

INSPECTION REPORT

Laneshaw Bridge County School

Colne

LEA area: Lancashire

Unique Reference Number: 119170

Headteacher: Mrs E Bleasdale

Reporting inspector: Mrs Val Ives
T13046

Dates of inspection: 2 - 5 March 1998

Under OFSTED contract number: 511501

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

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Information about the school

Type of school	Primary
Type of control	County
Age range of pupils	4 - 11 years
Gender of pupils	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Ken Hutchinson

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Margaret Lakin	English; science; art; music; physical education; French.	Teaching; curriculum and assessment; leadership and management; special educational needs, equal opportunities.
Jackie Yeomans (Lay)		Attendance; support, guidance and pupils' welfare; partnership with parents and the community; staffing, accommodation and learning resources; efficiency.

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Main findings

1. Laneshaw Bridge County Primary School is an extremely good school, with a number of significant strengths, which provides a very good education for its pupils. The headteacher, ably supported by her staff, has created a school with a clear commitment to high achievement. Parents appreciate and value the education provided for their children.
2. Children under five admitted into the school form part of a mixed-age reception and Year 1 class. Inspection evidence confirms that the under-fives exceed the expectations embodied in the desirable learning outcomes, as set out in national guidance for children of this age by their fifth birthday. In language and literacy, the majority of pupils listen carefully to their teacher and speak quite confidently and clearly. They recognise that print carries meaning and they enjoy reading. All can write or copy their names. In mathematics, they recognise, name and count numbers up to ten and some beyond. In their knowledge and understanding of the world they label parts of the body correctly and know how to look after a baby - for example, by feeding, and keeping him clean and warm. In their creative development, they memorise the words of new songs, and mix colours successfully, producing colours to represent a winter scene and a spring scene. They enjoy physical activities, learning the skills of running, jumping and balancing, and practise to improve their performance.
3. At the end of Key Stages 1 and 2, pupils' attainment in the core subjects of English and mathematics, and in the foundation subjects of art, geography, history, information technology and music, and in science and design and technology at Key Stage 2, is above that expected nationally. Pupils' attainment in science and design and technology at Key Stage 1 is in line with national expectations. No judgement was made for physical education because the restrictions of the timetable for the short period of inspection and the inclement weather resulted in too few lessons being observed. Religious education is in line with the requirements of the locally agreed syllabus and satisfactory progress is made.
4. By the end of both key stages, pupils' attainment in English is above national standards and they make good progress, particularly in the quality of writing and in presentation skills. At the end of Key Stages 1 and 2, pupils' attainment in reading is above national standards. Good links are made between reading and writing through daily literacy sessions, and reading for a purpose is emphasised. Lessons are structured on the National Literacy framework, which emphasises the inter-relationship between reading and writing, and which includes a balance of whole-class teaching and group work. In mathematics, at the end of both Key Stages 1 and 2, the proportion of pupils attaining the expected levels is well above the national average, and good progress is made. Pupils at Key Stage 1 add in tens, recognise patterns in numbers, divide shapes into fractions of thirds and two-thirds and use calculators competently to check their answers. By the end of Key Stage 2, pupils know the theories of Pythagoras and Thales and apply them to their work, knowing that when two straight lines cross then the opposite angles are equal. They measure angles with a protractor and construct right angles from a given point on a circle. In addition, they understand factors and square numbers.

5. By the end of Key Stage 1, pupils' attainment in science is in line with national standards. Inspection findings generally reflect the results of the most recent teacher assessments at Key Stage 1. In the National Curriculum tests at Key Stage 2, pupils' attainment is above the national average. At the end of Key Stage 1, pupils use their senses to explore and recognise differences and similarities in materials, and use appropriate scientific vocabulary to describe what they see. At the end of Key Stage 2, pupils know that friction is a force that slows objects. They investigate and measure the force needed to move an object across two different surfaces, and can record and explain their findings.
6. Art and music are strengths of the school. Practical and presentational skills across the curriculum are very good. This is evidenced by the high quality of display work throughout the school in all areas of the curriculum. Knowledge of the work of influential artists, including contemporary and female painters, is a particularly good feature. Pupils make good progress in their ability to represent what they see. Pupils' attainment in music is above national expectations at the end of both Key Stages 1 and 2. Pupils across the school have access to specialised music teaching, and a wide range of opportunities to experience all aspects of this subject. This has a direct impact on the level of attainment. In design and technology, at the end of Key Stage 2, pupils use a variety of tools, equipment and materials safely. Their design and making skills are good, as seen in good examples of earrings that convey feelings, junk modelling and puppets, and a successfully produced animated video film.
7. The attainment of pupils who have special educational needs is good, particularly in relation to their prior attainment. The provision for special needs is impressive and a strength of the school.
8. Children under five are very involved in their work and are making good progress. At the end of both Key Stages 1 and 2, progress is good. Pupils make good progress in relation to their previous attainment through the careful thought put into preparation and planning, which motivates them well. In all subjects pupils build on their learning and techniques well. Throughout the school, progress is good in English, mathematics and science, and in art, design and technology, information technology, geography, history, art, music and French. Lower attaining pupils are well supported by staff and make good progress. Progress is enhanced by good management of pupils, and the very good attitudes of the pupils to learning. The school is suitably addressing the need for specific provision for higher attaining pupils. Pupils who have special educational needs make good progress towards the targets set for them. It is evident that over time pupils sustain and consolidate their knowledge, understanding and skills. The school sets appropriate and achievable targets for its pupils and they are being met.
9. Pupils' attitudes to learning are a positive strength of the school. Behaviour in class and around the school is consistently very good. The very good behaviour makes a significant and positive contribution to standards achieved and reinforces the overall quality of life in the school. Relationships in the school are very good, both between adults and pupils, and among pupils themselves, and this is a strength. Pupils show good manners and are sensitive and kind to one another. They become self-disciplined at an early age and they often take responsibility for their own learning. For example, pupils in the youngest class collect and return equipment to the appropriate place. Attendance is good. The prompt

and punctual start to lessons makes a positive contribution to pupils' attainment and progress.

10. Good quality teaching occurs consistently in all areas of the curriculum throughout the school. There are many good features in teaching. The quality of teaching is satisfactory or better in 100 per cent of lessons. It is good or better in 92 per cent of lessons, and very good or better in 55 per cent of lessons. Teachers have a secure knowledge and understanding of the subjects they teach and this has a positive impact on pupils' attainment. They demonstrate very good classroom management skills. Clear learning objectives are shared with pupils. For example, in a music lesson at Key Stage 2, pupils were given a clear overview of the lesson with targets to achieve by the end of it. Teachers use good questioning skills to challenge the pupils and to extend their thinking and understanding. Classroom assistants are well deployed, and parent volunteer helpers make a significant contribution to the standards attained, particularly in reading. Resources are well prepared and used effectively, and there is an appropriate pace to lessons. Procedures for assessment, recording and reporting are effective. Day-to-day marking is detailed, informative and encouraging. Marking of pupils' work is guided by a good marking policy and pupils' work is marked regularly and thoroughly throughout the school. It helps pupils to improve and consolidate knowledge and skills.
11. The curriculum for children under five is a skilful blend of the six nationally designated areas of learning and the National Curriculum. The school provides a very broad, interesting and relevant curriculum. Appropriate emphasis is placed on the development of literacy and numeracy, and there is good provision for French in upper Key Stage 2. The planned curriculum for the core subjects of English, mathematics and science is well-balanced, as it is for foundation subjects. All subjects taught meet the requirements of the National Curriculum, despite the restrictions of the internal accommodation for physical education. Statutory requirements are met for drugs and health education. These are mainly taught through the science curriculum, and a developing programme of personal and social education. The school has a clear commitment to the principle of equal access and opportunity for pupils. The school fully meets the requirements of the Code of Practice for pupils on the school's register of special educational needs. The curriculum reflects the cultural diversity of the wider community, and strong and effective links have been established with a neighbouring school whose intake is predominantly Asian.
12. The school offers a wide range of extra-curricular activities including sports, music, chess and art. These include provision for pupils to take part in competitive sport, local performances and school productions. Good use is made of visits to places of interest that relate to the curriculum, and a diversity of visitors, whose expertise enriches the curriculum, is welcomed into the school. Procedures for monitoring and recording academic progress are effective. They are used well to inform teaching and learning.
13. Pupils' spiritual, moral, social and cultural development is very good and a strength of the school. Much has been achieved in creating a positive and supportive ethos, based on mutual care and respect. Through assemblies, and work in music, art, science and religious education, pupils are given many opportunities to reflect on the

awe and wonder felt at the world around them. The quality of the daily act of collective worship makes a significant contribution to pupils' spiritual development. The provision for moral education is very good. The school provides a strong lead in developing pupils' understanding of right and wrong. There are high expectations of behaviour, good manners and courtesy. Teachers provide very good role-models and they value the pupils. The provision for social development is very good. The school is successful in helping pupils to live and work together, and they readily take responsibility. Pupils have a good understanding of their own cultural traditions, and gain knowledge and understanding of non-European cultural traditions through effective links with a multi-cultural school, visiting speakers and through the curriculum in literature, art, music and school visits.

14. The school successfully provides a happy and welcoming atmosphere, in a supportive and stimulating learning environment. Pupils feel happy and secure in the school. There is a shared sense of purpose with positive and friendly relationships. The school provides positive and very effective personal support and guidance for pupils. Procedures for child protection are in place. Health and safety awareness and arrangements for the general well-being of pupils are good.
15. The school enjoys a happy and constructive partnership with parents, and this is a strength of the school. Parents value the school and feel welcome, at any time, to discuss matters concerning their children. Many parents support class teachers in school on a regular basis. The Home Reading scheme, which involves a number of parents coming into school twice weekly, is well structured and organised. The quality of information to parents is very good. Newsletters to parents are regular, concise and comprehensive. Parents are offered two consultation evenings during the school year and receive constructive and well-written reports. The parent teacher association (PTA) is a flourishing body that supports the school well through significant fund-raising achievements. The school benefits from the excellent support of many parents.
16. Links with the local community are extensive. The ongoing contact during the summer term with an urban school, where many pupils are from a different culture, has been so successful that it was recently written up in '*The Times Educational Supplement*' as an example of good practice. In addition, there are positive and supportive business links that contribute to the quality of learning resources.
17. The management of the school is very good. The strong leadership and vision of the headteacher provide clear educational direction for the school. She has built an effective team of skilled practitioners, which she leads by example. Both teaching and non-teaching staff are conscientious, hard working, and share the headteacher's commitment to high achievement. The present structure of senior managers and key stage co-ordinators ensures that responsibilities are shared appropriately, and all staff have a voice in decisions taken. The consistent and corporate approach of all teaching staff is a strength.
18. The school's aims, values and effective policies are positively reflected in the very good ethos of the school. The School Development Plan is an effective and well considered document. It is comprehensive and addresses long-term provision well. It contains detailed information on how priorities are to be achieved and success

evaluated.

19. The governing body is well-informed and active. Governors are supportive of the school and maintain a good strategic overview of developments. They have established committees to deal with matters relating to curriculum, finance and staffing, building and health and safety, which meet regularly and enable the governing body to carry out its duties both effectively and efficiently. The governing body meets all statutory requirements, except for a few omissions from its annual report to parents. The school affords all its pupils equality of opportunity, and supporting pupils with special educational needs is seen as an important part of the school's work. This has recently been extended to include provision for higher attaining pupils.
20. All teachers are very well qualified and experienced to cover the demands of the National Curriculum. An appropriate match is made between areas of expertise and co-ordinators responsibilities. Support staff are effectively deployed and add to the range of the curriculum by complementing the work of teachers.
21. The school has positively striven to create an environmentally welcoming and attractive site. Caretaking, cleaning and lunchtime supervisors all make effective contributions towards creating a warm, caring and well-kept school. Although generally the accommodation is satisfactory and used well, it is inadequate for whole class teaching of some aspects of physical education. The school compensates for this by organising smaller teaching groups in the area available. There are good resources for all areas of the curriculum including a good library. The school has identified that the literacy initiative will have implications for further resourcing. Good use is made of external resources - for example, local museums and places of worship.
22. Education developments are well supported by very good financial planning. Financial controls, procedures and strategic planning are effective, as are the school's administrative arrangements. Day-to-day routines are well established and the school runs efficiently. Very good use is made of all staff, accommodation and resources, and this contributes to the high standards achieved. Taking into consideration the attainment on entry, the very good ethos of the school, the good, effective teaching and the high standards attained, Laneshaw Bridge County Primary School offers very good value for money.

Key issues for action

23. There are no significant weaknesses in the standards of education or in the quality of education provided by Laneshaw Bridge County Primary School.

Introduction

Characteristics of the school

24. Laneshaw Bridge is a rural school which is two miles to the east of Colne. It serves not only the village itself, but increasingly the outlying towns of Colne, Nelson and Burnley. The pupils come from a wide social mix of backgrounds. The school building has recently undergone redevelopment with the facility of a mezzanine classroom providing a new teaching area.
25. There are six full-time teachers, including the headteacher, and a skilled instructor employed part-time. The school caters for pupils aged from four to eleven years. Pupils enter the school with a normal range of attainments. There are five mixed-aged classes in the school, catering for 140 pupils on roll, who are predominantly white. Only two pupils come from a home where English is not the first language. Nine pupils are on the register for special educational needs at Stages 1 - 3, and ten pupils are eligible for free school meals.
26. The aim of Laneshaw Bridge School is to create a centre of excellence where every pupil is given all possible opportunities to reach his or her full potential. Through positive reinforcement the school endeavours to develop attitudes of self-discipline, generosity and kindness to others, and of persistent application to the task in hand. Curricular planning and assessment are very carefully considered in order to ensure continuity and progression and provide maximum possibilities for pupils' progress.

Key indicators

1. Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1
for the latest reporting year:

Year	Boys	Girls	Total
2	12	8	20*

National Curriculum	Test/Task Results	Reading	Writing	Mathematic
-Number of pupils at NC Level 2 or above	Boys	11	10	11
	Girls	7	7	8
	Total	18	17	19
Percentage at NC Level 2 or above	School	95 (88)	89 (84)	100 (94)
	National	80 (78)	80 (79)	83 (82)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	10	10
	Girls	8	7	6
	Total	18	17	16
Percentage at NC Level 2 or above	School	95 (88)	84 (88)	84 (94)
	National	80 (79)	83 (82)	85 (84)

The figures for Key Stage 1 are not the official results, but the school's figures, as the LEA did not to send them to the DFEE and therefore they do not appear in the PICS1.

* 1 pupil disappplied from the National Curriculum tests.

1. Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:

Year	Boys	Girls	Total
6	12	13	25

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	11	11
	Girls	12	12	13
	Total	21	23	24
Percentage at NC Level 4 or above	School	84 (85)	92 (80)	96 (90)
	National	63 (58)	62 (54)	68 (62)

Teacher	Assessments	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	11	11
	Girls	12	12	13
	Total	21	23	24
Percentage at NC Level 4 or above	School	84 (85)	92 (85)	96 (95)
	National	63 (60)	64 (60)	68 (62)

1. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	4.5
	National comparative data	5.6
Unauthorised absence	School	0.0
	National comparative data	0.5

1. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

1. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	55
Satisfactory or better	100
Less than satisfactory	0

¹ Percentages in parentheses refer to the year before the latest reporting year

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. Children enter the reception class with a normal range of attainments. By the time they reach the age of five, their attainment in the six learning areas specified in national guidance exceeds national expectations and they make good progress. The majority of children in reception are working well within the early stages of the National Curriculum.
2. Children under five understand how books are organised, and enjoy handling them. They recognise the letters of the alphabet and know their sounds. They speak confidently, and usually listen well to instructions. The majority can count to ten, and some beyond. Some are beginning to understand the concept of addition, using small numbers. Many can recognise simple shapes such as squares, circles and triangles. Children are beginning to notice the passage of time by remembering the days of the week, seeing changes in themselves and their families and learning about the seasons. They gain knowledge and understanding of the world through scientific enquiries about the best materials suitable for wet weather, and the different clothes worn appropriate to the climate. Children engage in many practical activities including painting, drawing, cutting and sticking. Their development in art, music and imaginative play is good. When using large climbing apparatus, children show awareness of space and of the needs of others. By the time they reach compulsory school age, they have good foundations in language, literacy and number work.
3. By the end of Key Stages 1 and 2, pupils' standards of attainment are above national expectations in English, mathematics, science, art, geography, history, information technology and music, and in design and technology at Key Stage 2. In all other subjects pupils' attainment is in line with national expectations. No judgement was made on pupils' attainment and progress for physical education, as it was impossible to observe sufficient lessons, due to the restrictions of the timetable and the inclement weather. Religious education is in line with the locally agreed syllabus and satisfactory progress is made. National Curriculum tests reflect the above-average standards achieved in English and mathematics at Key Stage 1; and in English, mathematics and science at Key Stage 2.
4. By the end of Key Stage 1, standards of attainment in English exceed national expectations. Pupils' listening skills are above expectation. They listen closely to instructions and questions and respond appropriately. They speak clearly and confidently. Pupils enjoy reading and most read fluently by the end of the key stage. Pupils are developing good cursive writing and comprehension skills. Work is well presented. By the end of Key Stage 2, pupils show that they listen attentively by asking and answering questions appropriately. They are beginning to engage in debate and discussion. As in Key Stage 1, writing skills are well-developed. Pupils write extended pieces using more adventurous vocabulary and a wider range of punctuation.

5. By the end of Key Stage 1, pupils' knowledge of number is good. They build on their previous learning and develop a good understanding of the four rules of number, working accurately. Their skills in the use of mental arithmetic to solve problems and in the mental recall of multiplication facts are good. Pupils add in tens, recognise patterns in numbers, divide shapes into fractions of thirds and two-thirds and use calculators competently to check answers. By the end of Key Stage 2, pupils know the theories of Pythagoras and Thales and apply these to their work, knowing that when two straight lines cross then the opposite angles are equal. They measure angles with a protractor and construct right angles from a given point on a circle. Pupils have a good knowledge of place number, decimals and percentages, including a secure grasp of multiplication tables and number bonds. They have developed a range of strategies and use these skills in problem-solving activities.
6. In science, by the end of Key Stage 1, pupils use their senses to explore and recognise differences and similarities in materials, and use appropriate scientific vocabulary to describe what they see. By the end of Key Stage 2, pupils know that friction is a force that slows objects. They investigate and measure the force needed to move an object across two different surfaces, and can record and explain their findings.
7. In art, at Key Stage 1, pupils work confidently in painting, printing, modelling, weaving and collage. Pupils select appropriately from a range of materials and show control in applying oil pastels, paint or coloured sticky paper. At Key Stage 2, pupils experiment with a wide range of materials, tools and techniques including lino-cutting, fabric printing, portraits, masks, modroc and papier mache sculptures. They demonstrate increasing control, and the ability to achieve the effect they want. They describe the processes they tried out to produce different effects, using appropriate terminology, and can evaluate their progress. In design and technology, at Key Stage 1, pupils benefit from a range of experiences in working with materials such as clay to make large pots. They use equipment and materials safely. At Key Stage 2, pupils develop their skills in generating plans, making and evaluating their designs. They make suggestions for improvement, adjusting and refining their techniques, as was seen in the lesson on designing and making earrings to represent specific emotions. In geography, pupils show an increasing understanding of their locality at Key Stage 1, and a clear understanding of cultural differences, making comparisons and contrasts with Pakistan at Key Stage 2. In history, younger pupils are developing a sense of chronology through sequencing events, while older pupils use research skills to find information from historical texts and photographs. In information technology, pupils follow a set of instructions, load, save, reload and print outcomes at Key Stage 1; while pupils at Key Stage 2 develop their skills well through applications across the curriculum, producing, for example, pictures, stories, poems and data. Good use is made of the CD-ROM to access information to support other subjects in the curriculum. In music, at Key Stage 1, pupils acquire a repertoire of songs, rhymes and hymns, which they sing tunefully with an accompaniment. At Key Stage 2, pupils achieve a very good tone in singing, and observe changes in dynamics and tempo. They learn new songs quickly, and in singing two-part songs, maintain their own part well, while listening for the contribution of other performers. The quality and provision of education in the arts - for example, art, music, dance and drama - is very good. Numerous opportunities are provided for pupils to develop their skills in these areas, through, for example, school productions and public performances, visiting specialists and performers, visual displays, and outside visits. The

attainment of pupils with special educational needs is good, particularly in relation to their prior attainment.

8. Children under five are engrossed in their work and make good progress. They benefit from a well-structured learning environment, with appropriate emphasis on practical activities and learning through talk. They are acquiring and consolidating knowledge, skills and experience in all areas of learning and are developing appropriately. Particular success has been achieved in developing pupils' self-confidence; they express their views freely. Over time it is evident that pupils sustain and consolidate their knowledge, understanding and skills.
9. Throughout the school pupils progress well in relation to prior attainment. This is due to the careful thought put into preparation and planning, which motivates pupils. The activities build on the work that pupils have completed previously, and on learning and techniques. In the majority of lessons observed progress is good, and in the remainder, it is always satisfactory. Pupils at Key Stages 1 and 2 are given well-focused and structured tasks to develop skills, understanding and knowledge in each subject. Progress is enhanced by good management of pupils, good planning and a clear focus on learning objectives in the subject, and the very good attitudes of the pupils to learning. Over a period of time, progress - which is reflected in work samples, through discussions with pupils and their contributions to lessons, and in the National Curriculum tests - is good. Lower attaining pupils are well supported by staff and make good progress in relation to their prior attainment. Pupils who have special educational needs make good progress towards the targets set for them. The school sets appropriate and achievable targets for its pupils and these are being met.
10. Although the school is not part of the national literacy project, it has adapted its Key Stage 1 curriculum to take account of the initiative.

Attitudes, behaviour and personal development

11. Throughout the school, pupils' positive attitudes to their learning and their very good relationships with one another and with adults are strengths of the school.
12. Children under five make good progress in their personal and social development. They usually persevere with tasks, often working independently. They explore new activities keenly and with increasing confidence. Children frequently work alongside one another amicably, and sometimes work in co-operation with each other both indoors and outside. At Key Stage 1, the majority of pupils are confident and secure. They respect one another's needs and take care of the equipment and materials they handle. They take some responsibility for their own learning, through selecting the appropriate equipment and materials and returning them to the correct place after each activity. For example, during a role-play activity with a group of reception pupils, one was seen returning the dressing-up clothes to the hanger before taking another item. Pupils show interest in their work, concentrate and persevere until tasks are complete. These positive attitudes make a significant contribution to attainment and progress. From an early age, pupils are expected to work collaboratively and this was so throughout the school. A good example of this was in Year 1/2, during a geography lesson, when the pupils worked as a group with one pupil writing the ideas down.

13. At Key Stage 2, pupils are mostly well-motivated and keen to learn. They talk enthusiastically about their tasks - as was the case in design and technology when two pupils spoke about finding the activity stimulating because they were enjoying the story they were reading as a basis for the task. Pupils undertake independent research responsibly - for example, in a design and technology lesson on board games and when using the computer to redraft text and access information from the CD-ROM. Pupils help one another by discussing their work and sharing their knowledge and skills. Pupils are able to work on their own initiative and respond well to challenge, as in a mathematics lesson when pupils considered and sought to verify Thales theory about angles.
14. Behaviour in and around school is consistently very good. Pupils are courteous and show respect for their own and others' property. In lessons they behave extremely well. They listen well and respect the opinions of others. They go to the library to exchange books in a mature and sensible way. No incidents of bullying or harassment were observed during the inspection period. Pupils who have special educational needs are well-integrated into all school activities. The school has good strategies for acknowledging and celebrating pupils' attainment, achievements and positive behaviour, through consistent praise and encouragement in lessons, and at a special assembly each Friday morning. In a discussion with two Year 6 pupils, the comment was made that "*everything is a lot better if you behave well*". The very good behaviour makes a significant and positive contribution to the standards achieved and reinforces the overall quality of life in the school.
15. The school successfully fulfils its aim about raising pupils' self-esteem and valuing each one. Pupils are valued and listened to and encouraged to take responsibility and to show initiative. For example, older pupils were asked to write an application for the job of librarian. They had to give suitable reasons why they wanted the job and what they could offer to it. Pupils help to organise the equipment for physical education lessons, keep their classroom tidy and organise books and materials needed for their work. Older pupils take care of younger ones during lunch by collecting their dinner from the hatch and serving them. Pupils receive many worthwhile opportunities to learn about and to appreciate the wider community. For example, they participate in locally organised music festivals and sporting activities, exhibit art work in the local library, and participate in residential visits and exchange visits with a neighbouring multi-cultural school.
16. Relationships in the school are very good. Pupils relate exceptionally well to those adults with whom they come into contact, and also to one another. Pupils with special educational needs are fully involved in all aspects of the pupils' day-to-day activities. All pupils respect and work well with teachers, classroom assistants, non-teaching staff and parents. Throughout the day pupils readily enter into conversations, as in the example of a Year 6 boy who, when asked what makes the school special, replied, "*the friendliness, the quality of learning and that it is kept in a nice condition*".

Attendance

1. Attendance is good and has improved on the previous year. Some authorised absences are due to holidays taken during term-time. Even so, authorised and unauthorised absences are slightly less than the national average figures. Most pupils are punctual and registers are recorded correctly. Registration periods are completed quickly with most pupils sitting reading quietly. It is rarely necessary to contact the Education Welfare Officer.

Quality of education provided

Teaching

1. The quality of teaching is satisfactory or better in 100 per cent of lessons. It is good or better in 92 per cent of lessons, very good or better in 55 per cent of lessons, and outstanding in 12 per cent of lessons.
2. Teachers have a secure knowledge of the subjects of the National Curriculum. In addition, French is well taught to pupils in Years 5 and 6. Teachers also bring a wide range of skills and expertise to their teaching both in their own classes and throughout the school, which directly leads to high achievement. Good cross-curricular links are made between subjects, and correct terminology is continually stressed.
3. High expectations are a feature of the best teaching. Challenging materials, such as poetry or art of the masters, act both as a stimulus and an exemplar for pupils' own work. Specific expectations are set about application, accuracy, and presentation. Lessons are clearly structured to build on previous learning and are a balance between teachers' exposition and pupils' activity. When teachers are involved in teaching a group, others in the class work independently, being clear in their understanding of what to do and how to do it. Pupils are supported in completing tasks by skilful questioning, praise and practical help. Value is placed on what pupils achieve, and many lessons incorporate opportunities for pupils to share their learning with the class.
4. There is a consistent format for long and medium-term planning. The recently adopted short-term plans clearly identify learning objectives that reflect the Programmes of Study of the National Curriculum. They also identify the composition of groups, whether teacher-led, supported or working independently, and the needs of specific pupils. Evaluations of lessons are regularly monitored by the headteacher, and inform future practice.
5. Pupils throughout the school are helped to develop and improve their work through regular, constructive marking. Regular checks of pupils' progress are also carried out, both formally by tests, and informally, by well-placed questions during lessons. Records of significant achievement are recorded in pupils' individual profiles, and all are used effectively in informative end-of-year reports to parents. The school has compiled annotated samples of moderated work in the core subjects, which give further guidance to teachers' assessments. Good use is made of base-line assessments, which are completed soon after pupils first start school, and again at the end of their reception year, to identify learning needs, and demonstrate the value added by the school.
6. Pupils who have special educational needs and those who are deemed to be capable of higher attainment receive appropriate and sensitive provision, both from teachers, the

special needs co-ordinator, and classroom assistants. Their work is carefully planned and monitored: this enables these pupils to make progress that is appropriate to their abilities.

The curriculum and assessment

7. The school provides a very broad, interesting and relevant curriculum. Appropriate emphasis is placed on the development of literacy and numeracy, and there is good provision for French in upper Key Stage 2. The planned curriculum for the core subjects of English, mathematics and science is well-balanced, as it is for foundation subjects. All subjects taught meet the requirements of the National Curriculum, despite the restrictions of the internal accommodation for physical education. In Key Stage 2, daily intensive reading sessions are used effectively for paired, class and individual reading practice. The curriculum for the under-fives, a skilful blend of subjects of the National Curriculum and areas of learning for children under five, is very effective in preparing them for the next stage of their education.
8. Statutory requirements are met for drugs and health education. These are mainly taught through the science curriculum, and a developing programme of personal and social education. The governing body has resolved that no formal sex education should be given in school, but make materials on this subject available to parents on request.
9. The school has a clear commitment to the principle of equal access and opportunity for pupils. The school fully meets the requirements of the Code of Practice for pupils on the school's register of special educational needs. Their needs are identified in Individual Education Plans and are effectively met through appropriate tasks and activities. Higher attainers are similarly identified and appropriate extension work is planned. Pupils are ably supported by the special needs co-ordinator, classroom assistants and voluntary helpers.
10. The curriculum reflects the cultural diversity of the wider community, and strong and effective links have been established with a neighbouring school whose intake is predominantly Asian. The school's commitment to the arts is celebrated through an annual school production in the local theatre, an arts festival week when visiting musicians, artists and writers share their skills with pupils; and involvement in specific projects such as making an animated film, which has been shown at the National Film Theatre in London.
11. The curriculum is enhanced by a variety of visits to sites of special interest, such as the Jorvik Viking Centre, Bolton Abbey, churches, museums and art galleries. The school welcomes visitors as diverse as those who bring alive Cavalier and Roundhead skirmishes of the Civil War and a television weather presenter. There is an annual residential trip alternately to Yorkshire and London, for pupils in upper Key Stage 2. These are used well to support pupils' learning across the curriculum, and have a direct impact on the standards achieved. The school provides opportunities for pupils to take part in a wide range of extra-curricular activities including sports, music, chess and art.
12. A combination of topic and subject approaches is used to implement the curriculum.

Teachers' planning is good, both in the long and short term. Clear policies and schemes of work are in place for all subjects, and these give good guidance to teachers in planning their lessons. Subject co-ordinators work hard to ensure that there is a smooth progression in learning experiences for pupils as they move through the school; they monitor teachers' termly and weekly planning, work alongside colleagues, and regularly evaluate the progress of curriculum implementation. This has led, for example, to the school modifying the programme of topics in Key Stage 2, to ensure progression and continuity in mixed-age classes.

13. There are good procedures for assessing, recording and reporting pupils' attainment and progress. Early assessment on entry identifies under-fives' learning and social development needs. Statutory end-of-key-stage assessments are analysed to identify weaknesses in the curriculum, and tests from previous years are used to check progress in core subjects each year. School portfolios of annotated samples of work in core subjects are regularly collected, and inform teachers' assessments of the levels achieved. The teachers know their pupils well and are skilled at using this knowledge to get the best out of each individual. Pupil profiles are regularly updated with details of significant achievement. Individual written reports to parents are thorough and informative.
14. The approach to the day-to-day marking of pupils' work is guided by a good marking policy and pupils' work is marked regularly and thoroughly throughout the school. All teachers use oral comments on pupils' work to good effect. The progress of pupils with special educational needs is carefully monitored, and adjustments made to their support as necessary.

Pupils' spiritual, moral, social and cultural development

15. Pupils' spiritual, moral, social and cultural development is very good and a strength of the school.
16. Spiritual development is very good and is based on a strong, Christian but non-denominational approach to assemblies. The daily act of collective worship makes a strong contribution to pupils' spiritual development. Themes are carefully considered and take account of topical issues, such as understanding the importance of peace-makers, reflecting on the work of Mother Teresa, the Secretary General of the United Nations and Diana, Princess of Wales. Pupils are provided with many opportunities to reflect on the awe and wonder felt at the natural world through art, music, science, design and technology and religious education.
17. Moral development is very good, and builds on the overall theme of care and respect for one another. All the staff are good role-models. They actively promote honesty, good behaviour and caring for others in lessons, break times and lunchtimes. Pupils of all ages know the difference between right and wrong. Pupils feel that they are fairly treated by staff and they co-operate and play together with consideration and fairness. Positive classroom rules are displayed in each class, and are adhered to by the pupils.
18. Very good provision is made for pupils' social development, which is reflected in the

very good relationships that staff have established in their classes. For example, the moral code gives rise to a very high standard of conduct throughout the school, and hence personal relationships are given a high value. Pupils work well together and they see the school as a community where their contributions are valued. Teachers expect pupils to undertake a range of small classroom duties, which they do well. They readily take the responsibility they are given and enjoy helping others. For example, older pupils oversee the exchange of books in the library, are plant, milk and register monitors and look after younger pupils during lunchtime. Pupils meet members of the community through visiting speakers and school visits to places of interest and in participating in many organised activities out of school. Pupils' awareness of the needs of less fortunate people is enhanced by much fund-raising for charity.

19. Provision for pupils' cultural development is very good. Pupils have a good understanding of their own cultural traditions through work in English, history and religious education. In music and art, pupils encounter the work of major European composers and artists. Pupils gain valuable knowledge and understanding of the religious customs and beliefs of non-European cultural traditions through acts of collective worship, in religious education lessons and through a productive link with a neighbouring multi-cultural school. For example, pupils exchange visits during the summer term with a school whose pupils are predominantly Asian and learn to appreciate their customs, beliefs and traditions.

Support, guidance and pupils' welfare

20. The clear policies relating to behaviour, pastoral care and pupil support are carried out in practice. Pupils are often given rewards in an assembly for special behaviour, effort or achievement. The pupils are well-supported by all staff, teaching and non-teaching and this is reflected in the caring attitudes towards one another. Such attitudes are especially evident in the conduct of older pupils towards the younger ones, an example being at lunch times when the younger ones are served their meal by the pupils from Years 3 to 6.
21. Teachers have high expectations, so most pupils respond well. Reports for parents are informative, constructive and cover statutory requirements. Transfer of pupils to a higher class during the academic year only takes place after much discussion with the parents, the staff and the pupil involved.
22. Any concerns relating to attendance or punctuality are monitored by the headteacher and appropriate steps taken. Any lateness, which is sometimes due to bad weather, is noted by the class teacher and recorded in the register. These stay in the classroom all week and are then taken to the secretary on a Friday for totals to be checked and recorded. Notes, messages and letters relating to absence, whether through illness, medical or other appointments, and holiday requests are filed in the registers.
23. There is a detailed policy for child protection, with the headteacher taking the responsibility should it be necessary. The school provides good support for those pupils on the register for special educational needs. There has been some successful integration of pupils new to the school. Day and residential visits taken by the pupils

are covered by appropriate procedures to ensure their safety. Currently there is one qualified first aider on the staff.

24. The health and safety issues noted by the governing body have mostly been acted upon. There is still a problem with the junior toilets and this is due to be put right in the summer, with the local authority bearing the cost. A bid has been put in to the authority for funding for the renovation of the infant toilets. Most maintenance contracts are in place for moveable equipment, with the school making sure that all are now up to date.

Partnership with parents and the community

25. The relationship between parents and the school is very good. Many parents support the class teachers in school on a regular basis. The Home Reading scheme, which involves a number of parents coming in twice each week, is well structured and organised. This makes provision for every pupil from the reception and Year 1 classes to be listened to with their reading, and have their progress recorded. The session lasts forty minutes and the pupils obviously enjoy the opportunity. This programme has proved successful in that good progress has been noted in the reading attainment of older pupils who have been through the scheme.
26. Parents also help in the classroom, and with sport, music-day and residential visits, school productions and in a variety of other ways. There are two formal parents meetings to discuss pupils' progress, with other opportunities being available. Regular newsletters are sent to parents with comprehensive information, including letters relating to visits.
27. Relations with the local nursery and toddler groups are effective. The reception teacher spends valuable time at these places, observing and discussing the needs of the children. Contact with the receiving schools for pupils in Year 6 is good. No formal minutes for meetings are produced, although letters are exchanged and visits made by both staff and pupils.
28. The PTA organises many successful social and fund-raising events, mostly involving the pupils. These are usually well supported. Money is raised either for a specific project or used to assist in purchasing learning resources, and is a valuable addition to the school's financial resources. Pupils become aware of the needs of others less fortunate than themselves through the money they raise for charities, including an African project for Water Aid. The school involves the village in many of its activities.
29. Links with the local community are extensive. Students visit the school for work-experience, which, from the written responses received, they obviously enjoy; the school won an award for its involvement with work-experience. The on-going contact during the summer term with an urban school, where many pupils are from a different culture, has been so successful that it was recently written up in *The Times Educational Supplement* as an example of good practice. Sponsorship from the Education Business Partnership helped to support the making of an animated film in school, which achieved an award at the National Film Theatre in London. Many of

the pupils, staff and parents attended a showing of the film. Visitors are invited to the school to talk about a variety of topics and support different aspects of the curriculum. Such visits are enjoyed by the pupils. A poet visited during the inspection period and delighted many of them.

The management and efficiency of the school

Leadership and management

30. The management of the school is very good. The strong leadership and vision of the headteacher provides clear educational direction for the school. She has built an effective team of skilled practitioners, which she leads by example. Both teaching and non-teaching staff are hard working, and share the headteacher's commitment to high standards. The present structure of senior managers and key stage co-ordinators ensures that responsibilities are shared appropriately, and all staff have a voice in decisions taken.
31. Curricular responsibilities are carefully matched to the individual's strengths and expertise, and this has had a profound effect on raising standards. This has happened, for example, in the core subjects and in the arts. The role of the co-ordinator is well-developed. Co-ordinators have a clear view of their subject's development and have regular opportunities to work alongside colleagues to support teaching and model good practice. They monitor provision through overseeing teachers' planning, by collecting samples of work, and by classroom observations.
32. Current job descriptions identify specific co-ordination responsibilities. An appraisal system is in place, and there is a close link between targets for staff development, and priorities of the School Development Plan.
33. The governing body is well-informed and active. Governors are supportive of the school and maintain a strategic overview of developments. They have established committees to deal with matters relating to curriculum, finance and staffing, building and health and safety. The committees meet regularly and enable the governing body to carry out its duties both effectively and efficiently. Committees have clearly-defined terms of reference and meetings are minuted. The finance and staffing sub-committee is influential in decisions about staffing levels and staff training. School policies are read and agreed by governors, who monitor the curriculum through regular updates from subject co-ordinators, analysis of National Curriculum test results, and periodic visits to classes.
34. Agreed targets for improvement are identified by staff, governors, and the PTA, and are communicated clearly through the School Development Plan. Initially a five-year plan, it is modified annually, with a major review planned for this coming academic year. Current priorities include reviews of curricular policies, differentiation of work to match pupils' needs, personal and social education, renewing playground surfaces and developing links through the Education Business Partnership. Plans identify appropriate and costed targets linked to the current financial year.
35. There is a positive ethos in the school and very good relationships exist between

pupils and staff. The school affords all its pupils equality of opportunity, and supporting pupils with special educational needs is seen as an important part of the school's work. This has recently been extended to include provision for higher attaining pupils.

36. All statutory requirements are met, except for a few omissions from the governors' annual report to parents relating to information on the policy for special educational needs, arrangements for the admission of disabled pupils, professional development undertaken by staff, how sporting aims are met and changes in the school prospectus since it was last published.

Staffing, accommodation and learning resources

37. The staff are very well qualified and experienced to cover the demands of the National Curriculum. There is an appropriate match made between areas of expertise and co-ordinators' responsibilities. Support staff are used effectively. Staff are consulted and involved in decision-making, both formally at curriculum and staff meetings, and also in informal situations.
38. Parents were concerned about the number of different supply-teachers that a class was having, due to the unavoidable absence of the class teacher, but the situation has been resolved. The school has benefited from the very effective supply-teacher who has been employed this term. This has enabled the headteacher to continue her regular and valuable classroom support.
39. The non-contact time for the teachers is regular, timetabled and used to good effect. Methods of induction are listed and are carried out in practice with good support available. Appraisal of teachers takes place and there are opportunities for professional development with in-house courses.
40. There are some accommodation problems, as the hall is inadequate for the teaching of whole-class lessons of physical education for older pupils, and is unsuitable for a whole-school act of collective worship. The school compensates for these difficulties by organising smaller teaching groups in the area available. One classroom restricts the number of pupils it can accommodate because of its size.
41. There are good resources for all areas of the curriculum, and a good library. The school has identified that the literacy initiative will have implications for further resourcing. The displays around the school enhance and stimulate the learning environment. The school is kept clean and tidy, which is appreciated by all who use it.

The efficiency of the school

42. Overall, the financial planning and management of the school is good. Effective procedures include the monthly monitoring of the school's budget-commitments so as to allow accurate information to be provided for the governing body and headteacher. Governors are involved at all stages in the budgetary cycle through their finance committee, which keeps a good overview of the progress of the budget. The

recommendations of the recent audit report have been implemented. The School Development Plan is based on educational priorities and objectives and provides a clear sense of direction. It includes named responsibilities, costings and criteria for success, all of which are closely linked to the school's budget. The current financial report estimates that the final balance is likely to be a surplus of £1,395. This money is to be reserved as a contingency sum, as a start to building up reserves. The funding for pupils who have special educational needs is sufficient, and arrangements are very effective. They have a good selection of resource materials to support their work. The provision for pupils who have special educational needs is very good and a strength of the school. Pupils receive sensitive and extensive support from all teachers, which is targeted to their needs.

43. The quality of financial management is very good. Teaching and classroom support assistants are well directed and deployed. The headteacher spends fifty per cent of her time profitably in the classroom and good use is made of a part-time skilled art instructor. Administrative and support staff are well used. Staff work together well. The whole school manages and deploys resources efficiently. The resources are well handled with little wastage, and the area around the school is used effectively as a learning resource. The school is resourceful in actively seeking ways of raising funds or sponsorship involving the community, to enhance the quality of the provision. A good example of this is seen in the sponsorship for the resourcing of an animated film.
44. Financial controls, procedures and administrative arrangements are most effective. Day-to-day routines are well-established and the school runs efficiently. Taking account of pupils' attainment on entry, the high standards attained, the strong, effective teaching and the positive ethos of the school, Laneshaw Bridge County Primary School offers very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

45. Children are admitted to the reception class in the year prior to their fifth birthday. This means that there are some very young children in the class. Eleven children were under five at the time of the inspection. Children enter the school with a normal range of attainments and by the time they reach statutory school age, have made good progress and exceeded national expectations as set out in national guidelines. They have good foundations in language, literacy and numeracy work.
46. New pupils are settled in thoughtfully and successfully. The school uses a published baseline assessment test during the first month of admission to reception, and again at the end of the school year. The information is analysed to evaluate what children can do and form guidelines to planning. Teachers are continually observing and assessing every child's progress to ensure that work matches their needs and builds on children's prior learning.
47. Children listen to stories with enjoyment, showing by their comments that they understand the plot. They participate in class discussion with confidence and talk about their experience, using well-constructed sentences and a good range of vocabulary. They have a good understanding of books and handle them competently. They recognise a number of everyday words written on a 'word map' to help them with their writing. All are able to write their own names with varying degrees of competence, copy letters in recognisable script and write stories with help from adults, spelling some simple words correctly. Pupils respond well to their work. They are confident in class activities and enjoy talking about their work. While occasionally over-boisterous, they settle quickly and enthusiastically to their work. They show great enjoyment of early writing tasks. There is an appropriate range of books by significant children's authors.
48. Children are able to count objects reliably to ten and sort them into groups. They are beginning to develop a simple understanding of addition, and are familiar with shapes, such as square, rectangle and triangle. They use these shapes to make sticky paper house designs. Children begin to understand the passage of time by talking about changes in their families, sequencing events and objects, and by using simple words and phrases such as *long ago*, *yesterday* and *when mum was small*. They observe changes in the weather, recording their findings on a weather chart, and discuss how these changes affect the clothes they wear. They see by experiments which materials are best at keeping water out. They build for a variety of purposes, using, for example, large and small construction kits. They are highly aware of modern technology and are able to use the direction keys on the computer, and control the 'mouse' competently.
49. Children have good physical control of small objects such as pencils, scissors, paint brushes and construction apparatus, which they handle safely and confidently. In physical education lessons, effective opportunities are provided for them to use large climbing apparatus, develop balancing skills and control of movements. They use space well to run around and change direction without bumping and improve their

performance after discussion. Opportunities for outdoor play are limited because of the lack of space and suitable equipment.

50. Children's' development in music, art, dance and imaginative play is good. In dance lessons they respond imaginatively to music, by recognising when it is sad and not happy, through rhythm and contrasts of speed. They are learning to interpret music physically through facial expression, speed of movements, posture and even lack of much action. Many drawing and painting opportunities are provided. Children look closely at natural objects and record what they see. For example, they looked carefully at daffodils and used a variety of media to set down their observations, such as oil pastels, crayons, paints and coloured sticky paper. In addition, two children were creating a spring picture on the computer. Imaginative play is well-structured through effective opportunities for role play being skilfully supervised by the classroom assistant.
51. Teaching is good overall. There are high expectations of pupils' attainment, and well planned work leading to an appropriate development of skills. The good range of available resources motivates and stimulates the children's positive response. Good use is made of praise and encouragement through suggestions and demonstrations, as in the dance lesson. The classroom assistant is well deployed in sharing teaching and helping the children to stay focused. The curriculum is a skilful blend of the six nationally designated areas of learning and the National Curriculum.
52. There are good settling-in procedures. The school holds pre-school meetings for parents and children, when they can learn about the school's procedures, visit their classroom and meet their class teacher. There is good liaison between the school and the local toddler group and local nursery groups. The teacher spends time at a morning session observing the children who will be attending the school.

English, mathematics and science

English

53. By the end of both key stages, pupils' attainment in English is above national standards and they make good progress, particularly in the quality of writing and in presentation skills. There is an appropriate emphasis on language acquisition across the curriculum. Pupils are given many opportunities to write in appropriate ways for all subjects, and to take part in workshops led by professional authors and poets. Pupils quickly begin to understand the purpose of writing for different audiences. The few pupils with special educational needs are well supported by class teachers and support staff and make good progress. The results of National Curriculum tests and assessments at the end of both key stages generally reflect these findings, and also acknowledge that the high percentage of pupils attaining the expected levels is above the national average. The percentage of pupils achieving higher levels is well above national averages.
54. At Key Stage 1, pupils are given opportunities to develop and extend their vocabulary through discussions, story-telling and imaginative play. By the end of Year 2, they listen closely to instructions and questions and respond appropriately. They speak clearly and confidently. At Key Stage 2, pupils can explain and evaluate their work

clearly, ask pertinent questions and converse confidently in different situations.

55. At the end of Key Stages 1 and 2, pupils' attainment in reading is above national standards. Good links are made between reading and writing through daily literacy sessions, and reading for a purpose is emphasised. A good example is in Year 2, where pupils read a letter sent by *Jeremy the Teddy*, and in their replies make constant reference to the points made in the letter. At five, pupils are familiar with the way in which books are organised, recognise some basic words, and use illustrations to gain meaning of the text. By the end of this key stage, pupils use an increasing number of strategies, including phonics, to decode words and read accurately. They read with expression and are eager to discuss the plot or characters in the story. At Key Stage 2, most pupils read a range of texts fluently and expressively, paying attention to punctuation. They discuss characters, give a brief synopsis of the story, and offer reasonable predictions as to plot. In independent reading, pupils show maturity in selecting more challenging texts. They welcome opportunities to read their work aloud, in, for example, their prayers in assembly, their poems in Year 6, and their selections, both fiction and non-fiction, in daily reading sessions in Year 2/3.
56. Pupils make good progress in reading skills. By the end of Key Stage 1, they have a sound knowledge of alphabetical order, and use dictionaries and wordbooks effectively. By the end of Key Stage 2, pupils use reference books to locate the information they need, correctly using index, contents, and glossary pages, and scan text quickly and effectively. Pupils in both key stages can express preferences in genres of stories and for authors.
57. Pupils enjoy reading. They take books home regularly, and many belong to the local library. Pupils respond enthusiastically to visiting authors, and confidently volunteer to read extracts of his work to him. A good feature is the shared literature sessions in upper Key Stage 2, where pupils study a text as a class. Through well-related activities across the curriculum, pupils increase their understanding and context of the book, and many subsequently choose other books by the same author. Year 6 library monitors, who were chosen from letters of application, are knowledgeable about books, readily give advice to other pupils on selecting books, and are responsible for keeping the library systems in order.
58. By the end of both key stages, pupils' skills in writing are above expected levels of attainment. Throughout the school, pupils regularly practise the skills of punctuation, grammar and spelling, but wherever possible they are given a real purpose for their work, through writing for other subjects, and for a particular audience. For example, pupils in Key Stage 1 write personal letters to *Jeremy Teddy*, a description of a painting, or design a *wanted* poster of Henry VIII. In Key Stage 2, pupils explain how to make a mobile, brainstorm questions they want to ask a character, or write a letter of complaint.
59. Literature is effectively used as a stimulus for more extended pieces of writing. In Key Stage 1, pupils use the structure of a known poem to create their own versions. They use language sensitively, to communicate their feelings - for example, *Night is when only the stars can light the dark sky up*. In Key Stage 2, pupils write their own magic spells for Grandma in response to 'George's Marvellous Medicine'. Year 6 pupils are

inspired by a study of 'Snow In The Suburbs' by Thomas Hardy, and adapt some of the phrases in their own expressive writing - for example, *myriads of snowflakes, each one unique, and falling down aimlessly.*

60. Pupils make good progress in writing skills. From the start, pupils write their news independently, and through the gradual introduction of copy writing, are soon able to write several lines using close approximations to correct spellings. By the end of Year 2, writing is organised in sentences, with capitals letters and full stops, and most words are spelt accurately. By the end of Key Stage 2, pupils' writing displays varied and interesting choices of vocabulary, and an appropriate range of punctuation, including paragraphs. They choose appropriate structures for their newspaper reports, poems and letters. Pupils who have special educational needs are supported in translating their vivid oral skills into a coherent piece of writing, although they still find it difficult to write in a passive voice, as when recommending a suitable pet for their age group.
61. The quality of written presentation is a strength of this subject. Pupils are taught a cursive style in early Key Stage 1, and through an intensive period of instruction in Year 1, pupils develop a joined handwriting style. By the end of Key Stage 1, pupils' joined handwriting is well formed and legible. In early Key Stage 2, pupils begin to use pens for all written work, and by Year 6, pupils write quickly and fluently in a range of contexts.
62. Pupils apply themselves well to English activities, and show independence in using strategies and resources to help them in their work. They are justifiably proud of their work, which is read aloud to the class or school. They work well collaboratively, in pairs and groups - for example, when studying clues to trace a missing person they share their interpretations of the evidence.
63. The quality of teaching is never less than satisfactory, and half of the lessons seen were very good. On occasions, lessons are outstanding. Teachers are knowledgeable in the subject, and activities are imaginatively chosen to stimulate pupils' interest. Lessons are structured on the National Literacy framework, which emphasises the inter-relationship between reading and writing, and which includes a balance of whole-class teaching and group work. Teaching time is well organised to provide time for both sharing texts and direct teaching of language skills. Planning takes account of all levels of ability, and clear links are made with other areas of learning. Good use is made of support staff and voluntary helpers, particularly to help lower attainers, and pupils who have special educational needs. Opportunities are given, at the end of the lesson, for pupils to reflect on their learning and share their work with the class. In the best lessons, the teacher sets very high expectations of the pupils, and resources are of a challenging nature. Pupils rise to this challenge and are inspired to attain high standards of work. Less effective lessons lack pace and pupils can become restless.
64. Teachers plan from a scheme of work which identifies clear learning objectives and the progression of skills through the school. Teachers use a broad range of strategies to assess pupils' progress, through day-to-day tasks, skilful questioning, observations, and standardised tests, both statutory and of their own design. Records are maintained regularly, and inform end-of-year reports. The quality of marking is good. Teachers mark written work sensitively and constructively, by praising elements of the content

while making clear to pupils how their work can be improved. Teachers maintain evaluations of lessons, which are monitored regularly by the headteacher.

65. The subject is very well co-ordinated. A portfolio of the school's agreed interpretation of standards has been compiled to give clear guidance to teachers in assessing pupils' level of attainment, and is regularly updated. The co-ordinator monitors effectively both the development of the subject and standards achieved. Teachers have been encouraged to adopt daily literacy sessions in preparation for their full involvement in the Literacy Initiative, and the co-ordinator will undertake further training in this area in order to support and advise colleagues.
66. Resources for English are adequate, and supplemented by materials from the learning support service and topic loans from the schools' library service. There are sets of fiction books which allow a class effectively to study the same text. Each class has an area where pupils listen to and record audio tapes, and computers are used well to edit and print copies of work. There is an adequate range of dictionaries, but no thesauri. The school is resourceful in acquiring extra reading materials, and has made plans to increase the provision of multiple copies of books for group reading, and extra large-print books in Key Stage 1 following full involvement in the Literacy Initiative. The school's central library contains fiction and reference books, and is effectively used by pupils in Key Stage 2 to borrow books for home reading, and on occasion, for teaching research skills.
67. Parents make a significant contribution to their children's learning through regular support in school and by helping with spelling and reading practice at home. A well-established feature of the school's reading programme is the twice-weekly Home Reading sessions which parents organise and supervise for Key Stage 1 pupils. This is acknowledged by the school to have had a significant impact on the standards of reading in the school, over recent years. Parents of reception pupils are informed about the school's policy on the teaching of English through annual workshops at the beginning of the academic year.

Mathematics

68. By the end of both key stages, pupils' attainment in mathematics is above the national average. Lesson observations, work scrutiny and discussions with pupils confirm these results. National Curriculum test results support inspection findings.
69. Pupils use mathematics as a normal part of practical work in Key Stage 1, and they can select appropriate materials for a practical task. By the end of the key stage, pupils can work out square numbers to 100 and know that negative numbers are those below zero. They regroup numbers over ten, use a calculator to check their answers and identify quarters or thirds of an object accurately. Pupils compare objects by estimating and using standard units of length, developing their skills in practical situations. Many opportunities are taken to apply numeracy skills in everyday situations such as pupil numbers at registration and using play money to select items from a shop. Pupils show appropriate competence in collecting, interpreting and using various data, through, for example, making a graph on favourite breakfast cereals. By the end of Key Stage 2, pupils have a good knowledge of place number, decimals and

percentages, including a secure grasp of multiplication tables and number bonds. They have developed a range of strategies and use their skills in problem-solving activities. Pupils have a secure knowledge of angles. They know about the theories of Pythagoras and Thales, and can work out that when two straight lines intersect the opposite angles are equal. They can construct a right angle from a given point on a circumference.

70. Over the two key stages, pupils show in their written work that they make good progress in the level of understanding and knowledge. This is true in all aspects of the subject. In all lessons pupils practise and consolidate skills and knowledge, and in many they gain new knowledge and understanding. Practical activities help to give firm concepts. Prediction and estimation are encouraged by teachers in order to give pupils mathematical awareness. Pupils who have special educational needs make good progress towards targets set for them. Class teachers and support teachers give substantial support in class to encourage pupils to improve their skills, knowledge and understanding.
71. Pupils respond positively to their teachers. They listen well, persevere in tasks and engage in purposeful discussion. They use their initiative, especially at the end of Key Stage 2, and respond well to challenges. Pupils are confident and keen to undertake practical tasks. Relationships are very good and they work well together. Pupils take pride in the presentation of their work and respond well to encouragement to achieve high standards.
72. The quality of teaching ranges from good to very good. It is good in 60 per cent and very good in 40 per cent of lessons. Teachers bring a number of strengths to the classroom. They have a good command of the subject and high expectations of pupils' attainment and behaviour. Lesson plans are clear in terms of content as well as the learning expected by pupils. They take account of the curricular requirements. Teachers give clear instructions and make good use of skilful questioning to extend pupils' thinking and understanding. Lessons move along at an appropriate pace and are managed well. In a number of lessons teachers use a variety of methods. These include practical activity outdoors, the use of mathematical apparatus, worksheets prepared to match the needs of the pupils, direct instruction, and effective use of time at the end of lessons to revise what has been learned. Good informal assessment is a feature of many lessons. Teachers consistently encourage pupils and praise their achievements.
73. The school mathematics' curriculum meets statutory requirements. There is an appropriate policy and the school uses a commercial scheme supplemented by teachers' and published worksheets to ensure full coverage of the National Curriculum Programmes of Study. Tests used regularly to gauge progress and check understanding inform teachers' planning of work to match pupils' attainment. A whole-school scheme of work is gradually being built up from teachers' termly planning, using the local authority scheme as a basis. A portfolio of pupils' moderated, levelled and annotated work has recently been updated by the whole staff. Information technology is used in many mathematical lessons. Pupils use the computer competently to access data and solve mathematical problems.

74. Mathematics is well co-ordinated by an experienced and established member of staff, who ensures through informal discussion and monitoring that the subject has a high priority in the school. The co-ordinator has time to visit classes to observe and support teaching. There is a wide range of materials stored centrally and in classrooms, which successfully support teaching in the school.

Science

75. By the end of Key Stage 1, pupils' attainment is in line with national standards. Inspection findings generally reflect the results of the most recent teacher assessments at Key Stage 1. By the end of Key Stage 2, pupils' attainment in National Curriculum tests is well above the national average. Inspection findings reflect that the majority of pupils reach the expected standards and some beyond.
76. In Key Stage 1, pupils use their senses to explore and recognise differences and similarities in materials, and use appropriate scientific vocabulary to describe what they see. For example, in an investigation of properties of common materials, pupils understand the difference between natural and man-made materials, and with encouragement, remember the terms *transparent* and *opaque*. They sort materials into sets using their own criteria, and make sensible suggestions about the criteria used in other sets. Some are beginning to notice that materials change with handling, and can be crumpled, ripped or crushed. They are able to identify objects around them which are made of plastic, metal, wood, glass and paper, and recognise that certain materials have many uses.
77. In Key Stage 2, younger pupils understand the conditions basic to plants' survival. They describe the functions of the root system, using the term *anchor*. Through close observation of an investigation, they conclude that water must travel up stems. Higher attaining pupils investigate the leaf's role, and can articulate the process of photosynthesis, and remember the term *chlorophyll*. Older pupils explore the properties of magnets. They understand that magnets both attract and repel each other. They make realistic predictions of which materials will be magnetic, and in discussions, generalise their findings and relate them to everyday situations. Pupils in upper Key Stage 2 know that friction is a force that slows objects. They investigate and measure the force needed to move an object across two different surfaces, and can record and explain their findings.
78. Overall, pupils at both key stages make good progress in their science work. They use knowledge gained in previous work appropriately to support their understanding of new concepts. For example, younger pupils learn to name the major external parts of the body. They understand the requirements for healthy living and those that are unhealthy. They are able to explain the effects of exercise on the body. Older juniors can name the major organs of the body and describe their functions. They devise their own tests to measure reaction times, and pulse rates. The work by older juniors on forces successfully builds on work on this aspect previously covered in Key Stage 1, and skills are extended by designing and making their own force meter. Pupils in Key Stage 1 are supported in making tests fair. For example in Year 2, in an experiment on washing hands, they were all careful to rub their hands ten times. By the end of Key Stage 2, pupils understand that changing one variable is a fair test,

and record their results in many different ways.

79. In both key stages, pupils respond well to their science lessons. They are attentive during demonstrations, and are eager to contribute to discussions. They settle quickly to their tasks, co-operate well together, and are excited when their predictions turn out to be accurate. Behaviour is good, and pupils behave politely to supporting adults.
80. The quality of teaching is consistently very good in both key stages. Staff have a secure knowledge of the subject. A very good range of activities ensures pupils' involvement and interest. Lessons are a good balance of practical investigations, discussion and recording. Correct terminology is constantly reinforced, and skilful questioning checks understanding and helps pupils to clarify their thinking. Lessons are carefully planned to build on previous learning, and are well matched to the range of abilities in mixed-age classes. Teachers make pupils aware of their tasks and the time in which they are expected to complete them. Effective plenary sessions ensure that learning outcomes and exciting discoveries are shared. This is helpful to all pupils and particularly for lower attainers.
81. The agreed school policy and scheme of work based on the county guidelines are supportive to staff and ensure that all National Curriculum requirements for science are met. The decision that Key Stage 2 pupils should study the same topic at the same time, within a two-year rolling programme, is well thought out in relation to the school's organisation into mixed-age classes, by ensuring good progression and sharing of resources. Test papers from previous National Curriculum tests are used both as teaching aids and for assessment purposes. Individual progress and significant achievements are recorded in pupil profiles. Resources are good and supplemented by a commercial scheme. The school benefits from a wildlife area in the grounds, which is fully exploited for scientific study.

Other subjects or courses

Art

82. Art is a strength of the school. Although few lessons were observed during the week of inspection, there was sufficient evidence from observations of pupils' past work in displays and portfolios, from discussions with pupils and staff, and from the scrutiny of teachers' planning. By the end of both key stages, pupils' attainment in all aspects of art is above national expectations. For example, there is high attainment in their knowledge of art and artists, and in close observational work.
83. In Key Stage 1, pupils work confidently in painting, printing, modelling, weaving and collage. Pupils select appropriately from a range of materials and show control in applying oil pastels, paint or coloured sticky paper. Techniques learned in one lesson are applied in other activities. For example, the skill of choosing shades of colour to depict winter is used in creating suitable backgrounds of spring colours for their drawing of daffodils. By the end of Key Stage 1, pupils extend this understanding of the language of art, when weaving dreamcatchers in colours that represent the four seasons. They are able to sustain the over/under sequence of weaving on a frame,

and keep their work evenly spaced. They can identify and name warp and weft threads.

84. In Key Stage 2, pupils experiment with a wide range of materials, tools and techniques, including lino cutting, fabric printing, portraits, masks, modroc and papier mache sculptures. They demonstrate increasing control, and the ability to achieve the effect they want. For example, in upper Key Stage 2, pupils painstakingly draw still life studies, and explore several treatments of their drawing by applying thickened paint, oil pastels, acetate pens, or torn paper, or by transferring their image to computer. They describe the processes using appropriate terminology, and can evaluate their progress.
85. Pupils make good progress in the ability to represent what they see. In Key Stage 1, pupils make careful observational drawings of vases of flowers, and in Key Stage 2 pupils look closely at how famous artists paint skin texture, and successfully recreate the shading in the face through a mosaic of torn paper. Across both key stages, pupils are exposed to the work of a very wide range of artists, including contemporary and female painters. They produce good quality pictures in the style of artists such as Klee, Modigliani, Van Gogh, and Georgia O'Keefe. Younger pupils imitate the designs of William Morris, and older pupils construct the famous Soup Can of Andy Warhol using a computer graphics program.
86. Pupils enjoy and take pride in the displays of their work. They concentrate well and become absorbed in their activity. Pupils persevere until they have mastered a new technique, or improved the result. In both key stages, they use resources carefully and clear away responsibly. Older pupils show a high level of independence in selecting materials and preparing for the task. They express preferences for famous artists and are beginning to be able to articulate the reasons for their choice.
87. The quality of teaching seen is of a very high standard. Much of the art teaching in upper Key Stage 2 is led by a professional artist, and the co-ordinator, too, is very secure in her knowledge of the subject. Effective teaching uses demonstration and explanation of the skills to be taught, while allowing pupils to make choices about their work. Teachers have high expectations of pupils, and good quality resources successfully motivate pupils to achieve high standards. Appropriate vocabulary is introduced, enabling pupils to evaluate their work and that of others. Art is mainly taught as a discrete subject, although links are often made to topic work or other areas of the curriculum - for example, Greek pots, materials in science, and prints of Pakistan in geography.
88. A scheme of work compiled from teachers' medium-term plans identifies clear learning objectives, and suggested activities through which to practise skills. The co-ordinator monitors effectively the subject's development through observing pupils at work, collecting photographs and samples of work, and contributing to displays. Teachers extend the art curriculum through visits to a local silk mill to study weaving, and by establishing links with the local potter, who allows access to a kiln. Pupils' art is well displayed both in classes and in the hall, acting both as a celebration of good work, and a model for others. Pupils' work is regularly shown at the local annual arts festival, and visits to art galleries in Yorkshire and London have enhanced

pupils' knowledge. Resources are good, easily accessible and carefully used.

Design and technology

89. The limitation of time, and restrictions of the time-table, resulted in no design and technology lessons being observed during the short period of inspection at Key Stage 1. Evidence for this key stage has been obtained through scrutiny of documentation, planning, photographs and displays of pupils' work and discussion with the subject co-ordinator. Based on this evidence, standards of attainment, at the end of Key Stage 1, are judged to be in line with national expectations. In Key Stage 1, pupils use and assemble construction kits to make objects with moving parts. They can join materials in different ways, for example, by making flaps to represent doors and windows in pictures. By the end of Key Stage 1, pupils have benefited from a range of experiences in working with materials such as clay to make pots. They use different kinds of paper to find the one that is the easiest to fold, and can make basic books using staples and ring binders. Pupils successfully make concertina books and lengthen them by sticking appropriate joins. They build effectively on their skills through changing the basic shape of the paper to that of people outlines.
90. By the end of Key Stage 2, pupils attainment is above the standards expected nationally. Key Stage 2 pupils improve and refine their skills through the good opportunities they have, through thoughtful assignments, of planning and creating an object. They are introduced to a wide range of tools and materials and know how to assemble, join and combine materials such as wood, wire, textile and beads. They know how to strengthen joins. Pupils in Year 2/3 transfer their plans to balsa wood to make a fuselage, having considered the best material to use for this task. They continually assess the effectiveness of their plans through self-questioning. They are taught how to handle tools safely. When making earrings in Year 4/5, pupils use information sources to help design their object, design and clarify ideas, list the materials necessary for the task and write clear instructions on how to make their designs. By the end of Key Stage 2, pupils work together designing a board game based on an adventure from a class reading book. They design and select appropriate materials, create rules for the game, choose the age range and write instructions. Pupils evaluate their designs and recognise the need to improve, particularly with regard to materials suitable for younger children's use. For example, pupils considered that the dice they had made out of cardboard for a game needed to be changed to sponge to be more durable. Effective opportunities have been made for pupils to create a successful animated film, building on all the skills learned.
91. At Key Stage 1, progress is satisfactory. Pupils develop sound design and making skills. Progress at Key Stage 2 is good. Progression is evident in the development of skills. Many opportunities are provided for pupils to draw detailed drawings, build on previous learning and show understanding of the situations in which their designs will function.
92. Pupils respond with interest and enthusiasm to the subject. They are well-behaved and consolidate what they know by applying their knowledge to new tasks. In practical activities they work well both on their own and collaboratively. They respond well to challenges. Pupils quickly settle to the task and sustain concentration throughout.

They share their ideas sensibly with the class, giving a reason for the resources chosen. The very good relationships between teachers and pupils help them approach set tasks with confidence.

93. The quality of teaching is generally good. The effective teaching observed is characterised by good planning and organisation of activities to enable pupils to investigate the quality of materials. Teaching of the necessary skills ensures that pupils' knowledge and understanding of the subject is suitably extended and developed. Teaching provides pupils with good support and advice. A strength of the teaching is the good and frequent opportunity provided for pupils to evaluate their work and report back to the class. Collaborative planning amongst pupils is encouraged, and this is a good feature of practice in this subject. Excellent use is made of volunteer parent helpers.
94. Design and technology is well led by an enthusiastic curriculum co-ordinator who is well informed and has a clear understanding of future development. The subject is appropriately supported by a policy and scheme of work. Resources are good, accessible and appropriate, and there are sufficient basic tools to support learning. Time is available for the co-ordinator to monitor the subject and support teachers' planning.

Geography

95. During the inspection it was possible to observe only two lessons of geography, one at each key stage. Evidence of work in other years was provided by scrutiny of pupils' work, photographic records and displays, teachers' planning and by talking to pupils in Year 6 and the subject co-ordinator. Pupils' attainment at the end of both Key Stages 1 and 2 is above national expectations, and they make good progress. Pupils are achieving well across the year groups.
96. At the end of Key Stage 1, pupils apply earlier knowledge to advantage and build on earlier skills. The youngest pupils learn to recognise the different seasons and that weather affects the clothes they wear. They make good use of the school environment for observation of changes in the weather, while older pupils walk around the school locality to determine bounds. Pupils know that different jobs have different tasks attached to them. They are aware of people who help them. Pupils use correct geographical vocabulary when talking about places. For example, pupils in Year 2 identified characteristics of the locality as *human or physical features*. Pupils use secondary sources well to recognise differences and investigate the quality of the environment.
97. By the end of Key Stage 2, pupils have developed their knowledge and understanding of places beyond their own locality, by comparing and contrasting how and where people live in Pakistan, and the different life-styles between country and city dwellers. They locate and know about rivers of the world and their use and abuse. Pupils explore weather patterns through experiments and know about the different instruments needed to measure rainfall, and air pressure and to measure the temperature inside and outside. Photographic evidence shows pupils making daily recordings of wind speed. Results of these experiments are entered into the computer.

Pupils know that temperature varies according to site conditions around the school. They can interpret graphs which show outdoor and indoor temperatures and give reasons for variations during the school day. They know basic map symbols and use an atlas index to find such countries as Pakistan and capital cities.

98. Good progress is made at both key stages. Skills and knowledge are built on. For example, at the end of Key Stage 2 pupils are developing their knowledge and understanding of places beyond their own locality through their study of Pakistan. Skills are developed by encouraging pupils to use their initiative in research, and they make good progress in their investigative and research skills by using computer programs and reference books. Information is represented in a number of forms, such as charts, graphs, diagrams and written accounts. Pupils who have special educational needs make good progress. Effective cross-curricular links are made with English, science, art and information technology.
99. Pupils are interested and generally well motivated. Care is taken with the presentation of their work. They work well collaboratively and individually. For example, in Year 2 pupils worked sensibly in a group, brainstorming ideas, while one pupil acted competently as the scribe. Pupils are willing to discuss their work and talk freely about what they have learned.
100. In the two lessons observed, the quality of teaching was good. Clear planning is focused on learning intentions. Resources are very well used and stimulating. Management of pupils is good and teachers make the subject interesting. The brisk pace of lessons keeps the pupils focused. Teachers use good techniques of questioning in lesson introductions, drawing out knowledge from the pupils.
101. A scheme of work is being developed through the detailed termly plans of teachers. Resources are adequate to deliver the National Curriculum. Good use is made of the local environment, local maps, photographs and visiting speakers. Geography makes a good contribution to pupils' social and cultural development.

History

102. Limitation of time and the restrictions of the timetable during the inspection period meant that only two lessons of history were seen, one in Key Stage 1 and the other in Key Stage 2. Evidence has been obtained through scrutiny of pupils' work, photographic records, displays, teachers' plans and from talking to the subject co-ordinator and a group of Year 6 pupils. On the basis of this evidence, pupils' attainment at the end of both key stages is judged to be above national expectations.
103. Reception pupils investigate changes in the lives of families and adults in their environment through their topic on 'Houses and Homes'. They use role-play to re-enact stories and situations from the topic effectively - for example, the 'Three Little Pigs' and an estate agent's office. They are developing the ability to sequence events and to use simple words and phrases related to the passage of time - for example, *long ago*, *yesterday* and *last year*. At the end of Key Stage 1, pupils study houses and homes in more depth, discussing what a home is and considering the materials from which their house is built and comparing the different building styles over the years.

They are developing an understanding of the ways in which houses and homes have changed during the lifetimes of people known to them.

104. In Key Stage 2, pupils build on their historical skills. They develop a sense of chronology and begin to interpret the past in different ways. They have a good understanding of historical periods such as Tudor times, and understand the differences between life then and life today. Pupils know that archaeologists find things that give clues about the past. By the end of Key Stage 2, pupils have a clear sense of chronology and demonstrate an increasing depth of factual knowledge and understanding of aspects of history. They explore the way of life, beliefs and achievements of the ancient Greeks, making a time-line of the period. Pupils use secondary sources such as photographs and artefacts to interpret what life might have been like in the past.
105. Progress is good in both key stages. Pupils make gains in understanding and knowledge through discussion and teacher explanation, supported by good use of quality artefacts and visits to museums and other places of interest.
106. Pupils' response to history is good. They are attentive, listen carefully to instructions and are prepared to participate in discussions. One pupil spoke enthusiastically about the influence of mathematics in ancient Greece. Behaviour is very good. Pupils use materials sensibly and work successfully both independently and collaboratively. They use their initiative to obtain topic books to research information.
107. Teaching is generally good. Teachers' management skills are well-developed. They are well organised, provide stimulating resources and have good subject knowledge, which has a positive impact on pupils' attainment.
108. The subject is well led by the curriculum co-ordinator, who provides both formal and informal guidance and support. A whole-school scheme of work is being developed through teachers' termly planning. Information technology is used well to support history, through tapes, television and computer programs. History is well resourced, and supplemented by external library loans, television programmes and CD-ROM.

Information technology

109. No direct teaching of information technology was observed during the inspection period. Evidence has been obtained from school documentation, teachers' planning and observation of a few pupils using a computer, together with scrutiny of pupils' work and displays. It is clear from pupils' attainment and progress that they are being taught the necessary skills, knowledge and understanding well.
110. Attainment at the end of both key stages is above national expectations and progress is good. In all classes pupils use information technology to support their learning across the majority of subjects. Younger pupils use the mouse and direction keys with confidence. For example, they select colours and differing widths of nib or brush and undo work when necessary. By the end of Key Stage 1, pupils can store, retrieve, change and restore text. They can retrieve an instruction previously set up on the computer by the teacher and act on it. They can communicate ideas well, handle data

and use a range of computer technology with increasing competence. The work on display includes good cross-curricular links, for example, writing sentences and creating pictures in art.

111. In Key Stage 2, information technology skills are built on to support learning and solve problems in other subjects of the curriculum. Pupils use word processing skills to produce a newspaper, booklet or advertisement. They insert text and pictures competently, use graphics to represent two-dimensional shapes and save, print and choose options. By the end of Key Stage 2, pupils successfully use a computer database to store information that they have collected about themselves. They write simple programs using LOGO, research information on the River Thames using CD-ROM and accurately draw a tin of beans as another form of observational drawing for art.
112. Pupils are enthusiastic about computers and co-operate well when working in pairs. They handle hardware and software carefully and are competent in their use of tape-recorders, floor robots and calculators. Occasionally, pairs working on the computer are offered sound help and advice by the teacher, while being allowed to make their own choices.
113. The teachers display a good knowledge of the skills involved, and have clear aims for the lesson. Computer work is almost always related to the on-going work in class or an extension of it. The subject is enthusiastically co-ordinated. It is appropriately supported by a detailed policy and a developing scheme of work. Assessment is made by monitoring and saving samples of moderated work, which are stored on disk at the end of the year. Resources are good, both in terms of the number of computers available and in the range of the software.

Modern Foreign Languages

French

114. Although not a subject of the National Curriculum, the teaching of French is an established part of the school's provision for pupils in Years 5 and 6, and pupils make good progress in acquiring a basic working knowledge of the language, and the country, through weekly sessions.
115. Lessons are conducted solely in French, and pupils understand and respond orally to questions about age, name, family and where they live. They speak clearly and accurately, and quickly assimilate new vocabulary into their conversations. For example, when taught the difference between *appartement* and *maison* pupils are then able to ask and answer appropriately. They can write a few sentences about themselves and their family, using correct spelling. Worksheets also extend practice in new vocabulary learnt and in spelling skills.
116. The quality of teaching is very good. The teacher is qualified in the language, and has a sound understanding of how language is acquired. She sets high expectations of the pupils by teaching only in French; comments and corrections in books are also in French. Pupils rise to the challenge, and speak with good pronunciation. Lessons contain an appropriate balance of oral and written work, and a brisk pace ensures that pupils do not lose concentration. Pupils enjoy the sessions, but are quite modest

about their abilities. They are willing to demonstrate conversational skills with the teacher, and are confident with a partner.

Music

117. Music is a strength of the school. Pupils' attainment is above national expectations at the end of both Key Stages 1 and 2. Pupils across the school have access to specialised music teaching, and a wide range of opportunities to experience all aspects of this subject. This has a direct impact on the level of attainment and the good progress made.
118. In Key Stage 1, pupils acquire a repertoire of songs, rhymes and hymns, which they sing tunefully with an accompaniment. Pupils think about the intentions of the composer by listening intently and relating their responses to the textures of materials. For example, when listening to Debussy's *Des Pas Sur La Neige*, pupils in Year 1 and 2 choose fake fur material because the music felt 'like you could fall asleep on it,' or velvet because it is soft and smooth like the music. They also relate sounds to visual elements by selecting a picture depicting people walking not running, or a painting of the sun coming up, as suggesting the mood of the same music.
119. In Key Stage 2, pupils achieve a very good tone in singing, and observe changes in dynamics and tempo. They learn new songs quickly, and in singing two-part songs, maintain their own part well, while listening for the contribution of other performers. In singing practice, pupils are ready to improve their work under guidance, adding more expression and clarity of diction. In lessons, they can identify the number of beats to a bar, copy regular and irregular rhythms, and give the names of notes and their values. Pupils are introduced to musical terms such as 'pentatonic scale', and French time names, and taught to read staff notation.
120. Pupils are given many opportunities to compose and make good progress in this element of the music curriculum. In Key Stage 1, they play rhythms on maracas and tambourines to represent 'questions' and 'answers'. They develop an understanding of notation through drawing pictures on a ladder to indicate high or low notes. By the end of Key Stage 1, they use symbols and shapes to represent different sounds, and whether to play them loudly or softly. In Key Stage 2, pupils create appropriate music to illustrate the story of Theseus and the Minotaur, and are particularly effective in depicting the storm scenes. At the end of this key stage, pupils' earlier compositions are recorded in staff notation as an illustration of what they have achieved, and a model for future work. Pupils are able to evaluate their own and others' performances and to suggest ways to improve.
121. Pupils clearly enjoy singing and making music. Music is an established part of the curriculum, and pupils throughout the school are involved in annual productions with musical performances of a high calibre. Pupils receiving instrumental tuition regularly volunteer to accompany singing in assemblies, and play recorders and percussion instruments accurately and confidently. They listen to a varied diet of music from past and present times, western and non-western cultures. Sometimes these opportunities come from suitably chosen music to introduce assemblies, or in class lessons. Through this, pupils make good progress in the listening and appraising element of the music curriculum, and are able to identify well-known composers and

some of their works.

122. All music lessons are led by teaching staff who have specialist expertise. The quality of teaching is of a very high standard and is occasionally outstanding. These teachers are very secure in their subject knowledge and encourage and motivate pupils through their playing, singing and energetic approach. Effective and imaginative use of a range of practical activities ensures positive responses from pupils. Teachers set a challenging pace, and lessons are a balance of listening and performing, familiar and new material. They set high expectations to which the pupils respond successfully. Appropriate links are made with other subjects enabling pupils to see a wider context for their music-making.
123. While class teaching is undertaken by staff with specialist knowledge, class teachers are involved in the planning of lessons, and are guided by a scheme of work identifying the progression of skills. Recent workshops have raised the confidence of non-musicians in providing group activities in the classroom, supported by various commercial music schemes and radio programmes. There is a good range of tuned and untuned instruments, audio equipment, and CDs. The music curriculum is further enhanced by visits to hear orchestras, and attending musical shows in London as part of a residential trip for older pupils. Visitors to the school introduced pupils to Tudor music as part of their topic. Pupils take part in the local Arts Festival Week, and have the opportunity to learn clarinet, flute, recorder, saxophone and cornet in extra-curricular lessons. They regularly hear their teachers perform in ensembles.

Physical education

124. Due to restrictions in the timetable and inclement weather, only two lessons, in the physical education activity of dance, were seen during the inspection period. There was insufficient evidence, therefore, to make an accurate judgement on the attainment of pupils at the end of either Key Stage 1 or Key Stage 2, or of progress made across the subject.
125. In dance, in early Key Stage 1, pupils explore feelings and moods through facial expressions, movements and changes of speed. They contrast sad music with happy music by making big *heavy* steps or quick, little steps. They change direction quickly with control, and are able to improve their performance by adding twisting and turning motions.
126. Younger pupils in Key Stage 2 interpret music through fast and slow movements. Some are able to move in slow motion with scarcely perceptible changes. They are able to graduate their speed in a controlled manner from very fast to very slow. Groups display a variety of actions to interpret the music, - for example, moving on their backs across the floor, swaying or sitting, touching toes and moving like a wheel.
127. Pupils dress appropriately for physical exercise. They enjoy the activities, especially working with a partner or group. They use the space well, paying attention to other pupils. Younger pupils are beginning to realise the importance of listening to instructions. Through careful questioning, they appraise the performance of other

groups.

128. The quality of teaching observed is good. Teachers are good role-models to pupils wearing correct footwear, and appropriate emphasis is given to safety procedures. Lessons are a good balance between warm-up activities, development of group work, and a plenary session at the end. Teachers use pupils well to demonstrate teaching points, and give them the opportunity to comment on the performance of others, but older pupils are given insufficient guidance in constructive evaluation. Resources are well chosen: a commercial programme offers good support for younger pupils, and music is well chosen for older pupils, enabling them to interpret the contrasting moods easily.
129. Planning shows that sufficient time is allocated across the year to all areas of activity in the physical education curriculum. Restricted hall space affects the organisation of physical education lessons, in that some classes are split into two sessions to allow freedom of movement. However, good use is made of indoor climbing apparatus and benches to teach gymnastics. Access to an area of outdoor play equipment provides further opportunities during good weather. Pupils also benefit from a large sports field adjoining the school for games lessons, after-school clubs and friendly inter-school matches. Provision for swimming is satisfactory. Pupils in Years 4 and 5 attend regular lessons in swimming, and by the end of Year 5, the majority has at least their 25 metres award, and many can swim substantially greater distances.

Religious education

130. At the end of Key Stages 1 and 2, pupils' attainment is in line with what is required by the local agreed syllabus. Pupils of all ages make satisfactory or better progress in religious, moral and social understanding.
131. At Key Stage 1, many opportunities are provided for pupils to develop a sound understanding of their own and other religious beliefs and customs, through celebrations and festivals. Pupils learn about Christian worship through listening to Bible stories and discussions, and in acts of collective worship. They know of Christian tradition and beliefs through the celebration of harvest, Christmas and Easter and by occasionally visiting religious buildings, such as the local Methodist church and a synagogue. They explore other religious beliefs through, for example, looking at Hinduism, and compare the festival of Diwali with Christmas. Pupils know that greetings cards are sent to celebrate a variety of occasions.
132. In Key Stage 2, pupils are encouraged to think about their feelings and motives behind their actions by discussing times when they have been tempted to do wrong or been unpopular, and times when they have had to do without something. At the end of Key Stage 2, pupils explore shared experiences in relation to life being a journey, and comparing and contrasting Christianity with Hinduism. Pupils can identify different religious buildings - for example, cathedrals and mosques. They know that certain places in the world are special to the traditions and beliefs of people - for example, Bethlehem or Medina in Saudi Arabia - and that when people travel to a special place it is called a pilgrimage. Pupils develop their knowledge and understanding of religious education further through considering topical issues. For

example, Year 5/6 pupils discuss people like Mother Teresa and Diana, Princess of Wales, who were committed to helping others unable to help themselves.

133. Pupils make sound progress throughout the school. In most lessons they build on past work, consolidate their knowledge and have the ability to reflect on and respond to the content of the lessons. For example, pupils are developing their knowledge of the special places for different faith groups.
134. Pupils generally listen attentively and are responsive to instructions. They answer questions sensibly and thoughtfully, and are willing to contribute to discussions. An exception to this was in Key Stage 1, at the end of the day, when pupils were restless and showed signs of being tired. Pupils participate in whole-school acts of collective worship with confidence.
135. The quality of teaching is good in two out of three lessons and satisfactory in the third. Overall, teachers have a sound knowledge of the subject. They plan lessons well, and link the work to the agreed syllabus. They use questions well, drawing effectively on pupils' experiences and ideas. Teachers are aware of pupils' individual needs and their caring approach builds up pupils' self-confidence and self-esteem.
136. The subject is supported by a detailed policy and a clearly written scheme of work, along with the agreed syllabus. The school has worked out a three-year rolling programme for religious education to ensure full coverage of the work specified in the agreed syllabus for split-age classes. There are two co-ordinators covering both key stages. They are well-informed and have sound plans for the future. Time is made available to monitor the subject. Resources are adequate, but some areas are in need of artefacts to enhance the subject. The school meets legal requirements for religious education.

PART C: INSPECTION DATA

Summary of inspection evidence

137. The school was inspected by a team of three inspectors: two for four days, and a lay inspector for two days. The evidence in the report is based on 29 hours and 45 minutes of direct observation of 61 lessons. Seventy-one other observations were completed, creating evidence from the following areas:

- interviews with headteacher and governors;
- interviews with curriculum co-ordinators, administrative staff, premises officer, lunchtime supervisors and classroom assistants;
- discussion with parents;
- scrutiny of pupils work, selected by teachers to represent the range of attainment;
- observation of acts of collective worship;
- listening to pupils read;
- scrutiny of parents' questionnaires;
- scrutiny of school documentation, including policies, plans, financial records, prospectus, and Individual Education Plans;
- scrutiny of pupils' work in displays throughout the school;
- observation of registration periods;
- observation in the playground at play-time;
- observation and discussion with pupils during lunchtime;
- survey of the school site and buildings;
- scrutiny of attendance records, registers and pupils' reports;
- scrutiny of videos - on animation, and end-of-term school performances;
- discussion with pupils regarding understanding of subjects;
- discussion with pupils regarding attitudes, behaviour and responsibilities;
- discussion with pupils regarding library duties;
- scrutiny of photographs, scrapbooks and newspaper clippings.

1. PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	140	0	9	10

1. TEACHERS AND CLASSES

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)

6

Number of pupils per qualified teacher

23.3: 1

Education support staff (YR - Y6)

Total number of education support staff

3

Total aggregate hours worked each week

40

1. FINANCIAL DATA

Financial year:

96/97

	£
Total income	204,555
Total expenditure	219,393
Expenditure per pupils	1,534
Balance brought forward from previous year	16,233
Balance carried forward to next year	1,395

1. PARENTAL SURVEY

Number of questionnaires sent out:	202
Number of questionnaires returned:	134

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	46	48	5	1	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	52	38	4	4	2
The school handles complaints from parents well	24	49	19	4	4
The school gives me a clear understanding of what is taught	35	48	13	4	0
The school keeps me well informed about my child(ren)'s progress	38	50	10	2	0
The school enables my child(ren) to achieve a good standard of work	58	37	4	1	0
The school encourages children to get involved in more than just their daily lessons	45	46	8	1	0
I am satisfied with the work that my child(ren) is/are expected to do at home	35	54	5	4	2
The school's values and attitudes have a positive effect on my child(ren)	54	39	5	1	1
The school achieves high standards of good behaviour	60	36	4	0	0
My child(ren) like(s) school	69	23	6	2	0