is helping pupils to develop skills and enjoy music.
 - Pupils are given many musical opportunities and experiences.
- 72 Music provision has sustained its high level since the time of the last inspection. The specialist co-ordinator and several staff with music skills ensure a good quality is maintained and enhanced. Pupils' skills and knowledge are above the expected levels for their age.
- 73 In Year 2, pupils can sing tunefully, follow a simple rhythm and work together in small groups to compose music. They use simple notation to aid musical accompaniment and understand ideas such as mood and dynamics. They showed this when they composed simple pieces to reflect the trajectory of a 'rocket' in a good lesson in Year 2. They begin to understand how to evaluate their work listening to their own and others compositions which their teacher records.
- 74 By Year 6, many pupils play musical instruments. These pupils are able to read music, most sing well and many create and perform music with confidence. Extra music lessons given by visiting teachers are taken by many pupils and extra-curricular activities include musical opportunities such as recorders, school music group, choir and hand-bell ringing. This last is offered to the school by a member of the local community. It is very popular and pupils quickly become enthusiasts.
- 75 Pupils develop an appropriate vocabulary of musical terms. By age seven, pupils understand and use 'compose' whilst older pupils understand what 'pitch' and 'score' means. Visiting musicians also enhance the curriculum with African drummers and dancers providing examples of multi-cultural aspects of the subject. There are strong musical links with the community and pupils play with the local brass band and the secondary school music association.

Physical education

Games and swimming are strengths in the school's provision but, taking into account some aspects that are weaker, overall provision is **satisfactory**.

	Key Stage 1	Key Stage 2
Standards	Not judged	Average
Achievement	Not judged	Satisfactory
Leadership	Satisfactory	Satisfactory
Management	Satisfactory	Satisfactory
Improvement since the previous inspection	Not judged	Unsatisfactory

Main strengths and weaknesses

- Standards in swimming and games, particularly football, netball and rugby are above average.
- Pupils' achievements in gymnastics and dance are not good enough through Years 3 to 6 and, as a result, pupils do not reach the standard expected for their age.
- A good proportion of pupils take part in the clubs for games and sports that are offered in out-of-school time.
- The subject contributes well to pupils' social skills; the school carefully balancing the need to foster competition while also ensuring enjoyment through participation.

Commentary

- 76 Swimming records indicate that the majority of pupils in Year 6 swim at a standard above that expected for their age. In games pupils' skills in handling balls are good. Teachers' records of football and netball games played against other schools indicate that the pupils attain a good standard in these two sports. However, in gymnastics, the quality of pupils' jumps, balances and use of apparatus is below expectations. They work together well to create sequences but because they do not include variations in levels and speed their work lacks the fluency expected for their age.
- 77 Three lessons were seen in Years 3 to 6. Teaching in games is very good and satisfactory in gymnastics and dance. There has been little time to focus on the quality of teaching in gymnastics and dance over the past few years, and with the changes in staff that have occurred since the previous inspection, the high standards seen at that time have not been maintained. For instance, the achievement of pupils in Year 6, during a six week block of work, was good but insufficient to make up for their lack of achievement in previous years. In lessons on dance and gymnastics, teachers do not pitch the level of challenge high enough, both in respect of the quality of pupils' work and in the level of noise that is tolerated. This contrasts with the high level of challenge in games lessons when pupils are expected to work at full stretch and to pay attention at all times.
- 78 A new subject leader, starting in September is knowledgeable and enthusiastic and has developed good plans for the promotion of the subject; it is identified on the school development plan as a focus area. The school has developed its own good scheme of work for physical education but it has not been reviewed or monitored for some time. Links with the local community, and in particular the rugby club are used effectively to improve standards and pupils' enjoyment of games. Parents put forward strong views at the meeting with inspectors with regard to the purpose of the annual sports day. These views were conflicting, but it is very clear that the school has taken good steps to ensure that all pupils are included and encouraged to participate in all aspects of physical education while still providing for the competitive element to raise standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 79 Although this subject was not looked at in depth, three lessons were observed and some of the whole-school planning. The school places great importance on pupils' personal development. The subject is taught during a time-tabled lesson each week during which mainly discussion takes place. It is well linked to the school council agenda with topics covered by the council also addressed in class discussion time. There is also a good range of topics covered from issues such as a healthy lifestyle and healthy eating to broader concepts such as the rights of individuals. The quality of teaching is good overall, even though in one lesson it was unsatisfactory. In this lesson, the teacher uncharacteristically failed to organise the lesson to match the tasks set and pupils became too noisy and involved in their own discussions to benefit from the main aim of the lesson. By Year 6, the standard of pupils' work in discussion and their understanding of topics such as what makes a person angry and how to understand one's own and others' anger is well advanced for their age.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).