

INSPECTION REPORT

**HEPTONSTALL JUNIOR, INFANT AND NURSERY
SCHOOL**

Heptonstall, Hebden Bridge

LEA area: Calderdale

Unique reference number: 107511

Headteacher: Mrs S E McAvoy

Lead inspector: Fiona M Robinson

Dates of inspection: 20th – 22nd June 2005

Inspection number: 266996

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:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	104
School address:	Smithwell Lane Heptonstall Hebden Bridge West Yorkshire
Postcode:	HX7 7NX
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Darren Paine
Date of previous inspection:	5 th July 1999

CHARACTERISTICS OF THE SCHOOL

Heptonstall Junior, Infant and Nursery School is smaller than most primary schools. It is located in the village of Heptonstall, near Hebden Bridge in Calderdale. There are 104 pupils on roll (54 boys and 49 girls) aged from three to 11. There are 14 full-time equivalent Nursery children and ten Reception children. Pupils come from a wide range of social backgrounds; most are white British and there are no pupils speaking English as an additional language. The levels of knowledge and understanding of children when they join the Nursery are average. The proportion of pupils with special educational needs is broadly average. Of these, two have statements of special educational need. The nature of the children's special needs includes severe learning, social, emotional and behavioural difficulties, and speech or communication difficulties. The percentage of pupils eligible for free school meals is below the national average. The percentage of pupils joining or leaving the school other than at the normal time is above average in the junior phase.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22182	Fiona Robinson	<i>Lead inspector</i>	Foundation stage English Science Art and design Design and technology Music
11358	Victoria Lamb	<i>Lay inspector</i>	
22657	Mark Madeley	<i>Team inspector</i>	Special educational needs Mathematics Information and communication technology Geography History Physical education Religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that provides a good standard of education for its pupils. Standards are high in English, mathematics and science at the end of Year 6, because pupils are well taught. As a result, they achieve well in relation to their ability. The headteacher provides very good, supportive leadership that motivates everyone to give of their best. This enables the school to make improvements at a good pace. The quality of teaching is good, and some very good teaching was observed. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are well above average by the age of 11.
- The headteacher provides very good educational direction for the work of the school.
- Pupils' attitudes, behaviour and relationships are very good.
- Children get a very good start to their education in the Nursery and Reception class.
- A very strong, successful partnership with parents has been created.
- Assessment procedures are underdeveloped in the foundation subjects¹.
- The recording of written work is limited in religious education, history and geography.
- The outdoor area for the under fives and the space for information and communication technology (ICT), indoor physical activities and small group teaching are unsatisfactory.

The school has made very good improvements since the previous inspection. Key issues have been tackled well. In particular, standards in English, mathematics and science have improved significantly due to the school's effective strategies, especially for challenging the higher-attaining pupils. There have been good improvements in ICT, and the professional development of staff is well organised. Governors contribute very well to the work of the school and the partnership with parents is very good. The school is well placed to improve further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2002	2003	2004	2004
English	E	A	A	A
Mathematics	D	C	B	A
Science	D	D	A	A

*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.*

Pupils' achievement is good. They enter the Nursery with broadly average standards and make good progress in the Nursery and Reception class. By the end of the Reception year, standards are good, with most children meeting and over half exceeding the Early Learning Goals². They make very good progress and well exceed the Goals in the personal, social and emotional area of learning. Pupils make good progress over time in the infant and junior phases. At the time of the inspection, standards were very good in reading and art and design in Year 2. They were good in writing, mathematics, science and design and technology. Standards were in line with expectations in ICT and religious education by Years 2 and 6. By Year 6, they were well above average in English, mathematics and science. In the 2004 National Curriculum tests, Year 6 pupils achieved well above average standards in English and science compared to those of all schools and of similar schools. In mathematics the standards were above average compared to those of all

¹ Foundation subjects are all the subjects in the curriculum excluding English, mathematics, science and ICT.

² Early Learning Goals are the identified targets children are expected to have achieved by the end of the Reception year.

schools, and well above average compared to those of similar schools. Pupils are well placed to meet or exceed their current targets in English, mathematics and science. Pupils with special educational needs (SEN) and higher-attaining pupils are achieving well throughout the school.

The development of pupils' personal qualities is very good and leads to the very good attitudes they display. Their behaviour is very good and they very much enjoy coming to school. They work hard and are keen to please their teachers. Attendance is satisfactory and punctuality is good. The provision for pupils' spiritual, moral and social development is very good. The provision for their cultural development is good.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Overall, teaching is good or better throughout the school. Very good teaching was seen in the Foundation Stage³, and in the infant and junior phases. Pupils respect their teachers and are keen to do their best. No unsatisfactory teaching was seen. The use of assessment is good in English, mathematics, science and ICT, though it is inconsistently used in other areas. The curriculum is satisfactory and all statutory requirements are met. However, the school has a lack of space for small group work, for indoor physical activities and for ICT. It has also identified the need to develop the outdoor area for the under fives. Writing is not used sufficiently across the curriculum to support learning, especially in religious education, history and geography. Partnerships with parents are very good and these enhance pupils' education. Links with the community are very good.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is good. Leadership by the headteacher is very good. There is a very clear vision and focus to the school's work. Teamwork is effective and support staff are used well to support the curriculum. The management of the school is good. Governance is very good. Governors have a very good understanding of the strengths and weaknesses of the school. They conscientiously fulfil all of their statutory duties. They are very supportive of the school's work, which they monitor very well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have very good views of the school. They are very happy with the expectations of staff, the quality of teaching and learning, and the way in which the school is led. Most of their views are positive and they like the very strong, caring, family atmosphere of the school. Pupils like the school very much and are happy with the teaching they receive.

IMPROVEMENTS NEEDED

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

- The consistency in the use of assessment across the foundation subjects.
- The recording of written work, especially in religious education, history and geography.
- The quality and range of the outdoor area for the Nursery/Reception class.
- The accommodation for ICT and small group teaching.

³ The Foundation Stage caters for children from the age of three to the end of the Reception year.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve well in relation to their ability throughout the school. They achieve beyond the expected goals at the end of the Reception year. Standards are above average by Year 2 in most areas and well above average by Year 6 in English, mathematics and science.

Main strengths and weaknesses

- Children receive a very good start to their education.
- Standards in English, mathematics and science are high by the end of Year 6.
- Standards are well above expectations in art and design by Year 2 and above expectations by Year 6.
- The achievement of pupils with SEN is good as a result of good teaching.
- The writing and recording of information is not used enough to support learning in religious education, history and geography.

Commentary

1. When children start school in the Nursery, assessment data shows that their attainment is broadly average. However, cohorts vary and attainment on entry can be different from year to year. For example, the current Year 5 was below average on entry. Children in the Nursery and Reception class respond well to good or better teaching and make good progress over time in communication, language and literacy, mathematical development, knowledge and understanding of the world, and the creative and physical areas of learning. Most children are on target to achieve, and over half of them to exceed, the Early Learning Goals in these areas of learning by the end of Reception. They make very good progress and well exceed these in the personal, social and emotional area of learning. The quality of planning, teaching and learning has improved since the previous inspection, and this has resulted in improved standards, in particular for the higher-attaining children.

2. Overall, standards have risen throughout the school, especially in the upper junior phase. There is significant mobility throughout the school, with 46 per cent of the current Year 6 having joined the school since Nursery. Despite this, all pupils, including those with SEN, the higher-attaining pupils and those who join the school later, achieve well as a result of good teaching over time and good assessment of their individual needs.

3. The table below shows that in 2004 standards in the Year 2 national tests were high (in the top five per cent) in reading and writing compared to those of all schools and of similar schools. They were well above average in mathematics and science. Current standards are well above average in speaking and listening skills and reading. They are above average in mathematics, writing, science and design and technology. A significant number of pupils (35 per cent) have joined the school since the Foundation Stage, and this has had an impact on standards this year. Standards are in line with expectations in ICT. They are well above expectation in art and design and above expectation in design and technology. Standards in religious education are in line with the expectations of the locally Agreed Syllabus. Since the time of the previous inspection, there has been a good improvement in standards across the curriculum. This has been the result of the professional development of staff, which has given rise to improved planning and good or better teaching.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	19.0 (18.0)	15.8 (15.7)
writing	18.2 (17.8)	14.6 (14.6)
mathematics	17.8 (19.0)	16.2 (16.3)

There were 12 pupils in the year group, 7 boys and 5 girls. Figures in brackets are for the previous year.

4. The table below shows that in 2004 standards in English and science in the Year 6 national tests were well above average in relation to those of all schools and of similar schools. They were above average in mathematics. Current standards are also well above average in English, mathematics and science. They are in line with expectations in ICT and religious education. They are good in most other areas, and pupils make good progress. The general trend is above the national average. Girls tend to achieve higher standards than boys in mathematics; however, the school has put effective strategies in place to narrow the gap, and at the time of the inspection there were no significant differences between girls and boys.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	29.0 (28.8)	26.9 (26.8)
mathematics	28.5 (26.5)	27.0 (26.8)
science	30.5 (27.9)	28.6 (28.6)

There were 12 pupils in the year group, 8 boys and 4 girls. Figures in brackets are for the previous year.

5. In Years 1 and 2 achievement is good because of the good provision made for the pupils' academic development in the core subjects⁴. All pupils, including the higher-attaining pupils and those with SEN, achieve well. This is because work is matched effectively to their ability and because pupils are suitably challenged and supported in their learning. Their progress is charted carefully in English, mathematics, science and ICT, and information is used well to inform planning. The school has identified the need to develop more formal procedures in assessment and to track progress more rigorously in all other areas of the curriculum. The inspection team agree with this view.

6. Pupils are making good progress in Years 3, 4, 5 and 6 with appropriate challenge for the higher-attaining pupils and those with SEN. Pupils are making satisfactory progress in ICT and religious education. Their ICT skills are satisfactorily deployed across the curriculum and appropriate use is made of spoken, literacy and numeracy skills. The school has identified the need to further develop the writing and recording skills of pupils, especially in religious education, history and geography. This was found to be the case at the time of the inspection.

7. Pupils with SEN make good progress against the targets set for them in the individual learning programmes, because staff know their needs well and they are well supported by classroom assistants.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal development, including spiritual, moral, social and cultural development, are very good. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- The school sets high expectations for pupils' conduct, and behaviour in lessons is very good.
- Provision for pupils' personal development is very good.
- Pupils show very positive attitudes to their work and other activities.
- The provision for pupils' spiritual, moral, social and cultural development is very good overall.

⁴ The core subjects are English, mathematics, science and ICT.

Commentary

8. The school expects children to behave well and has very good procedures in place to encourage and support them. Staff get to know pupils very well and pupils want to please them. Staff help everyone to understand their approach to behaviour management by sharing the high expectations with parents and pupils. The school code is well understood and adhered to by pupils. Many new ideas are shared about how to make playtimes a happy time, and pupils are very well involved in developing and managing playground activities.

9. Pupils behave very well in lessons, by listening to their teachers and each other and by taking turns when speaking and using equipment. Pupils with SEN behave very well in both small group and whole-class situations. All pupils move around school quietly and calmly and play well together during breaks, sometimes in large groups that demonstrate good teamwork. They support each other very well both formally and informally. Older pupils, for instance, have responsibility for accompanying younger ones to their classrooms at the beginning of each session and sit amongst younger ones at lunchtime to help them if the need arises. Pupils feel that bullying is not a big problem and are sure that any problems are quickly resolved by staff. There have been no pupils excluded from school. A particularly effective feature of school is the merit system, which publicly rewards pupils for a wide range of exemplary behaviours and attitudes towards other people, their school life and the wider world.

10. Pupils have a very positive attitude to their work and other activities because staff encourage and motivate them to become mature and responsible. Many opportunities are given to help pupils to be independent, accept responsibilities and strive for success. Pupils show an interest and try hard when they find work particularly challenging. They join in discussions animatedly and enjoy sharing their good work with others. Pupils respect the nature of assemblies and are particularly interested and keen in improving their own and others' experiences. They share good ideas about what they would like in the playground and contribute ideas for school improvements, although there are very few areas that they feel need development. Older pupils, for instance, have recently been successful in persuading staff and governors to allow them to wear a different uniform to distinguish them from younger pupils, so helping them to be easily identified as responsible sources of help and support around school. Pupils enjoy taking part in the clubs that are provided for them and work hard to raise funds for themselves and several charities each year.

11. Overall, staff promote very well other aspects of pupils' personal development, such as their spiritual, moral, social and cultural development, and pupils respond very well. Assemblies and some lessons offer valuable opportunities for reflection and a very good spiritual element supports the very good ethos. Social, moral, personal education and citizenship is taught across the school, in lessons and through circle time⁵ and makes a very good contribution to pupils' development in these areas. Many visits and visitors, for example to the VE Day celebrations, support the curriculum well, and pupils study the religions and cultures of other faiths in religious education. Art, music and dance as well as other creative activities are used well to raise awareness of the cultural and multicultural dimension.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
National data	5.1

Unauthorised absence	
School data	0.3
National data	0.4

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

⁵ During circle time, children sit in a circle and discuss personal feelings and thoughts.

12. Attendance is satisfactory when compared to that in other schools nationally, and punctuality is good. Although the great majority of pupils have good attendance records, a few are poor attenders, either staying away from school for long periods or often absent for short periods. Also, several parents take their children out of school for holidays during term-time despite the school's disapproval. The large majority of parents inform the school immediately when their children are absent and mostly make formal requests for holidays. The school monitors attendance well to identify any pupils developing poor patterns of absence, but checking on unexpected absentees is informal and the school recognises that there are opportunities for increased rigour within the school systems.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good overall, and is very good in the Foundation Stage. Pupils are taught well and are encouraged to do their best. This leads to good achievement by all pupils, including those with SEN. Good use is made of assessment in English, mathematics and science so that pupils make good progress. The curriculum is broad and balanced and the provision for personal, social and health education (PSHE) is good. The school has very good links with parents and the community.

Teaching and learning

The quality of teaching and learning is good throughout the school. Assessment is very good in the Foundation Stage, and satisfactory in the infant and junior phases.

Main strengths and weaknesses

- Lessons are planned well and pupils are involved well in their own learning.
- Teachers and teaching assistants have high expectations of behaviour.
- The quality of assessment is good in English, mathematics, science and ICT.
- The teaching of pupils with SEN is good.
- Assessment is not rigorous enough in the non-core subjects⁶.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	9	10	6	0	0	0

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

13. Lessons are planned well throughout the school and pupils are well motivated to succeed. Care is taken to ensure that curriculum requirements are covered, and pupils are involved well in their own learning, with work matched well to their ability. As a result, all pupils, including the higher-attaining and those with SEN, achieve well.

14. The quality of teaching has improved significantly since the time of the last inspection, when seven per cent of teaching was unsatisfactory in the junior phase. There was no unsatisfactory teaching during the inspection and most teaching was good or better. Strengths in teaching lie in the insistence on high standards of behaviour and very good use of teacher assistants to support pupils' learning. Both strengths have resulted in well motivated pupils who are encouraged to do their best. The headteacher and key staff monitor the quality of teaching, planning and learning on a regular basis. Samples of pupils' work show evidence of teaching of good quality in the core subjects, and most work is presented well.

⁶ The non-core subjects are those other than English, mathematics, science and ICT.

15. Teaching is good overall in the Foundation Stage. Staff have a very good understanding of this stage of learning and have high expectations of children. Very good teaching was seen in communication, language and literacy, and in the mathematical and personal, social and emotional areas of learning. Where teaching was very good in the mathematical area of learning, children quickly came to understand that cuboids have eight corners and four faces. This was due to very clear explanations given by the teacher and very effective use of resources. The quality of assessment is very good in the Foundation Stage and it is used very well to plan the next steps in learning.

16. Very good teaching was seen in English and science in the infant and junior phases. It was also seen in art and design and religious education in the infant phase, and in design and technology in the lower junior phase. Where teaching was very good it was due to the pace of the teaching, the quality of the planning and the very good support from teaching assistants. For example, in a very good art and design lesson in Year 1 and Year 2, pupils made very good progress in creating very good quality collages of fruit. They achieved well because of the very good development of their skills by the teacher and teaching assistant.

17. The teaching of pupils with SEN is good. Teachers and teaching assistants are well informed about the difficulties of pupils in the class. These are addressed clearly and consistently. Relationships between pupils and staff are very good. Clear targets and good explanations make learning enjoyable for pupils. Pupils benefit significantly from this assistance, as observed in the teaching of reading, and in work in English, mathematics, science and ICT.

18. The system of assessment is good in English, mathematics, science and ICT. There are good procedures in place and a good programme of regular assessment. The school has identified the need to introduce more systematic systems of assessment across the foundation subjects, where current systems are not rigorous enough to monitor pupils' progress across the school. The quality of the records of pupils' attainment is good in English, mathematics, science and ICT. There has been good improvement in assessment and the setting of individual targets in the core subjects for all pupils, including the higher-attaining pupils, since the time of the previous inspection.

The curriculum

The school offers a satisfactory range of worthwhile curriculum opportunities. Children's learning is enriched by good extra-curricular activities and educational visits. Staffing and resources are adequate to deliver the curriculum but accommodation is unsatisfactory.

Main strengths and weaknesses

- The curriculum for the Foundation Stage is very good.
- Pupils are prepared well for the next stage in their learning.
- There is a good range of extra-curricular clubs and activities.
- The literacy and numeracy strategies are used well to raise standards.
- The PSHE programme makes a good contribution to pupils' personal development.
- The school hall is too small for indoor dance and gymnastics.
- The Foundation Stage has no designated outside area.
- There are too few computers for ICT lessons.

Commentary

19. The school's planning fully covers the requirements of the National Curriculum and the locally Agreed Syllabus for religious education. The literacy and numeracy strategies are used well to raise standards in these subjects. The Foundation Stage curriculum closely follows the government's guidance and allows children to learn through practical activities. They are very well prepared for the next stage in their learning because they are keen to learn and already have basic reading and writing skills. An act of collective worship is timetabled daily for all pupils.

20. The provision for pupils with SEN is good. Pupils' needs are well known to class teachers and assistants. Work is usually set at the right level for these pupils and classroom assistants guide them when they complete it. Pupils' targets in their education plans are usually clear and help identify the next steps in learning.

21. The PSHE programme makes a valuable contribution to pupils' personal development. Education on sex, relationships and drugs is conveyed well through the curriculum, with the help of the school nurse, and parents have the opportunity to review resources before their child sees them. Pupils are well prepared for the next stage in their learning, because they leave school with very good basic skills in literacy and numeracy, a good work ethic, and a keenness to learn.

22. The school offers a good range of extra-curricular music and sports clubs, and pupils are keen to join in the activities. Pupils are taken on a wide range of educational visits which spark their imagination, like the recent museum visit to study Egyptians. The church and local community are used well to enhance pupils' understanding of geography and religious education.

23. Support staff are well trained and experienced. They are used well by teachers and make a positive contribution to the good progress of lower-attaining pupils. The general accommodation allows much of the curriculum to be taught successfully but the hall is too small and cluttered for dance and gymnastics lessons to be taught adequately. However, the school makes the best possible use of these facilities, and the cramped conditions do not have an impact on standards. There is no designated outdoor play area for the Foundation Stage, but the best possible use is made of the existing outdoor facilities to extend children's learning across the curriculum. The school recognises the inadequacies and has plans to rectify the situation. Resources are good in the Foundation Stage, enabling children to learn through play, and they are adequate elsewhere. There are good links with the local high school to share expensive science equipment. However, there are too few computers in the hall for pupils to get sufficient hands-on experience, even when sharing one computer between two. The school has plans to improve on this in the autumn term with the building and equipping of the new ICT suite and library.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is satisfactory overall but has some good features. Support, advice and guidance based on monitoring of pupils' progress are good. The school values pupils' views and has developed good systems for seeking and acting upon them.

Main strengths and weaknesses

- There is good support, advice and guidance, based on monitoring.
- Very good relationships amongst pupils and between staff, pupils and parents are firmly established.
- Arrangements to help children settle into school are very good, and induction arrangements for children into the Nursery are very good.
- There is good involvement of pupils through seeking, valuing and acting on their views.

Commentary

24. The headteacher and staff know their pupils well and offer good advice, support and guidance in relation to their personal development. Academic and social progress is checked carefully and pupils' achievements are celebrated in assembly. Pupils praise their teachers, and the help and guidance which they receive supports them effectively in their learning. Pupils are supervised very well throughout the day and this makes a significant contribution to their safety as well as encouraging strong relationships between pupils and their teachers. Pupils enjoy the school visits, and visitors are made welcome and enhance the pupils' learning opportunities.

25. There is a strong family atmosphere in the school. Staff are conscientious in establishing and maintaining very positive relationships with pupils and respond in a warm and friendly way to their individual needs. This helps pupils build self-confidence and learn how to get along together. It makes a very significant contribution to their care and welfare. The school promotes pupils' health and safety well. Risk assessments are undertaken regularly and the school is a pleasant, healthy and caring environment. Good procedures are in place for first aid. Staff get to know pupils very well and pupils approach them confidently and trustingly for help and support. The designated person for child protection is the headteacher, who has established appropriate partnerships with outside agencies. A programme of training to update all teachers' knowledge of child protection procedures is planned for early in the autumn term.

26. Staff encourage pupils to share their views and feelings, so they feel valued and learn to respect and understand the feelings of others. Pupils have a very good understanding of what is acceptable at school, and the behaviour code is carefully followed. There are very good procedures to prevent bullying, which is not seen to be an issue. Pupils make a valuable contribution to school life via views represented through the newly formed school council and in responses to questionnaires. Very good relationships are established with parents, who are welcomed into school at any time to discuss any worries that they may have about their children. These high quality relationships, alongside effective partnerships with outside agencies, enable timely support to be given where there are perceived problems.

27. The school has established a very good range of procedures for a smooth induction into school, both for pupils joining the Foundation Stage and for those who arrive at other points in their school career. Pupils whose parents are considering placing them in the school at other points are invited into school for a day to sample school life after they and their parents have talked with the headteacher about what the school offers and expects from pupils. They are allocated a friend for the day to show them around and lead them through routines and procedures, and this welcome is extended should they join the school. Pupils generally settle very quickly. Most parents consider that the arrangements to help children settle in are very good.

Partnership with parents, other schools and the community

The school enjoys very good partnerships with parents and the wider community. Good links are established with other schools and colleges.

Main strengths and weaknesses

- The school's partnership with parents is very good and parents hold the school in very high regard.
- The school reaches out to the local and wider community to provide pupils with enriching experiences.
- The school takes many opportunities to enable parents to become involved in their children's learning and personal development.
- Links with other schools and colleges are good.

Commentary

28. Parents are very pleased with the care and education their children receive. Discussions and responses to the questionnaires identify many strengths. Most parents say their children like school, behave well and are making good progress. They say that the teaching is good, and that staff expect hard work and treat their children fairly. Parents are encouraged to see school life at first hand, and the information that they are given is written with them in mind. They are able to make appointments to share information or discuss any concerns but they also have easy access to teachers, including the headteacher, each day. The beginning and end of the school day and the assemblies, where parents and other family are present, are happy social occasions with a strong family atmosphere that is reflected in the general daily life of the school.

29. In addition to very good daily contact with staff, there is a good range of formal opportunities for parents to find out what their children are doing and how they are getting on. Some particularly good features are the frequent detailed newsletters and the regular consultation sessions, when parents and teachers meet to discuss children's progress and targets for further improvement. There is an additional session to answer questions from parents about the national tests and assessments. The reports give parents good details of what pupils can do and their attitude to their work. They also include sensitive, constructive and highly individualised commentaries from class teachers and the headteacher about pupils' attitudes to their work and their personal qualities. Good guidance is provided for the future. Parents of pupils with SEN are kept fully informed about their child's progress, and their views are supported and welcomed.

30. The school values parental involvement very highly, and several parents give their time and skills to provide extra-curricular clubs, classroom support and practical help with special events and with repairs. For example, one parent frequently provides substantial musical support for lessons and assemblies and another leads weekly sporting sessions. The Parents and Friends Association works hard to help the school enrich children's experiences. It provides funds and practical support towards several special events each year and has contributed significantly to extra equipment through fundraising and donations.

31. The school supports parents' involvement further by seeking their views on several aspects of school life and has made some adjustments to procedures as a result. Staff are conscientious in establishing specifically what improvements parents want and have produced additional questionnaires to clarify points raised earlier. This has resulted, for example, in pamphlets to help parents of children in the Foundation Stage to support their child's academic and personal development.

32. The school has many valuable links with groups and individuals in the immediate and wider community, and these enhance pupils' learning and personal development. Good links with other primary schools enable ideas to be shared and give valuable opportunities for pupils to take part in joint activities such as sport and concerts. The provision for pupils transferring to secondary schools is well established, and there are good links with colleges. The school provides valuable opportunities for teachers in training and for work experience for students from secondary schools.

33. The school also provides a resource for residents and visitors to the area. The school newsletters are displayed in the village post office and generate a keen interest in what is happening in the school. The school receives frequent offers of help and information from local people as a result and increasing numbers of local residents are attending special events in school. Sometimes visitors share their memories with pupils and the school is currently benefiting from a film of local views that is a timely contribution, from a local historical society, towards the school's VE Day anniversary event. Staff have a very good knowledge of local expertise, supported by parents' contacts, which enables those with particular talents to supplement teachers' skills, for instance in storytelling, art, drama, poetry and music. Staff and pupils welcome schools visiting the area to share lunchtime in school, and several local groups use the premises for their activities. The school takes part in many local events. Very good links with the local churches provide valuable opportunities for the pupils to meet the vicars as frequent visitors to school. Pupils visit the church to take part in services, support their topic work, and perform musical concerts.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management of the school is good. The governance of the school is very good. The headteacher provides very effective leadership that motivates everyone to give of their best. This enables the school to make improvements at a good pace. The school has a good approach to financial management and the effective use of resources. There has been significant improvement in all areas of leadership and management since the previous inspection.

Main strengths and weaknesses

- Leadership by the headteacher and key staff is very good.
- The contribution and expertise of the governors are very good.
- Teamwork is good and all staff are doing their best for the pupils' education.
- Financial management is good.

Commentary

34. The headteacher provides very good leadership. She leads the school with the full support and confidence of the governors. There is a very clear focus on achieving high standards, shared by both staff and governors. In partnership with staff, pupils, governors and parents, she has created a very positive, caring, family atmosphere in school. The hardworking and dedicated staff work well together and are firmly committed to improvement. The Foundation Stage co-ordinator is a key member of staff who very effectively manages her areas of responsibility in terms of regular monitoring of planning, pupils' work and some teaching. The headteacher is given very good professional support by the lead practitioner, who is the Foundation Stage co-ordinator. Staff carry out their roles well. New subject co-ordinators are supported well by the headteacher in their work.

35. Teachers are supported very well by the teaching assistants. There is a strong team spirit amongst all the staff and a good shared commitment to succeed. All staff make a positive contribution to pupils' learning, attainment and development. They are very good role models. Induction and mentoring systems are very good. There are good quality performance management procedures in place, which was an issue for development at the time of the last inspection. The professional development of staff is good and there is a good school self-evaluation system in use. The school's contribution to initial teacher training is good, and also the school provides very good placement opportunities for secondary school students.

36. The management of the school is good. There are effective procedures in place to enable the school to run smoothly. There are also effective strategies for evaluating how well the school is doing in order to plan for the future. The very experienced secretary provides very effective administrative and financial support. She makes a significant contribution to the life and work of the school. The leadership and management of the SEN provision are good. Pupils' progress is carefully monitored, and links with external agencies are effective in providing teachers with advice on how best to support these pupils.

37. The governance of the school is very good and has improved significantly since the time of the last inspection. The chair of governors provides very clear direction to the work of the governing body. Governors have a very good understanding of the work of the school and bring a range of expertise to their roles. They act as critical friends to the school. They visit at first hand to see what is happening in the school and are fully involved in monitoring its work. They help to ensure that the school is fulfilling its statutory duties. The whole area of strategic planning has improved considerably since the previous inspection.

38. The management of the school's finances is good. The best value principles are central to the management and use of resources, and they are applied well. The high carried forward figures are accounted for by planned expenditure on developing the indoor accommodation and outdoor area.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	319,658
Total expenditure	315,016
Expenditure per pupil	3,182

Balances (£)	
Balance from previous year	26,615
Balance carried forward to the next	31,257

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Provision for children in the Foundation Stage is very good, and there has been good improvement since the last inspection in curriculum planning, teaching, assessment and resources. The children enter the Nursery/Reception class in the September before they are four. Some children have attended some form of pre-school provision. Attainment on entry for the Nursery children is broadly average. The curriculum is very good and is well planned to provide a wide range of interesting and relevant activities, which are very well matched to children's needs. Leadership and management in the Foundation Stage are very good. All children, including those with SEN, achieve well because the teaching is good or better. The quality of assessment is very good and it is used well to support children in their learning. There is a good ratio of adults to children, ensuring that the needs of all children are very well met. All adults provide very good role models for the children and manage them very well. The accommodation is good indoors; however, the outdoor area is unsatisfactory and has been identified for development. This area is in continuous use and staff make the best possible imaginative use of it.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's achievement is very good and they develop very good levels of personal independence.
- Teaching is very good and the expectations of staff are high.
- Behaviour is very good.
- Children's relationships are very good, both with adults and with peers.

Commentary

40. Teaching is very good and, as a result, all children, including those with SEN, make very good progress and achieve very well in their social development. Most Reception-aged children are exceeding the Early Learning Goals. The teacher and Nursery nurse provide very good role models for the children. They have high expectations of behaviour. Teachers have established secure routines so that the children feel safe and confident. As a result, Nursery and Reception children are very co-operative, friendly and confident. The school places a lot of emphasis on developing the whole child. Sessions are very carefully structured to provide children with many opportunities to make choices, play alone or with others, and learn to share and co-operate. The children thoroughly enjoy making choices about what they do. They are developing very good independent skills, such as when they manage their own clothes. They have a very good sense of right and wrong, because staff use every opportunity to praise their independence.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Achievement is good, because teaching and learning develop children's skills through an interesting curriculum.
- The teacher and Nursery nurse take every opportunity to develop children's language skills.
- Children make good progress in starting to read and they enjoy handling books.

Commentary

41. Over half the children are on course to exceed the expectations in this area of learning and most will meet these. Children are making good progress as a result of the many opportunities they are given to talk and listen. The quality of teaching is good or better. Staff take every opportunity during all activities to develop the children's vocabulary through probing questioning and consistent insistence that children answer in sentences. For example, to the question 'What colour is the steam train?' a child replies 'Red. You might need a ticket.' Children enjoy books and listen attentively when a story is read to them. For example, when the teacher read the story '*The Train Ride*', both the Nursery and Reception-aged children were hanging on to every word and looking carefully at the pictures. The Nursery children soon learn how to handle books, and understand that print conveys meaning. They enjoy making marks, and trace over letters and write words. The Reception-aged children read well and receive excellent support from adults. Most Reception children can write their own name and are making good progress with their writing. All Reception children have completed very good accounts of a recent visit to the woods.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children have a good basic knowledge of numbers.
- Every opportunity is taken to promote children's mathematical development.
- Achievement is good because teaching and learning are focused on developing children's skills through a practical curriculum.

Commentary

42. Teaching and learning are very good. Teachers plan a very good range of interesting activities to promote mathematical understanding. Over half the children are on course to exceed expectations in this area of learning by the time they leave the Reception year. They make good progress against their attainment on entry. Most Nursery children successfully count forwards and backwards from ten, and many children extend their counting still further. Through challenging practical activities, such as counting cubes, they are learning simple addition as they 'add one more'. Reception children carry out simple addition and subtraction confidently. They have a good understanding of the number of faces and corners which cubes and cuboids have. The more able children work within the National Curriculum as they establish whether objects are longer or shorter than a metre rule.

43. Children are given many opportunities to count, often within practical activities such as when they make sweets. A good provision of resources, such as sand, water and number games, helps children develop their mathematical language and understanding. Nursery activities are suitably challenging, and children are well motivated by interesting activities such as counting shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The good quality of teaching ensures that children learn well.
- Very good use is made of visits in the area.
- Children's spiritual awareness is much enhanced through the rich and varied experiences provided for them.

Commentary

44. Over half of the children are on course to exceed expectations by the end of the Reception year. The quality of teaching is good and all children achieve well, including those with SEN. A very good range of interesting activities is planned to stimulate children's curiosity and enhance their understanding. For example, during a good session on making chocolate truffles, good use was made of questioning to take a group of Nursery-aged children's learning forward. After the chocolate mixture had been put in the microwave the Nursery nurse asked 'What has happened to the chocolate?' A child replied 'It has melted. It is smooth and runny.' Reception-aged children use ICT effectively to support their learning, as they identify shapes and select numbers.

45. As they go through the Foundation Stage children begin to recognise and label features of the human body and plants. They begin to recognise the difference between then and now as they compare toys of the past with those of today. Both Nursery and Reception children are introduced to different cultures and beliefs through celebrating Diwali, Christmas and the Chinese New Year.

46. Children are provided with a wide range of experiences and visits that excite and challenge them. For example, they recently visited their own village as part of their work on their new topic 'Homes.' They also benefited from a walk to the small woods located nearby. Staff build well on previous learning and use resources effectively. Children's spiritual awareness is much enhanced through the rich and varied experiences provided for them. This was evident as children expressed wonder when the globe was illuminated as they tried to locate Mexico.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- Good use of resources by staff enables children to learn effectively.
- The outdoor area is used well to support the children's physical skills.

Commentary

47. Over half of the children are on course to exceed the expected learning goals in this area by the time they leave Reception. They handle construction kits, tools and materials well and use clay successfully when making models. Nursery and Reception-aged children use construction toys with confidence, producing a range of houses, vehicles and animals. They have good opportunities to climb on to and over the lily pads in the imaginary pond in the playground. They demonstrate good balance and co-ordination in the limited space available. The school has identified the need to develop the accommodation for the outdoor area of learning.

48. Teaching is consistently good, and both the Nursery and Reception children achieve well. Resources are used very effectively to motivate children and stimulate their imagination. For example, Nursery and Reception-aged children worked hard to cut out and paint their own red train and carriages before playing in them. Adults constantly emphasise the need to carry out activities safely.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy music and singing.
- The imaginative play area is used well to encourage children's creative response.

Commentary

49. All children achieve well, including those with SEN, because they are taught well. They experience a wide range of creative activities. Over half of the Reception-aged children are on target to exceed the Early Learning Goals by the end of the Reception year. Both Nursery and Reception children are given a very good range of opportunities for role-play, and their development is well supported by the involvement of staff. They enjoy role-play and use their imagination well as they run the local Post Office in their classroom or drive the red train. Children's ideas are followed up and extended well. Provision for music is very good. Children benefit from the skills of a parent as they practise their songs for the new topic 'Journeys'. They sing and listen with great enjoyment. They develop skills in painting pictures of their houses and have created a lovely, sunny seaside collage. There has been good improvement in this area since the last inspection.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English are well above average by Year 6.
- Pupils achieve well because of good quality teaching and learning.
- Pupils with SEN make good progress against their specific targets.
- The subject is very well managed.

Commentary

50. Standards in English have improved significantly since the last inspection. In the 2004 National Curriculum tests, Year 6 pupils achieved well above average standards in comparison with those of all schools and of similar schools. Standards in English have risen in the infant and the junior phases because of the school's focus on improvement in reading and writing. The higher-attaining pupils and pupils with SEN have made significant progress in relation to their prior achievement. In Year 2, standards were high (in the top five per cent) compared to those of all schools and of similar schools.

51. At the time of the inspection, standards were well above average in English in Year 6. Standards were well above average by Year 2 in speaking and listening and reading, and above average in writing. Pupils are well placed to meet or exceed the targets set for them in the 2004 national tests. The standards reached are due to good planning, good or better teaching, and effective use of assessment. The analysis of pupils' work, together with lesson observations, confirms this picture.

52. On entry to the Nursery, children's standards in communication, language and literacy are broadly average. From an above average starting point at the end of the Reception year, pupils, including those with SEN, achieve well during their time at school. The inspection found that higher-attaining pupils also achieve well throughout the school. This is a significant improvement on the previous inspection. Standards have risen as a result of improved teacher planning, with work matched well to the ability of all pupils. There is also good use of assessment procedures to identify areas for development. All pupils are valued for their efforts and consequently have very good self-esteem.

53. Overall, standards in speaking and listening are well above average in Years 1 and 2 and Years 3 to 6. Most pupils speak with confidence. Younger pupils have an improving vocabulary as a result of the effect of good teaching on their learning. There is also good provision for pupils who have speech and language difficulties. Staff work hard to help pupils to extend their vocabulary in Years 3 to 6 by encouraging pupils to discuss in pairs. For example, in a very good English lesson, Year 3 and Year 4 pupils made good progress in discussing what instructions were and why we needed them.

54. Standards in reading are well above average by Year 2 and Year 6. Pupils achieve well in reading, with their knowledge and enjoyment of books developed very well alongside their reading skills. There is a well-structured reading programme, which involves pupils working through a published scheme. Standards are currently well above average by Year 2 and Year 6. There are valuable opportunities during the school day for pupils to engage in silent reading, in pairs and in groups. All pupils enjoy reading with adults in school and with parents and carers at home. They are very clear about the strategies that they need to use to work out how to read words and sentences. Pupils enjoy reading the books of Dick King-Smith, Jacqueline Smith, J K Rowling and Enid Blyton. The library is well organised and well used by pupils for independent research. Pupils are keen to share their texts with adults or other pupils. Pupils in the later stages of the juniors are also encouraged to read books from home.

55. Standards in writing are above average at the end of Year 2 and well above at the end of Year 6. The pupils achieve well as a result of effective strategies being used in extended writing skills. They are starting to write for a range of purposes across the curriculum. Descriptive writing and poems are particularly encouraged through stimulating classroom discussions. This is from a Year 6 pupil:

*'The human race – a deadly place
Our atmosphere is nearly lost,
Soon we'll all be turned to frost!
We had the time and we didn't act –
Now's the time to make a pact.'*

56. Pupils are encouraged to share their writing with peers, and in classrooms good quality displays of written work help share and celebrate the high standards. Homework provides pupils with further valuable opportunities to practise their writing. Individual pupil targets and group targets are helping to focus on improvement or establish what pupils need to do to achieve a higher level.

57. Handwriting and presentation are good on the whole. Work is usually thoroughly marked, but in a few instances it could be improved by explaining why the work is good and what the pupil might do to improve.

58. Teaching is good overall and some very good teaching was seen during the inspection. Pupils concentrate very well in lessons and work hard. There is an emphasis on helping pupils to develop their literacy skills through enjoyable and purposeful activities. Good motivating strategies enabled Year 1 and 2 pupils to read from the '*Gruffalo*', with groups of children taking on the role of different animals. Teaching assistants support pupils well in their learning, especially those with SEN.

59. The subject is very well managed, and the teaching, planning and learning are well monitored. Good use is made of assessment to formulate pupils' targets. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development through well-chosen texts and stimulating resources. Good use is made of ICT to support learning, and pupils' independent learning skills are developed well through research. There has been very good improvement in the quality of planning and raising of standards, especially for the higher-attaining pupils, since the time of the last inspection.

Language and literacy across the curriculum

60. Pupils' literacy skills are developed well across the curriculum. Pupils are provided with valuable opportunities to develop and apply their speaking and listening skills in all subject areas. Their vocabulary is developed especially well in mathematics, science, art and design, design and technology, history and geography. For example, in Years 1 and 2, in art and design, pupils confidently talked about colour and texture as they made wonderful collages of fruit out of materials. ICT is well used to help pupils to make a final presentation of their poems and stories. The recording and use of their writing skills has been identified as an area for improvement, especially in religious education, history and geography. Pupils in Years 3 and 4, did however, write interesting postcards, pretending that they were Howard Carter telling Lord Caernarfon about the discovery of Tutankhamen's tomb. This was a good example of writing for a range of purposes in history.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils enjoy the challenging mental mathematics sessions.
- Standards are rising year on year.
- Pupils of different abilities learn well because tasks are set at the right level for them.
- Test data is used well to modify the curriculum.

Commentary

61. In the national tests in 2004, Year 2 pupils scored highly. Standards were well above average when compared to those of all schools and above average when compared to those of similar schools, because a high percentage of pupils achieved the higher grade [Level 3]. In Year 6, pupils also did well: standards were above average compared those of all schools and well above average when compared to the pupils' scores when they were in Year 2. Standards in both age groups are rising. This picture represents good improvement since the last inspection, when standards were said to be average and higher-attaining pupils were underachieving.

62. Pupils' attainment in Year 2 is above national expectations. Pupils joined Year 1 with attainment which was average overall. It was above average for the higher attainers. Pupils have made steady progress through Years 1 and 2, and their achievement is good. In Year 6, pupils' attainment is well above national expectations and this represents good achievement from their starting point. More pupils than last year are likely to achieve the higher grade [Level 5] and numeracy skills are strong throughout the year group. This is due to good teaching and well-planned lessons, with work matched well to pupils' ability. Higher-attaining pupils throughout the school are now achieving well and this is a major improvement since the last inspection. Pupils with SEN also make good progress.

63. Teaching and learning are good. Pupils are highly motivated and eager to learn because lessons are frequently stimulating. For younger pupils this often means learning through practical work; for older ones it often entails challenging mental arithmetic sessions, for example finding the greatest product of 2, 3 and 9, using the numbers once each. In Years 1 and 2, pupils are taught well. However, they do not always record their work sufficiently. Pupils of differing abilities learn well and make good progress because teachers prepare work which is set at the right level for them. Pupils' work is marked and praised, and points for improvement are given. A system of individual targets is in place throughout the school; these are shared regularly with pupils, and on a termly basis with parents.

64. Leadership and management are good. Test results are carefully monitored and information from a question-by-question analysis of test papers is used to modify the curriculum, a major improvement since the last inspection. The school's focus has been on raising pupils' attainment, and improvement since the last inspection has been good, because pupils' attainment is now much higher than it was.

Mathematics across the curriculum

65. Pupils' use of their numeracy skills in other subjects is satisfactory. Pupils created colourful graphs of their favourite pizza toppings and talked confidently about how many children like each one. Year 2 pupils used their knowledge of right angles well to guide a programmable toy, and Year 3 and 4 pupils measured their times and distances quite well during an athletics lesson.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have improved throughout the school since the last inspection.
- Teaching and learning are good.
- There is very good development of pupils' scientific language and knowledge of fair testing.
- Marking of pupils' work is inconsistent.
- Leadership and management of the subject are very effective.

Commentary

66. As a result of good teaching, the majority of pupils at the end of Year 6 are working at levels well above expectations for their age. Standards were above average at the time of the inspection for Year 2 pupils and very good for Year 6 pupils. All pupils achieve well, including the higher-attaining pupils and those with SEN. By the age of 11, in the 2004 National Curriculum tests, pupils achieved well above average standards in comparison to those of all schools and of similar schools. Boys and girls do equally well and there is appropriate challenge through questioning and tasks for the higher-attaining pupils and those with SEN. This is a significant improvement since the last inspection.

67. The school has made good improvement since the previous inspection and standards are rising throughout the school. Assessment is an important feature in the raising of standards. The co-ordinators monitor standards very effectively by analysing test results in order to find out strengths and weaknesses within the curriculum. The analysis resulted in a strong focus on the development of pupils' investigative skills. As a result, pupils gain good enquiry skills and their knowledge is underpinned by a very good understanding of scientific concepts acquired through challenging practical tasks. The progression and development of scientific skills are well taught and pupils achieve well. From an early age pupils are taught to think carefully and record reasons for the results seen in their experiments. Year 1 and Year 2 pupils have a good understanding of what plants need in order to grow and of how to conduct a fair test. They use their results sensibly to draw a conclusion about what seeds need if they are to grow. By Year 2, their explanations have more depth. There has been good recent improvement in recording their observations; for example when writing about the life cycle of a frog and watching caterpillars turn into Red Admiral butterflies.

68. The pupils' predictive skills are well developed by Year 5. A pupil suggested 'My prediction was correct. The shadow would get longer in the afternoon; it is shorter in the morning.' By Year 6 pupils have developed into young scientists and confidently make a hypothesis based on their investigations. They draw conclusions based on secure knowledge and understanding. They achieve very well in lessons and are able to identify factors which might affect the size and position of the shadow of an object.

69. Teaching is good overall. Teachers have a good knowledge of the subject and use this effectively to explain the scientific principles in a way that pupils understand. They plan interesting lessons with a good range of practical activities so that pupils can learn and develop scientific skills through first-hand experiences. Teachers check thoroughly how well pupils are doing and provide a high level of challenge for more able pupils, so that they begin to think more creatively. Teachers promote the use of scientific vocabulary very well, enabling pupils to express their ideas clearly in discussion and in writing. There is some inconsistency in the marking of pupils' work. The best marking gives pupils a clear idea of how to improve.

70. The management of the subject is very good. With very good systems in place to monitor and improve the provision, the school has a very good capacity to improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Good management has raised standards.
- Some pupils and staff are using interactive whiteboards effectively.
- There are too few machines in the computer area for all to take part.
- Some tasks lack challenge for pupils of all abilities.

Commentary

71. Pupils' attainment in Years 2 and 6 is in line with national expectations. Pupils join Year 1 with average skills and great confidence in handling new technology. Steady teaching follows a curriculum built around national guidelines, and this enables pupils' achievement to be satisfactory. Pupils with SEN make satisfactory progress because they receive support from adults and their peers, and they are highly motivated to learn.

72. Teaching and learning are satisfactory. Staff build well on pupils' enthusiasm for the subject, for instance by allowing the pupils to race programmable toys. Most classes take place in small groups with two adults. Pupils get more support than usual, and Year 2 pupils quickly learned to direct the 'L' shaped path of a programmable toy because of this. Some sessions do not provide pupils with enough challenge. For example, Year 1 pupils could do more than just input single instructions to move the programmable toy forward and then back. Good attention is paid to pupils' safety when using the Internet in Year 6 sessions, as pupils never open an unknown website without the permission of an adult. Good use is made of assessment to monitor pupils' progress in lessons.

73. Leadership and management are good. At the last inspection pupils' attainment was below national expectations. The school has worked hard at the subject knowledge of both teachers and pupils, and they have improved considerably. Interactive whiteboards are in all rooms and most are used effectively to help pupils learn. The school knows that the resources in the computer area are insufficient to allow every pupil to take part in a lesson. Staff get around this in innovative ways and have plans to enhance resources when the building changes take place in the summer.

Information and communication technology across the curriculum

74. Pupils' use of their ICT skills is satisfactory. In Year 6 pupils get frequent opportunities to research subjects on the Internet but less attention is paid to pupils rewriting the information in their own words. Younger pupils draw pictures using a paint program, and others use a word-processing package to present their written work neatly. The co-ordinator has reviewed the curriculum, and opportunities for pupils to extend their ICT skills have been identified.

HUMANITIES

75. Neither **history** nor **geography** was a focus for the inspection and only part of one lesson was observed, so no secure judgements can be made about provision. The written curriculum covers a wide range of topics and meets requirements. All pupils, including the higher-attaining pupils and those with SEN, appear to achieve well in relation to their ability. Discussions with pupils in Year 2 indicate that they are enthusiastic about history and geography and readily recall facts about famous people, like Florence Nightingale, and some events. They are also beginning to empathise with people's difficulties. They confidently compare life on an island in Scotland with life in their Yorkshire village, and have an awareness of how maps are drawn. 'It's like looking down as though you are a bird,' said one girl. Not enough evidence was acquired in history and geography in Year 5 and Year 6 to form any judgements on standards. Discussions with pupils showed that they had enjoyed their work on World War II and on the Aztecs, and could remember important facts about Henry VIII and the Tudors.

76. The quality of the curriculum in humanities is broad and balanced. It is enriched by a good range of trips and visits. For example, pupils in Year 3 and Year 4 recently visited a museum in Liverpool to see a fantastic display about the Egyptians. On their return to school they created a wonderful range of masks to remind themselves of this visit. They also wrote a good range of postcards to Lord Caernarvon about the discovery of Tutankhamen's tomb. ICT is used well to support pupils' learning in geography. For example, pupils in Years 5 and 6 have prepared interesting multi-media presentations on mountain environments and the Indus Valley. They are able to comment on climatic conditions and give opinions on the effect on tourism. They also show a good understanding of their local environment. 'The dark shadow moves along the hills, but it will never cover that lovely view of Heptonstall,' comments a Year 6 pupil. They have a satisfactory idea of how rivers moulded the landscape. The school has identified the need to increase the opportunity for pupils to write and record their work in history and geography. Clear, educational direction is provided by the subject co-ordinator, who has also identified the need to introduce more formal systems of assessment.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Year 6 pupils know how people's beliefs affect their lives.
- Strong links with the local church help pupils understand Christianity.
- Not enough use is made of pupils' writing skills to record what they know.

Commentary

77. Pupils' attainment in Year 2 is in line with the expectations of the locally Agreed Syllabus. Pupils have a sound understanding of the main Christian festivals and why they are important. They join Year 1 with an enjoyment of Bible stories, and this is built on steadily. Their achievement is satisfactory. Pupils' attainment in Year 6 is in line with the expectations of the locally Agreed Syllabus and their achievement is satisfactory. They have a good understanding of Christianity and talk confidently about the Five Pillars of Islam. They easily draw comparisons between different religions and have a secure understanding as to how people's beliefs impact on their life-style.

78. Teaching and learning in Years 1 and 2 are satisfactory. Good use is made of the local church to help pupils understand Christian values and ceremonies. Teachers encourage pupils to compare these with those of other faiths, and pupils talk enthusiastically and quite knowledgeably about the Festival of Light. Teachers do not make enough use of the subject to help develop pupils' writing skills, and there is very little recorded in books.

79. In Years 3 to 6 teaching and learning are satisfactory overall. Pupils enjoy lessons because they mostly discuss and look at resources. They enjoy researching topics, using the Internet and books, but are less consistent in recording, in their own words, what they have learned. However, where they do record information this has been done well. For example, a lively and stimulating lesson helped pupils in Year 3 and Year 4 to compare and contrast festivals from different religions. They recorded in an illustrated leaflet what they found out from their research. This was completed well during the lesson.

80. Leadership and management are satisfactory. The school has identified the need to monitor progress more carefully and introduce more formal systems of assessment. There has been satisfactory improvement since the last inspection, particularly in the use of resources in lessons. Standards in Year 6 and Year 2 have been maintained since the time of the previous inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Only one lesson was seen in art and design and design and technology, and no lessons were seen in music. It is not therefore possible to make a firm judgement about overall provision in these subjects; however, the evidence available suggests that it is satisfactory in music, and good in art and design and design and technology. In addition to observing lessons, inspectors spoke to co-ordinators about their work, looked at pupils' work and had discussions with pupils.

82. It is evident from teachers' planning and discussions with pupils that work planned in **art and design** is varied and interesting. This is an improvement on findings of the previous inspection. A lively approach was observed in a very good Year 1/2 art lesson, when pupils concentrated very hard to produce a fabric collage of different fruits. They were inspired by very good quality observational drawings produced in a previous lesson. They took very careful note of the teacher's very good explanations and thoughts on the skills and techniques they needed to use. They concentrated very well as they represented colour and texture in different fabrics. The pupils collaborated very well with their partners to praise and evaluate each other's work. The teacher and teaching assistants supported all pupils well in their learning, including those with SEN. Displays are bright and colourful in most areas. For example, pupils in Years 1 and 2 produced some high quality silk banners in the style of Kandinsky. They were inspired by a piece of his art based on 'Circles'. The subject makes a very effective contribution to the spiritual, moral, social and cultural development of pupils.

83. The curriculum is good overall. It is broad, balanced and relevant. It is enriched by experiences such as Year 6 pupils working with an artist in residence at Hardcastle Craggs. Pupils thoroughly enjoyed making a colourful range of birds. There is satisfactory use of ICT to support pupils' learning, and older pupils enjoy researching art topics on the Internet. They enjoy clay work, collage work, and two-dimensional and three-dimensional work. Pupils in Years 3 and 4 have produced very good quality, brightly-decorated Egyptian funeral masks out of papier-mâché, as part of their project on the Ancient Egyptians. Standards are well above expectations by the age of seven and above expectations by 11. Evidence from the scrutiny of work shows that all pupils, including those with SEN, achieve well. The co-ordinator is providing very good, clear, educational direction for the subject. There are good systems for pupils to evaluate their own work. However, the school has identified the need to introduce more formal systems for recording assessment. There has been good improvement in the quality of the curriculum and planning since the last inspection.

84. **Design and technology** was not a major focus during the inspection; however, one lesson was seen, discussions were held with pupils, and samples of work were examined. The curriculum for design and technology has developed well, and good progress has been made since the last inspection. Pupils' literacy skills are used well as they evaluate their designs with thoughtful comments. In relation to a history topic on Ancient Egypt, pupils in Years 3 and 4, for instance, had created and made their own moving model of an Egyptian shaduf. They enjoyed experimenting with

joining techniques and co-operated very well in pairs to create their models. Teachers sensibly separate the design process from that of making. Valuable opportunities were provided for pupils to make suggestions for refining their designs at the end of this lesson.

85. The curriculum is broad and balanced. Good cross-curricular links are made with other subjects. Older pupils in Years 5 and 6 have made good use of ICT to create Joseph's multi-coloured dream coat and his slippers. Standards would appear to be above average by Years 2 and 6, on the evidence viewed. All pupils, including those who are higher-attaining and those with SEN, make good progress. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Suitable use is made of ICT in the design process. Pupils' very good attitudes to the subject are demonstrated by the perseverance and attention to detail shown in their models.

86. The headteacher, in partnership with the new co-ordinator, is providing good, clear, educational direction for the subject. Assessment procedures are informal. The school has identified the need to develop more formal procedures in order to monitor progress more systematically.

87. In **music**, no lessons were observed, but pupils were heard singing enthusiastically in assemblies. They sang '*Song for Life*' tunefully to the accompaniment of a guitar, with full awareness of breathing, diction and dynamics. The standard of singing is good throughout the school. The quality of the curriculum is satisfactory overall and the subject makes a very effective contribution to pupils' spiritual, moral, social and cultural development. The music scheme enables staff to be confident in teaching the subject, which is a good improvement on the findings of the previous inspection.

88. Concerts and performance contribute well to pupils' overall musical experience. For example, pupils regularly take part in the Pennine Spring Festival and have attended workshops at other schools. Pupils have the opportunity to learn the piano, keyboard, violin and guitar, and enjoy performing for others.

89. Standards are in line with expectations for their age by Year 2 and Year 6, and all pupils, including those with SEN, make satisfactory progress. The co-ordinators are providing good, clear, educational direction for the subject. Good use is made of short-term assessment to inform planning; however, the school has identified the need to introduce more formal assessment and monitoring procedures.

90. **Physical education** was not a focus of the inspection and only part of one lesson was observed, so no secure judgements can be made about provision or pupils' attainment. Pupils really enjoy sporting activities, and after-school clubs are very well attended. Nearly all pupils leave school able to swim 25 metres with good style. The hall is very small and cluttered with storage and computers, and this makes the teaching and learning of gymnastics and dance difficult. The curriculum goes beyond what is required by the National Curriculum in that swimming, athletics and outdoor pursuits are all taught in Years 3 to 6. There is no assessment system, so teachers cannot accurately plan the next stages in pupils' development of skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHE and citizenship is **good**.

Main strengths and weaknesses

- Provision is planned well across the curriculum.
- Cross-curricular links are clearly identified.

Commentary

91. The arrangements for PSHE, including drugs education, are good. Pupils' citizenship skills are developed well through circle time, religious education, science and music. Pupils learn about the importance of a healthy diet in science and about the effect of exercise on their bodies in both physical education and science. The arrangements for drug and sex education are sound. The school sees pupils' personal development as an important part of its work. Pupils are helped to develop a safe and healthy lifestyle. They gain confidence and interact very well with others. PSHE makes valuable links to history in exploring social interests, conditions and changing times.

92. The very caring school ethos supports pupils' personal development, and circle time provides very good opportunities to share feelings and to discuss a range of topics. These are effective in building the pupils' confidence and enable them to share their feelings with others. Pupils are given increasing responsibility as they get older, preparing them well for the next stage of their education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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