

INSPECTION REPORT

St. Paulinus Catholic Primary School
Dewsbury

LEA area : Kirklees

Unique Reference Number : 107753

Headteacher : Mrs R Drake

Reporting inspector : Mrs B Walker
1530

Dates of inspection : 27th – 30th September 1999

Under OFSTED contract number: 706880

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	Voluntary Aided
Age range of pupils :	3 - 11
Gender of pupils :	Mixed
School address :	Temple Road Dewsbury W. Yorks WF13 3QE
Telephone number :	01924 325330
Fax number :	01924 325331
Appropriate authority :	Governing Body
Name of chair of governors :	Rev. Peter Dawber
Date of previous inspection :	January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs B Walker, Registered Inspector	Equal Opportunities	Attainment and Progress
	Under Fives	Teaching
	Music	The Efficiency of the School
	Physical Education	
Mrs S Drake, Lay Inspector		Attitudes, Behaviour and Personal Development
		Attendance
		Pupils' Spiritual, Moral, Social and Cultural Development
		Support, Guidance and Pupils' Welfare
		Partnership with Parents and the Community
Mr J Collins, Team Inspector	Science	Leadership and Management
	Geography	
Mrs G Peet, Team Inspector	Mathematics	The Curriculum and Assessment
	Design and Technology	
Mrs P Peaker, Team Inspector	Special Educational Needs	
	English	
Mrs J Gibson, Team Inspector	Information Technology	Staffing, Accommodation and Learning Resources
	History	
	Art	

The inspection contractor was:

Nord Anglia School Inspection Services
 Strathblane House, Ashfield Road
 Cheadle, Cheshire, SK8 1BB
 Tel. No: 0161 282 2982

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

1 - 4

Characteristics of the school
Key indicators

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

5 - 34

Attainment and progress
Attitudes, behaviour and personal development
Attendance

Quality of education provided

35 - 65

Teaching
The curriculum and assessment
Pupils' spiritual, moral, social and cultural development
Support, guidance and pupils' welfare
Partnership with parents and the community

The management and efficiency of the school

66 - 91

Leadership and management
Staffing, accommodation and learning resources
The efficiency of the school

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five

92 - 104

English, mathematics and science

105 - 141

Other subjects or courses

142 - 188

PART C: INSPECTION DATA

Summary of inspection evidence

189 - 192

Data and indicators

MAIN FINDINGS

What the school does well

- The school has made good progress in improving its science provision.
- The 1999 end of Key Stage 2 assessment results for mathematics and science are higher than the 1998 results.
- Thirteen per cent of all teaching is very good.
- Pupils' attitudes to learning are good.
- Pupils' behaviour is a strength of the school; it is very good in all parts of the school.
- All relationships are very good.
- The provision for pupils under five years of age is a strength of the school, being very good in all aspects.
- The provision for pupils with special educational needs is good and the progress made by these pupils is satisfactory.
- The provision for moral development and the promotion of effective discipline are good.
- The school implements its aims well.
- The use of teaching and support staff is good.
- Financial control and school administration are good.

Where the school has weaknesses

- I. Attainment in the 1998 national assessment at Key Stage 2 for mathematics and science is well below the national average.
- II. Attainment in mathematics is below average in both key stages.
- III. Progress in mathematics is unsatisfactory, but improving.
- IV. Progress is unsatisfactory the foundation subjects of art, music and physical education, and poor in design and technology.
- V. The curriculum for Key Stage 2 is unsatisfactory. (This judgement does not include Religious Education)
- VI. Twelve per cent of all teaching is unsatisfactory.
- VII. The leadership and management of the school lack clear definition at all levels except within the Early Years Unit.
- VIII. Provision for pupils' cultural development is unsatisfactory.
- IX. Health and safety checking procedures are not fully carried out.

The school's strengths and weaknesses are almost equally balanced. The weaknesses will form the basis of a governors' Action Plan, which will be circulated to all parents.

How the school has improved since the last inspection

- X. Early Years planning is effective. Planning for Literacy and Numeracy in both key stages is effective. Planning for other areas of the curriculum is currently being further developed through the school's decision to adopt the curriculum guidelines from the Qualifications and Curriculum Authority.
- XI. There is satisfactory involvement by the senior management team and the governors in the evaluation of the school's resources, but there is still room for further development in this area.
- XII. The teaching of the lower attaining pupils is effective. The teaching of the higher attaining pupils is beginning to develop in the core subjects. Teaching consistency in English is evident throughout the school. Work is in hand to improve the teaching consistency in mathematics. There is still evidence of inconsistencies in the teaching of foundation subjects.

- XIII. There are agreed assessment systems in the school. Some useful recording systems are being developed. Day to day use of assessment to inform future planning is satisfactory. Reporting to parents is satisfactory.
- XIV. The teaching of science has become more consistent and standards in this subject meet national expectations. After a delayed start, information technology teaching is now improving. Standards in information technology are not yet satisfactory, but are currently improving.
- XV. The development of a broader understanding of other cultures has not yet been achieved across the school.
- XVI. The good behaviour and the quality of relationships in all parts of the school have both been maintained well.

Given the change of headteacher three years ago, the appointment of a number of new members of both the teaching and non-teaching staff, the fundamental changes to the early years provision in the school, the development of new computing resources and the new requirements for literacy and numeracy which have also been addressed recently, the development of the school since the last inspection is satisfactory overall. There is satisfactory capacity in the school for further improvement.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<i>Key</i>	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	C	C		
Mathematics	E	E		
Science	E	E		

In 1998, the school's results for English were broadly in line with the national average, and broadly in line with the average for schools with similar background characteristics.

In the same year, the school's results for mathematics and science were well below the national average and well below the average for schools with similar backgrounds.

Early information about the national assessment test results at Key Stage 2 in 1999 indicates that outcomes for the English tests are lower than in 1998, while outcomes for mathematics and science are higher than for 1998. At the time of writing there were no national averages for 1999 with which to compare these results.

Attainment in English and science in the inspection is average overall. Attainment in mathematics in the inspection is below average, but there are early signs that it is improving. Attainment in information technology is improving rapidly at this stage, but is not yet average in either key stage. Progress in the foundation subjects is variable, being satisfactory in geography and history, unsatisfactory in art, music and physical education, and poor in design and technology.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Very good	Satisfactory	Satisfactory
Mathematics	Very good	Satisfactory	Satisfactory
Science	-	Satisfactory	Satisfactory
Information technology	-	Satisfactory	Satisfactory
Religious education	-	-	-
Other subjects	Very good	Satisfactory overall, but variable	Satisfactory overall, but variable

The overall range of teaching quality is variable, ranging from unsatisfactory to very good. This range is particularly evident in the 'other subjects', whereas for the core subjects the range is more consistently satisfactory or better. Teaching in English is sound overall, with more than half of all lessons seen having good or very good teaching. The teaching of science is consistently satisfactory or good for all age groups. Teaching in the Early Years Unit is consistently of a very high quality.

Other aspects of the school

Aspect	Comment
Behaviour	The school community is well ordered and expectations related to behaviour are consistently high. All relationships are very good.
Attendance	Satisfactory
Ethos*	Satisfactory overall. While the attitudes of pupils are good and the relationships in the school are very good, the school does not have sufficient commitment to high standards.
Leadership and management	Satisfactory overall. While the commitment to the school's aims is good, the educational direction and development lack clear definition.
Curriculum	The curriculum for the early years is very good. The curriculum has weaknesses in Key Stage 1 and is unsatisfactory in Key Stage 2.
Pupils with special educational needs	The school has clear systems to support these pupils. The co-ordinator for special educational needs fulfils the role effectively.
Spiritual, moral, social & cultural development	Satisfactory overall. Provision for moral development is good, but that for cultural development is unsatisfactory, as it was at the last inspection.
Staffing, resources and accommodation	Satisfactory overall.
Value for money	Unsatisfactory. Overall progress is improving, and is satisfactory in the school's provision in English, science, geography and history, and showing early stages of improvement in mathematics and information technology. In other subjects, learning is not yet being extended evenly for the majority of pupils as they move up the school through the year groups.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
XVII. The Early Years Unit and the progress made there by their young children	XXII. Insufficient information about their
XVIII. The good discipline and behaviour	XXIII. The school's response to complaints
XIX. The values and attitudes which are promoted	XXIV. The limitations of the extra
XX. Their children enjoy attending this school	XXV. The inconsistency of homework
XXI. The staff are approachable	XXVI. The staffing attendance patterns

Inspectors agree that the quality of provision in the Early Years Unit is very good. The school consistently promotes effective values and attitudes, and standards of discipline and behaviour are high. Pupils do enjoy attending school, and staff are approachable and caring.

Inspectors also agree that the range of information about pupils' progress could be more specific, although they acknowledge the face to face discussions which teachers hold regularly with parents, when additional information is given. The school's procedures for complaints are published in the Prospectus.

The school staff make considerable efforts to provide extra-curricular activities, including lunch time opportunities and some after-school sports events with other schools. While this pattern of provision is not always consistent, some of the pupils in Key Stage 2 attend rugby training, netball, line dancing, the choir and other groups. Staff go to some lengths to provide this range. Inspectors found no opportunities for pupils in Key Stage 1.

The school is currently implementing its newly agreed homework arrangements, and the headteacher is monitoring provision at present, to ensure that consistency of provision is achieved.

There is a high staff absence rate for both teaching and non-teaching staff. Some of this is related to longer term illness of a more serious nature. The headteacher is not in a position to discuss individual cases with parents. The school makes every attempt to obtain effective supply teachers, but where longer term illness affects the situation, the supply cover may involve a number of supply teachers over a period of time. It is this constantly changing provision which is a concern, as the pupils involved lose continuity of relationships and learning. The school will continue to try to obtain consistent supply cover for these cases.

KEY ISSUES FOR ACTION

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

1. Standards

- a) Improve attainment and progress in mathematics.
- b) Improve progression in learning where it is unsatisfactory.

(Paragraphs 18, 19, 24, 27, 28, 29, 131, 132, 133, 134, 135, 136, 161, 165, 185, 193).

2. Teaching

- a) Improve the quality of teaching by:
 - improving teachers' subject knowledge
 - specifying attention to skills, knowledge and understanding in planning and teaching
 - developing clear and appropriate learning objectives for lessons
 - introducing more rigour, pace and higher expectations into lessons.

(Paragraphs 39, 41, 42, 43, 92, 140, 144, 146, 156, 162, 169, 174, 182, 187, 196).

3. Curriculum

- a) Further develop curriculum planning to improve overall coherence and to ensure that teachers are clear about what they should be teaching.
- b) Develop understanding of other cultures and apply this across the curriculum.

(Paragraphs 51, 52, 53, 59, 71, 91, 163, 167, 190, 197).

4. Management

- a) Develop the leadership profile and the impact of management in the school by:
 - involving governors to ensure that they develop an effective strategic overview
 - promoting the leadership profile of the headteacher
 - establishing clearly the duties and responsibilities of the deputy headteacher
 - promoting and supporting the key stage co-ordinators to enable them to become effective managers and leaders - developing the role of the curriculum co-ordinators to ensure that they become more effective managers of their subjects. (Paragraphs 71, 72, 73, 164, 176, 190, 198).

b) Extend attention to health and safety checks to include effective risk assessments.
(Paragraphs 64, 83).

c) Give attention to the need for appropriate curriculum time allocation in Key Stage 2.
(Paragraphs 51, 197).

INTRODUCTION

Characteristics of the school

- 1 St. Paulinus' Catholic Primary School is located between two very busy main roads in Dewsbury, one of which leads to Huddersfield and the other to Heckmondwike. The school's pupils come from the Catholic parishes of St. Paulinus, St. Thomas More, St. Anne's and St Aiden's. Their homes are both nearby the school and more distant, with many pupils arriving and returning by one of the four buses which serve the school each day. There are 387 pupils on roll in the classes from Reception to Year 6, with an additional 24 part time nursery pupils who are under five years of age. The pupils represent the full social spectrum, and the school values this social mix and helps all children to relate well to one another.

- 1 The school roll has fallen from 450 last year to 411 at present, with some additional pupils who will start in January 2000, but is still much bigger than most primary schools. Around twenty per cent of pupils are eligible for free school meals, and this figure matches the national average. There is a low percentage of pupils speaking English as an additional language. Less than ten per cent of pupils have special educational needs, which is considerably below the national average, but pupils with statements of special educational need represent two per cent of the school population, which is slightly higher than the national average. Attainment on entry to the school is average. By the time children reach five years of age, the majority achieve in line with national expectations for the age group, and some achieve above this level.

- 2 The school's mission statement is "In Him we live and move and have our being". There is in addition, a reference to the Roman Catholic Church's new Code of Canon Law which refers to the need for education to pay regard to the whole person. Reference is also made to the aims of primary education as stated in the Warnock Report and adopted by Kirklees Education Authority. The school's additional aims are about to be further extended to include more attention to academic standards, but at present the school aims to generate a community climate; give children the opportunity to acquire knowledge and skills relevant to adult life and employment; help children to understand the world and to develop the capacity to live as independent, self-motivated adults and contributing members of society. The school also has a stated set of objectives by which these aims are realised through the different curriculum areas. The school's current development plan has a number of broad statements of intent related to curriculum, buildings, staff and community.

- 3 The school has an Early Years Unit, which serves the education of children under five years of age. At the time of this inspection this Unit housed the twenty three Reception pupils and the twenty four part-time pupils, all of whom were under five. The classes in the main school are organised within year groups, with two classes for each year. Most of the Year 1 and Year 2 pupils are in the infants' building, but one class of Year 2 pupils is housed in the junior building alongside all the Key Stage 2 classes. There are separate halls and playgrounds for the separate buildings.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	36	28	64

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	22	25
	Girls	24	24	24
	Total	37	46	49
Percentage at NC Level 2 or above	School	60	74	79
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	17	26	31
	Girls	24	23	25
	Total	41	49	56
Percentage at NC Level 2 or above	School	66	79	90
	National	81	85	86

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	32	36	68

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	21	14	20
	Girls	30	16	18
	Total	51	30	38
Percentage at NC Level 4 or above	School	77	45	58
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	20	21	24
	Girls	26	27	26
	Total	46	48	50
Percentage at NC Level 4 or above	School	70	73	76
	National	65	65	72

Attendance

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

		%
Authorised Absence	School	6.4
	National comparative data	5.7
Unauthorised Absence	School	0
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	13
Satisfactory or better	88
Less than satisfactory	12

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 The majority of pupils who are at present under five years of age are in line to enter the school at five years of age with good attainment in spoken language, knowledge and understanding of the world and personal and social development, and average attainment in the mathematical, creative and physical areas of development. However, the provision in the Early Years Unit has been very recently re-developed to make this degree of provision possible, and pupils already in the main school may not have reached these standards during their early years.
- 2 Attainment in reading, writing and mathematics at Key Stage 1 in the national assessment tests for 1998 was well below the national averages, although the percentage of pupils achieving the higher level 3 was close to the national average. For reading and writing at Key Stage 1 the school's performance in the tests in 1998 was well below that of similar schools, while for mathematics it was close to that of similar schools. Science results as indicated by teacher assessments are a little above the national average. The numbers of pupils attaining level 2 or above in 1999 are similar to 1998 for reading, slightly higher for writing and slightly lower for mathematics. At this stage there are no national averages with which to compare these latest results.
- 3 There was a small difference in the performance of boys and girls in reading and writing, where girls did slightly better than boys, but all pupils perform below the national average. There was no difference in mathematics attainment, which was close to the national average for both boys and girls.
- 4 Over a three year period, attainment in the national assessment at Key Stage 1 has remained below the national average for reading, well below the national average for writing and close to the national average for mathematics.
- 5 Attainment in English at Key Stage 2 in the 1998 national assessment was above the national average for English, but well below it for mathematics and science. For all three core subjects the attainment at the higher level 5 was well below the national average. Boys in Key Stage 2 achieved slightly better than girls in English and science, but performances were equal in mathematics, being below the national average for both boys and girls. The 1999 national assessment results for English at Key Stage 2 show that 61% of pupils achieved level 4 or above; this is a lower percentage than in 1998. For the Key Stage 2 national assessment test results for 1999 in mathematics and science, the school's results are considerably higher than in 1998. There are no national averages available at this time with which to compare these results.
- 6 In comparison with similar schools, pupils' performance in English was close to the average, and in mathematics and science it was well below the average for schools with similar background characteristics. Over a period of three years, English results at Key Stage 2 were close to the national average, while mathematics and science were below.
- 7 Attainment in English in the inspection is in line with national expectations overall and progress is satisfactory. The English profile is stronger in Key Stage 2 than in Key Stage 1.
- 8 From inspection evidence, attainment in speaking and listening at both Key Stages 1 and 2 is average: pupils of all ages are attentive and interested listeners. The last inspection found speaking and listening skills to be good at both key stages. By the end of Key Stage 1, pupils give their reactions to a story and develop ideas well when encouraged through good questioning. Pupils in Year 6 give considered responses to questions as they explore and explain ideas in a poem. Some perform scripted drama well. Progress in this aspect of English is satisfactory. The difference in attainment since the last inspection is linked to lack of clear objectives related to speaking and listening development to ensure that new vocabulary is understood and used effectively. This element of English is included in planning for the literacy hour, but is not broadly applied across the curriculum.

- 9 Attainment in reading is below average in Key Stage 1 and in line with national expectations in Key Stage 2. Progress in reading at Key Stage 1 is unsatisfactory; pupils are unclear about phonics and they do not use a full range of strategies when faced with unfamiliar words. Pupils in Key Stage 2 make sound progress as readers. They develop fluency and expression in their reading, understanding of plot and characters, and can reflect on their reading, making reference to the text to support their opinions. Year 6 pupils can use the library classification system and find information from books.
- 10 Attainment in writing at the end of Key Stage 1 does not meet national expectations. Attainment in writing meets national expectations at the end of Key Stage 2. In the last inspection, attainment in writing was in line with national expectations at both key stages. The reason for the difference now apparent at Key Stage 1 is because some of the teaching is effective for higher attaining pupils, but less so for average pupils. Work from last year's Year 2 shows that pupils of average ability have not developed their handwriting or composition skills effectively or consistently, and their use of simple punctuation is only partly successful.
- 11 Progress in writing at Key Stage 1 is sound for higher attaining pupils, but for average and lower attaining pupils there are areas which are underdeveloped and unsatisfactory. Higher attainers engage the reader's attention through sentence structure and word choices, but other pupils' work is much more limited in its scope, with simple conjunctions and descriptions and full stops often used only at the end of a piece of work. Handwriting shows similar variability: it is usually legible, but shows inconsistencies of orientation, size, and use of upper and lower case letters. A few pupils are developing cursive script.
- 12 Progress in writing at Key Stage 2 is variable but satisfactory overall, with only the higher attainers showing effective understanding at the beginning of the key stage in Year 3, but improved progress for pupils of all abilities towards the end of the key stage. Lessons and examples of work seen show writing which is limited to a few sentences of news in Year 3, rigorous practice with adverbs, suffixes, possessives and similes in Year 4, a wider range of more extended writing at Year 5 and writing for a range of purposes at Year 6. Higher attaining pupils make suitable progress, but pupils of other abilities make limited progress, especially at the beginning of the key stage. Handwriting shows similar variability, but develops more effectively towards the end of the key stage. This is because not all teachers teach handwriting consistently.
- 13 The school's strategy for literacy is effective. In the best lessons, work is well organised and good use is made of the literacy strategy planning. This strategy is having good impact upon consistency of provision and pupils' progress. During literacy sessions, support staff work with pupils who have special educational needs. These pupils make satisfactory progress in meeting the English targets in their individual education plans.
- 14 Attainment in mathematics is below national expectations in both key stages. Standards in this subject in the last inspection were satisfactory at both key stages. Some Year 2 pupils have difficulty adding beyond ten and more have unsatisfactory understanding of place value. They have satisfactory understanding of shape and measures. Pupils in Year 6 have difficulty applying their number skills to everyday situations and are unsure of multiplication beyond the five times table. They are able to work well with the relationships between fractions, decimals and percentages.
- 15 Progress in mathematics is unsatisfactory because it is inconsistent in both key stages, but is currently improving due to the school's numeracy strategy. Pupils in Year 1 are adding to ten and counting in tens. Pupils in Year 2 have not had much opportunity to benefit from the numeracy strategy, which is only just being implemented across the school. At this stage they have had insufficient opportunities to develop mental strategies, but make satisfactory progress in some lessons. Pupils in Year 3 are capable of using a number square to add ten and subtract one to add nine overall, but are not always sure when attempting to do this mentally. In Year 4, pupils are developing strategies for adding two numbers in their heads. In Year 5, good progress is evident in changing fractions to decimals and in Year 6 there is satisfactory progress in calculating percentages.

- 16 Attainment in science is in line with national expectations at the top of both key stages. Pupils in Key Stage 1 understand the basic requirements for plant growth, and that heat can cause changes. Pupils in Year 6 make close observations of plant roots, use a simple key and classify materials into solids, liquids and gases. The last inspection report contained a key issue about the need to improve standards in science. The school has been successful in dealing effectively with this matter for all age groups.
- 17 Progress in science is satisfactory at both key stages, but is rather uneven. The majority of pupils move progressively through the expected levels of attainment, but at a slightly more effective rate in Key Stage 1 than in Key Stage 2.
- 18 Attainment in information technology is below what would be expected nationally, at the end of both key stages, but progress is currently improving rapidly and is sound overall, with some examples of good progress in some individual lessons in both key stages. Pupils with special educational needs make satisfactory progress. In the last report, one of the key issues made reference to the need to improve standards in this subject. After a delayed start which was caused by the need to install more effective equipment, the school is addressing this matter with success.
- 19 Pupils with special educational needs make satisfactory progress in the core subjects of English and science, and good progress in mathematics. In the foundation subjects, their progress is similar to that of the rest of the pupils, being variable overall. Progress related to their targets for improvement, as specified in the individual education plans, is evident. These targets are reflected in statements and annual reviews and can be clearly monitored in the school.
- 20 Progress in design and technology is poor throughout the school. Through Key Stage 1 pupils begin to use scissors and think about the best ways of joining materials. By the end of Key Stage 2 pupils have had few experiences of design and technology and are unable to recall many examples of completed tasks. The poor progress is directly related to lack of opportunities to develop and practise skills and techniques in working with a range of materials.
- 21 Progress in history is sound at both key stages. Year 1 pupils understand historical terms such as 'long ago' in relation to their own lifetime, and sequence photographs to show their own development. Year 2 pupils identify some differences between Victorian household implements and those of modern times. Key Stage 2 pupils find out information from reference books, report on a coal mining explosion in Year 3, describe a Tudor house in Year 5 and explain the meaning of before and after Christ in Year 6. Some key elements of history, such as using artefacts and a range of sources of evidence, are less well developed than fact finding from books.
- 22 Progress in geography is satisfactory in both key stages. Pupils in Key Stage 1 study both a local and a contrasting locality. Pupils in Key Stage 2 have good opportunities to learn about a variety of localities, which are all followed up by relevant studies.
- 23 Progress in art is unsatisfactory at both key stages. Pupils do not develop effective skills, nor do they receive sufficient opportunities to use different methods, tools and materials systematically to develop their understanding of media and techniques.
- 24 Progress in music is satisfactory at Key Stage 1 and unsatisfactory at Key Stage 2. Pupils in Key Stage 1 develop understanding of rhythms and learn to work with increasingly complex sound patterns. Pupils in Key Stage 2 start by doing work which is more simple than that done by the younger pupils, and later in the key stage they have some limited experiences with composing and performing. In Year 6 pupils listen to and appraise world music effectively.
- 25 Progress in physical education is unsatisfactory in both key stages. Pupils receive a variable curriculum for physical education which has conflicting expectations and which leads to very variable progress as pupils move from year to year.

- 26 For pre-Key Stage 1 pupils, the last inspection found standards of achievement to be sound in all areas of learning, except language and social skills, where standards were good. Since that time, the areas of learning have been redefined. Standards are still sound overall, with good progress in speaking and listening, knowledge and understanding of the world and in personal and social development. Some early writing opportunities lead to good development for some pupils.
- 27 In the last inspection, standards of achievement were found to be broadly in line with national age-related expectations in Key Stage 1 for all subjects except science, where standards were slightly low, and information technology where standards were unsatisfactory. Improvements are evident this time in science and information technology standards, while those for mathematics are currently unsatisfactory, but improving through the numeracy work. Standards of attainment have not been judged for the foundation subjects this time, but progress shows weaknesses in design and technology, art and physical education.
- 28 Findings at the last inspection for Key Stage 2 were sound and often good for reading, sound for writing and good for speaking and listening. Findings this time for these aspects of English are broadly similar for this key stage. Numeracy standards were sound, whereas they are unsatisfactory, but improving, at the present time. Standards in science were previously slightly below average, but are now average through Key Stage 2. Standards in information technology for Key Stage 2 were poor in the last inspection, but are currently improving as a result of the school's current emphasis on provision on this subject. Standards of achievement in the foundation subjects have not been judged this time, but progress at Key Stage 2 is currently satisfactory for history and geography, and unsatisfactory for art, music and physical education. Progress in design and technology is poor.
- 29 For pupils with special educational needs, progress, at the time of the last inspection, was sound for those with statements of special educational needs, but less consistent for non-statemented pupils. This pattern is still evident, but non-statemented pupils now make sound progress in English and science, while their progress in the foundation subjects is less consistent.

33

Attitudes, behaviour and personal development

- 1 Pupils have good attitudes towards their learning, behave very well, develop very good relationships with others and generally make satisfactory progress in their personal development.
- 2 Pupils settle very well at the beginning of lessons and listen attentively to what teachers have to say. They are very good at waiting their turn to answer questions or make a contribution. Pupils concentrate well, try hard to follow instructions and generally persevere when they encounter difficulties, learning from their mistakes, but few pupils ask leading questions that build on their previous learning and take their understanding forward. They work quietly and well, taking care with the presentation of their written work. In the Early Years Unit pupils are particularly interested, lively and quick on the uptake. For example, in a moment when the teacher capitalised most effectively on a situation, pupils returning from their preparations for lunchtime found that one of their peers had assumed the role of teacher and was 'reading' "Peace at Last" to the whole class. They quietly sat down, joined in and thoroughly enjoyed this new, unplanned for, experience. Higher up the school, much of the teaching is more pedestrian, so pupils have few opportunities to work independently, solve problems and generate ideas. In a good Year 5 lesson on probability, pupils were initially excited by the activities, but the attention of some began to wander because they were unused to this type of learning and had difficulty seeing its relevance to mathematics. When given the freedom, some pupils, particularly the higher attainers, rise to the challenge very well. Year 6 pupils who were observed working on the school newsletter paid excellent attention to their pupil-tutor and showed high levels of motivation, initiative and willingness to learn.
- 3 During lessons and throughout the day, pupils behave very well and foster very good relationships that contribute to the creation of an orderly community in which effective learning can take place. Pupils cooperate very well with teachers' high expectations of good behaviour. They try hard, for instance, to avoid bumping into each other during physical education lessons or when in the playground, and many automatically apologise if they do make contact. Pupils are friendly and polite to adults and also to each other, for example holding doors open unasked, and thanking those who hold doors open for them. Their

behaviour in assemblies is very good and most pupils make good use of the opportunities provided for reflection. There have been no exclusions in the past twelve months and very little need to record any incidents of poor behaviour. This is an improvement since the previous inspection. Pupils say that others are friendly towards them and that there is very little serious bullying. Those who have special needs are fully welcomed into the community.

- 4 Currently the school provides too few opportunities for pupils to make more than satisfactory progress in their personal development. Year 6 monitors carry out their tasks diligently and most pupils contribute to the community through willingly tidying up at the end of lessons. A small number of Year 6 pupils help to produce the newsletter but there is no forum for debate nor real opportunity for pupils to increase their understanding and tolerance of the diversity of beliefs, attitudes and traditions which contribute to the richness of the world in which we live.

Attendance

- 1 Attendance levels at the school are satisfactory although they are just below the national average. The majority of pupils attend regularly and arrive punctually but, during term time last year, around a quarter of pupils were taken on holidays, some of which extended beyond two weeks. Such absence interrupts the pupils' learning and slows down the rate of both their own and others' progress since teachers have to repeat work already covered.

QUALITY OF EDUCATION PROVIDED

Teaching

- 2 The quality of teaching is satisfactory overall, with 88% being sound or better, 13% being very good and 12% being unsatisfactory. At the time of the last inspection, teaching quality was found to range from unsatisfactory to very good. This is still the case. Since that time, all teachers have developed curriculum planning to achieve a greater consistency of plans across the school, clearer objectives and better use of assessment.
- 3 Teaching for pupils under five years of age is very good overall. This teaching provision is characterised by very effective leadership, and a team approach which ensures continuing professional development for all staff. Knowledge of the areas of learning for the age group and the knowledge of the needs of young children are clear strengths. The curriculum provision reflects this high standard of subject knowledge. Assessment procedures are clear, efficient and effective. Overall strengths include the quality of provision for language and literacy, knowledge and understanding of the world, and the very good provision for personal and social development, independence and self reliance. Teachers, nursery nurses and non-teaching assistants all understand the intentions of the shared and agreed planning process and all play a full part in the successful teaching provision which has a clear impact on learning outcomes for pupils of all abilities.
- 4 Teachers in Key Stages 1 and 2 are capable and experienced, and all, including the two supply teachers who were employed in the school at the time of this inspection, manage pupils effectively, organise their classrooms well, prepare effectively and engage the attention of their pupils. Time is not always used effectively, as exemplified in a music lesson in Year 5, where too much was expected in too short a period of time, and a physical education lesson in Year 3, where the majority of pupils spent most of their time waiting to participate in an activity. Teachers do not encourage sufficient involvement by pupils in discussion, and only very few examples were seen of pupils asking questions or exploring an issue with teachers. Subject knowledge is variable. In literacy, science and information technology, the good whole school attention to subject knowledge is having good impact. In these three subjects, no unsatisfactory teaching was seen. In literacy lessons, more than a half of all lessons seen had good or very good teaching. The numeracy hour preparation is also showing positive early impact on teachers' knowledge and understanding in mathematics. In geography and history, subject knowledge is satisfactory overall. There are concerns about subject knowledge in design and technology, art, music and physical education.

- 5 The best examples of consistently satisfactory curriculum knowledge are in English and science, where whole school work is leading to satisfactory outcomes and a more consistent incremental approach as pupils move through the year groups through both key stages. There are still some concerns that pupils of average ability are not progressing fully effectively in English. Mathematics and information technology provision are beginning to lead to greater consistency of learning. The last inspection identified some key issues which had clear implications for the quality of teaching. These included the need to improve the quality of teaching in science and information technology. The teaching of science is now satisfactory. The teaching of information technology is improving at present.
- 6 Amongst the key issues at the time of the last inspection was the need for the school to give attention to the disparities then evident in the quality of teaching overall. There is whole school consistency in the teaching provision for English and science, and, in response to one of the key issues in the last inspection, there is effective provision for higher and lower attaining pupils in English and mathematics. Teaching is also consistently satisfactory or better in information technology, history and geography, and is becoming more consistently satisfactory or better in mathematics as the numeracy hour develops. The majority of teachers have not developed their subject knowledge consistently or effectively in a number of foundation curriculum subjects, namely design and technology, art, music and physical education. This has impact on the curriculum interpretation, which has weaknesses and inconsistencies in those subjects. In addition, teachers are not always clear about what they should be teaching, or to what levels. This situation results from the lack of clear guidance from the headteacher; the lack of agreed units of work or a clear overall plan which will ensure secure building on what has been taught earlier; and the lack of clear feedback to teachers about weaknesses identified in the monitoring process. Pupils in different classrooms are still experiencing different levels of expectation and expertise in these subjects, as exemplified in physical education lessons at Years 2, 3, 4 and 5 and music lessons at Years 1 and 3. The school's recent adoption of the curriculum guidance for some subjects from the Qualifications and Curriculum Authority has the potential to improve this situation, but only if the teachers ensure that their implementation in the classrooms is of an appropriate standard. For other subjects where there is as yet no national guidance, the adoption of school schemes is helpful, but lacks effective monitoring and feedback to ensure overall consistency.
- 7 Teachers and all other staff have maintained the effective and very good relationships and the good standards of behaviour which were evident at the time of the last inspection.
- 8 The school has employed a number of non-teaching assistants since the last inspection. These members of staff have been clearly targeted to support literacy and numeracy. Most of them work in the mornings only, in order to maximise this intention. Support provided by these members of staff for literacy and numeracy provision is very effective and is particularly helpful for lower attaining pupils, as assistants ensure that they understand and make appropriate progress in relation to the work in hand. Good relationships and effective practice are evident throughout the school and the contribution made to learning is sound.
- 9 There is some satisfactory use by teachers of day to day assessment to inform planning in the core subjects and the best practice here leads to suitable adjustments in teaching and learning programmes to accommodate the needs of the pupils involved. There are insufficient examples of assessment in some of the foundation subjects.
- 10 Homework arrangements have been agreed. At present they are not being applied consistently, so are unsatisfactory. The headteacher is monitoring this situation.
- 11 Overall, there has been satisfactory development in teaching provision and attention to the relevant key issues of the last inspection, which has had most impact in the core subjects at both key stages, but it is clear that these improvements have not yet been applied fully across all of the foundation subjects.

48 **The curriculum and assessment**

- 12 The curriculum for the children in the Early Years Unit is well planned. Children entering the nursery are provided with a wide range of learning opportunities planned according to the nationally agreed areas of learning for the under fives. The curriculum in the reception class continues to work on these areas and prepares children well for the Key Stage 1 programmes of study.
- 13 The curriculum in Key Stages 1 and 2 incorporates all National Curriculum subjects, religious education and sex education. Pupils of the same age in different classes enjoy similar lessons, although not necessarily to similar standards. The school pays good attention to literacy and numeracy and this is beginning to have a positive impact on standards. These areas of the curriculum are taught daily, and lessons reflect the national recommendations. In Key Stage 1 there are weaknesses related to balance, planning and overall coherence. In Key Stage 2 the curriculum is unsatisfactory where the limited time available increases the impact of these weaknesses.
- 14 The balance of the school's curriculum represents a weakness. The time allowed for the core subjects of literacy, numeracy and science is adequate, but teachers find it difficult to find sufficient time to teach the content of the foundation subjects. The problem is greater in Key Stage 2 where the length of the school day is less than that of similar schools. The time allocated for physical education is inadequate and the school does not satisfactorily provide for the physical development of the pupils. Opportunities for drama are limited and insufficient time is devoted to information technology, music or design and technology.
- 15 Although the curriculum provides equality of access, some teachers do not do sufficient to encourage boys and girls to work together especially in group activities and team sports. The curriculum provision for pupils with special educational needs is good. Extra curricular provision is satisfactory.
- 16 The lack of detailed planning to guide the knowledge, skills and understanding which the pupils need to acquire was a concern in the last report and there is still a need to clarify this in the foundation subjects. The only schemes to ensure continuity and progression are the national schemes for literacy, numeracy, science and information technology. In these subjects planning is satisfactory. In other subjects the curriculum is planned according to a long term overview for each year which outlines the broad areas to be covered. This is a useful document but does not contain details of pupils' entitlement. Medium term planning does not adequately compensate for this because although teachers work hard and in some instances produce useful and well thought through plans, these are not soundly based on agreed schemes of work. Nowhere in the foundation subjects is work divided into clear units which give teachers a sense of purpose and direction of what might follow or precede their short term plans. The lack of such guidance has resulted in little continuity in physical education, art, music and design and technology or in the development of the investigative skills in mathematics and science. In art and design and technology, pupils make very little progress. The strict adherence to a curriculum that is driven by topics dilutes the impact of the key elements of subjects such as history. There are also weaknesses in the short term planning. Some short term planning is helpful, but in most classes, it does not specify how the needs of different pupils are to be met. Other weaknesses in short term planning reflect weaknesses in teachers' subject knowledge.
- 17 Children who are under five are assessed when they enter both the nursery and the reception class. These assessments are used to plan appropriate learning experiences for children in their early years at school. Throughout Key Stages 1 and 2, teachers have recently begun to assess pupils' attainment in literacy, mathematics and science at the end of each half term. Broad learning objectives are identified in the medium term planning and used as assessment criteria but these objectives and criteria are not agreed as a whole school and so far have not been useful in helping teachers plan subsequent work. Pupils are tested regularly in reading and National Curriculum tests are properly administered. Analyses of results have been made, but as yet these have not been used to develop the curriculum.

Pupils' spiritual, moral, social and cultural development

- 1 Overall the school makes satisfactory provision for pupils' spiritual, moral, social and cultural development.
- 2 The school's provision for developing pupils' spiritual growth is satisfactory overall and has some strong features. All classrooms have displays featuring small altars and prayers which remind all who enter of the school's mission statement: In Him we live and have our being. All pupils say prayers at the end of sessions, with older pupils taking turns to choose readings that particularly appeal to them. Good moments of reflection were observed in Years 5 and 6, led by pupils and by the deputy head. During assemblies an appropriate atmosphere of reflection is created. Other than in the Early Years Unit, teachers miss opportunities to encourage in pupils a sense of wonder and emotional response to stimuli across the subjects of the curriculum. Very young pupils have the chance to, for instance, consider the miracle of creation when observing a baby being bathed, or respond to changes of musical mood during a physical education lesson. As pupils grow older, the teaching they receive grows more pragmatic so, for instance, a Year 6 lesson on plant root systems was purely factual and a lesson about music from different countries was entirely devoted to listening and theory due to lack of appropriate resources.
- 3 The school is successful in developing in pupils a sense of morality. School rules, which are few and positively worded, are displayed around the building and staff provide good role models in the way that they treat each other and pupils. Much emphasis is placed on respecting every member of the community, with staff taking time to encourage pupils to sort out problems in an equitable manner. Assembly time is used to give strong messages about thinking of others. The drugs programme aims to guide pupils towards what is right. Teachers' choice of books, such as *The Rainbow Fish* or *Street Child* encourage pupils to think of others' lives and feelings, and adapt their behaviour accordingly.
- 4 Provision for pupils' social development is satisfactory. Topics such as *Homes and Families* encourage pupils to grow aware of their place within the community. Pupils in Year 4 compile questionnaires to discover why people choose to shop in Dewsbury market. Older pupils have the opportunity to take part in residential visits that extend their experience of accommodating other's needs. Work such as that on mini-beasts allows them to consider the implications of interdependence and adaptation. Pupils raise funds for charities, particularly during Lent, but, other than Year 6 monitors, whose jobs are mainly reporting rather than requiring them to use their initiative, pupils have few opportunities to participate fully in the community or develop a sense of citizenship.
- 5 As at the time of the previous inspection, the provision for pupils' cultural development was unsatisfactory. Through educational visits to such places as the museum of mining, and other activities such as last year's project with Opera North, pupils have opportunities to learn about their own cultural heritage. However, pupils have too few opportunities to extend their knowledge, understanding and appreciation of other cultures. In response to criticism in the previous report, the school has introduced an annual 'One World Week' but there is no evidence through which to judge its success nor any evidence that teachers actively promote an awareness of other cultures in the work offered to pupils across the curriculum. Staff in the Early Years Unit take good account of other ways of life, for instance in their topic about children's clothes and homes around the world. Elsewhere in the school this natural incorporation of the wealth of different ways of thinking throughout the world is missing. The many art displays are almost uniquely Euro-centric. The display in the junior hall includes artefacts from, and some books about, other faiths and cultures but there is no evidence of pupils' input to them and little use was made of them during inspection. This aspect of pupils' education is under-developed.

Support, guidance and pupils' welfare

- 6 Staff have a good knowledge of individual pupils and their family circumstances and are considerate of their needs. They create a safe and predictable environment in which pupils are far more likely to be praised than reprimanded and are, therefore, able to benefit from the educational opportunities that the school provides.
- 7 Procedures for monitoring pupils' progress and personal development are satisfactory. Class teachers conduct regular assessments of pupils' progress in English, mathematics and science, and use the information thus gleaned to provide pupils with work that is appropriate to their need. Monitoring of pupils' personal development is more informal, but most staff keep working notes about individuals, which they can use to highlight any concerns. Monitoring of pupils with special educational needs is effective.
- 8 Staff, governors and parents were all involved in the development of the current behaviour policy which most staff members put into consistent practice. There is provision for the monitoring of poor behaviour but this is seldom necessary. The success of the procedures is evident in the high standards of behaviour displayed by pupils. Staff record attendance appropriately and work closely with the Education Social Worker. However, the school is not sufficiently rigorous in its approach to those parents who allow their children to miss school on a regular basis or who take their children on holiday for more than two weeks during term time.
- 9 The school's arrangements to ensure child protection are good, with all staff having had recent training in this area. Staff maintain good working relationships with support services and keep appropriate, confidential records of any concerns and the action taken. The school is fortunate to benefit from the services of a social worker from the Catholic Welfare Trust who is based at the high school to which most pupils transfer and has the time to offer support to families in need of help. There are very good arrangements to ensure that young pupils starting school in the Early Years Unit settle swiftly, and an appropriate programme to help Year 6 pupils make a smooth transfer to secondary school.
- 10 During the inspection, staff were observed taking good care of pupils who felt unwell or had accidents but the arrangements relating to first aid and health and safety are not sufficiently formalised or carried out. Although there is a medical room at the Infant end of the building, the school has only one trained first aider on the staff and records are not always kept of accidents and the treatment given. In individual lessons teachers pay suitable attention to health and safety, but the school has not devised its own policy relating to the specific needs of the site, nor does it conduct regular risk assessments in order to identify hazards and the action needed to avoid them. Various matters relating to health and safety, some of which had already been identified by parents and the local authority, were identified as in need of attention. This information was conveyed to the school during the inspection.

Partnership with parents and the community

- 11 The school has developed a satisfactory partnership with parents and the community, which contributes positively towards pupils' personal development and standards of attainment. Those parents who responded to the pre-inspection questionnaire or attended the meeting with inspectors were generally positive in their judgements about the school, finding staff approachable and considering that parents are encouraged to take an active part in school life. They feel less positive about the amount of information that the school provides for them or the handling of complaints, although many indicated that they could not offer an opinion since they had never had reason to complain.
- 12 The information that the school provides for parents is generally of good quality. The prospectus is a useful document, particularly when read together with the introduction to the Early Years Unit which is very informative and welcoming to parents. The governors' annual report provides a comprehensive record of the life of the school in the previous year. Parents are invited to regular meetings to learn about their children's progress and to discuss new educational initiatives or items such as safety. Pupils' progress reports include some subject specific information about their attainment in English, mathematics and science, but comments about their work in other areas of the curriculum mostly relate to their attitudes towards the subject and there are few indicators about what they need to do in order to improve. Staff in the Early Years Unit regularly

inform parents about what their children are learning but there is no such provision elsewhere in the school. Once pupils reach Key Stage 2 they do not have a home-school reading record which could be used to keep parents, particularly those who work or whose children come to school on buses, informed about their progress or as a method of two-way communication about concerns or successes. The scheme operates well in Key Stage 1.

- 13 Parents attend in good numbers the meetings to discuss their children's progress and generously support events that are organised by the Friends of St. Paulinus, although they are more reluctant to help organise them. They also readily volunteer to help supervise pupils on educational visits, but, despite the school's invitations, very few help in school on a regular basis. Most parents ensure that their children complete their homework, and are helpful when asked to contribute to learning, for example, by providing family photographs to help illustrate the current topic on families.
- 14 The school has a strong partnership with the local parishes through the children's sacramental programme, and the local parish priest is a regular visitor. Staff also work closely with others belonging to schools in the local 'pyramid'. There are regular curriculum co-ordinator meetings which help to develop a consistency of approach among the schools. Older pupils benefit from football and rugby coaching from local professional clubs. Local firms sponsor the "Friends" summer fair and provide useful 'waste' such as paper, but there is no evidence that pupils currently benefit from any links with business that might augment the curriculum available to them, fire their interest and, thus help to raise standards.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 15 The leadership and management of the school are satisfactory overall but there are a number of areas where their impact is less than that required to move the school forward at an appropriate pace.
- 16 The headteacher has been in post for about three years and has a clear view of the future educational direction for the school. She is committed to the continuing development of the school with a focus on raising levels of attainment in core subjects to at least the national average by providing consistently high quality teaching in these subjects throughout the school. However, she has yet to establish this view and practice consistently.
- 17 The headteacher is supported by the senior management team and co-ordinators who have clearly defined management roles and responsibilities. She has held regular meetings with them from which have come agreed targets for subject development. However, the understanding of these roles is not consistent and some co-ordinators and members of the senior management team are not giving suitable guidance or making best use of the opportunities made to them, particularly in the monitoring of the teaching and learning. These processes clearly have the potential to involve all members of staff in the decision making processes of the school but there is a need for more closely focused monitoring of the practical impact of decisions in terms of checking on, and raising, standards across the school. The current review of curriculum planning and schemes of work is incomplete and insecure. Exceptions to this are the recent developments that have taken place in the Early Years unit and the specific appointments of staff with particular responsibilities for numeracy and literacy which have led to appropriate focus on teaching and learning through the Numeracy and Literacy Strategies.
- 18 A similar start on the support and monitoring of teaching has been made by the headteacher and the Local Education Authority, who have jointly monitored the teaching of all members of staff. There is now a system in place with forms to record these observations and the agreed developmental points for staff. This is a useful system, but is not yet rigorous enough in the identification of good practice to be shared across the whole school and of those areas of weakness that need to be remedied. For example, little or no reference is made in the observations to the standard of teachers' knowledge and understanding of the subject areas of the curriculum. However, this clearly is a system that has the potential to contribute significantly to the future improvement of standards across the whole school. The improvement in the teaching of science, for example,

has shown results in the increase in the statutory test results this year but this improvement has not been sustained across all areas of the curriculum.

- 19 These deficiencies in the internal management structures have yet to be fully addressed before the school can realise the true potential it has for the raising of standards of all pupils across the school.
- 20 The main focus of the development of the school is through the school development plan which identifies the priorities agreed by the governing body after consultation. The current document is broad and general. However, some of the identified priorities are statements of intent rather than clearly focused development targets, and monitoring criteria are often broad and have inappropriate time scales. The current development plan is one-year based and so does not look forward sufficiently for the school to have a long-term planning strategy. There is a lack of costing of most targets although these are recorded elsewhere in the school budget. The current document is a basis for development but is not yet sufficiently focused or effectively monitored or appropriately supported by longer term projections of spending to be able to move the school forward at a sufficiently rigorous pace.
- 21 The newly constituted governing body has restructured its committees and is assuming a rigorous approach to its responsibilities. There are governors with special responsibilities for areas such as health and safety, equal opportunities, special educational needs, literacy and numeracy. The new chair of governors is well experienced in the planning required after an OFSTED inspection and is in a position to give appropriate support and guidance. The new governing body is well placed to fulfil its responsibilities to the school as a 'critical friend', seeking to have a strategic view of planning and the quality of education provided, and to monitor its decisions through the school.
- 22 Daily routines and procedures are well established and ensure the smooth running of the school for pupils, staff and parents, although they have been affected by the high rates of staff absence over the past year. There is a sense of care for the pupils which is felt throughout the whole school. All members of the support staff are fully conversant with their duties and contribute fully and effectively to the life of the school. Aims are clear and evident in most practices. At present, the headteacher and the governing body are reviewing these so that they might more closely reflect the school's focus on the raising of standards. The ethos of the school is satisfactory and there are appropriate links with the parish in which it is based. The school has developed a caring environment which is clearly linked to expectations of good behaviour and relationships between pupils and staff.
- 23 The management and administrative systems for pupils with special educational needs are good. School procedures fully reflect the requirements of the new Code of Practice and all staff have been given time to consult with the special needs co-ordinator in the accurate identification of such pupils. The school also provides equality of opportunity for pupils and all pupils are valued as individuals. Boys and girls have equal access to the curriculum and to most extra-curricular activities as was witnessed by the participation of a number of boys and girls in a rugby training session. Pupils' attitudes to work and each other are good and there were no observed incidents of bullying or harassment during the period of the inspection. The school's commitment to equal opportunities is evident in its mission statement, aims and policies. Commitment to high standards is about to be included in the aims.
- 24 Since the previous inspection the school has attempted to address all the key issues, with some success, and shows willingness to continue to move forward. There has been some improvement in many aspects of the schools' work, but most staff are not yet sufficiently aware of the need to accelerate the pace of change if the improvement in standards now showing is to be maintained and indeed increased. The school has satisfactory capacity to make that improvement.

Staffing, accommodation and learning resources

- 25 The school is adequately staffed for the number of pupils on roll and teachers have appropriate qualifications and experience. There is a satisfactory and sometimes good match between their qualifications and curriculum responsibilities.
- 26 Training has been undertaken in the literacy strategy and this is having a positive impact on standards. The first phase of numeracy training has taken place. Teachers' subject knowledge in science and information technology was found to be insecure in the last inspection. Subject knowledge in science is improved but it is still insecure in information technology, although this is improving through the school's arrangements for professional development. There has been little in-service training for foundation subjects and none in design technology, music and physical education. This is having an unsatisfactory impact on the effectiveness of teaching in some subjects. Teacher appraisal meets requirements and arrangements for the induction of new staff meet recommendations.
- 27 Many of the learning support assistants have received training in the literacy strategy and in information technology. Learning support and special needs assistants are deployed effectively throughout the school and the information technology technician gives good support when teaching, but had some inactive periods during literacy and numeracy sessions.
- 28 Accommodation for the Early Years Unit is good and spacious. Areas for learning are well organised and maintained, with a good range of resources accessible to all pupils. The Unit provides a stimulating environment for learning. Outdoor play provision is satisfactory, but unsafe for the large, tall equipment as there is no safe soft landing area. This equipment is out of use at present for this reason.
- 29 Accommodation is good in the two key stage buildings, but the external pathway that connects the two buildings is an inconvenient feature. This pathway has a missing drain cover and is potentially hazardous. Both central libraries are accessible to pupils. Displays around the school reflect the range of work across the curriculum but there is an absence of stimulating, interactive displays which use a range of resources. Both buildings are clean and well maintained, but tiling in the junior boys' toilet is in need of attention. In the last inspection report, storage for science and design technology resources was unsatisfactory; this has been resolved. The site is large and includes a grass playing field and hard playgrounds. Some parts of the grassy banks are poorly drained and very slippery in wet weather. Steps leading up to the junior hard playground are in need of repair.
- 30 Resources are generally satisfactory for the curriculum offered, but there are inadequacies in some areas. There are few multicultural materials and few natural and historical artefacts. Some of the equipment for gymnastics is inappropriately heavy and the poor quality and organisation of some of the resources for history and art detract from the quality of work. The collection of history artefacts is inaccessible to pupils. In the last inspection report, the organisation of resources for science and design technology was criticised, the least able pupils had too little access to the Key Stage 2 library and computers were not used effectively. All these issues have been addressed satisfactorily. Book provision is adequate and reading material is attractive and in good condition. Pupils are able to select books in both libraries and older pupils are taught library skills. Computers are used well in classrooms, but the school's new computer suite is not used efficiently during each morning or at times when the technician is available for support. Resources for literacy and numeracy are satisfactory.
- 31 Visits to different places of special interest, such as the Wakefield Mining Museum, Eden Camp and Bridlington, are used well to enhance pupils' experiences and their work across the curriculum. Residential visits offer older pupils some additional challenging outdoor opportunities.

The efficiency of the school

- 1 The school's overall efficiency is satisfactory, although there are both strengths and weaknesses within the systems.
- 2 Financial planning is satisfactory. Allocated amounts of funding for the school's work and development can be identified within the budget statements, but are not clearly identified in the first instance for school development targets. Subject co-ordinators are budget holders, and their spending can be readily monitored from the accounts, in both the manual and the computer records. The monthly statements are detailed and helpful, and are available to governors to assist them in their work. The financial administration is good, with all records up to date and clear, and all committed funds identifiable for each budget heading. The recent full audit of the school's finances found all arrangements to be satisfactory and only minor recommendations were made, which have been fully implemented. Funding for special educational needs is used appropriately.
- 3 Teaching staff deployment is satisfactory, with each teacher being responsible for teaching the whole curriculum to one year group class. There is no teaching of specialist subjects or separate ability sets in any part of the school. Non-teaching staff deployment is good, non-teaching assistants being targeted mainly in the mornings only and focusing upon literacy and numeracy specifically. The only exception to this is that one member of the support staff is based with the early years and Key Stage 1. The current generous staffing ratio in the Early Years Unit reduces in January, and in the meantime some staff support other parts of the school. The information technology technician's time is not always used well. The school employs supply teachers to cover staff illnesses: this has caused parents some concerns in the past months, but evidence of the inspection showed supply arrangements to be satisfactory. Longer term supply patterns do involve a range of personnel, and it is these changes which produce the loss in continuity for pupils. The deployment of all staff in the Early Years Unit is very good: clear leadership and the strong element of teamwork ensure that all members of staff fully understand their roles, fulfilling them very well to provide consistency and high standards throughout.
- 4 The use of learning resources is satisfactory. The school's resources are satisfactory or adequate in most subjects and teachers make efforts to use them to support lessons, although little use was seen of physical education equipment throughout the week, and some lack of musical instruments from other cultures led to one teacher having to find and copy photographs from the internet to support a lesson to supplement the use of recordings. There was little use of art examples to stimulate pupils' awareness and understanding. On a more positive note, there was some effective use of photographs and portraits in history lessons. The range and use of resources in the Early Years Unit is very good. In this area staff regularly supplement the stocked resources by using additional materials, for example, when introducing ideas about the colour red, the use of red fruit and vegetables enhanced the provision extensively.
- 5 The use of the school's accommodation is satisfactory. The school has extensive accommodation, including separate halls and playgrounds for the infants and juniors. All of this accommodation is used regularly, although only one single use of a playing field was seen during the inspection period. Playground areas were used twice for games. Classrooms are sometimes re-organised to achieve the most effective space to suit the subject provision, but frequently, the same arrangement of furniture serves all provision.
- 6 The use of time is generally satisfactory in Key Stage 1, where the time allocation for the taught curriculum is adequate. The only loss of time in this key stage was related to variable lesson pace in some instances. In Key Stage 2, the time allocations for the curriculum subjects are inadequate in some cases, and the pace of lessons seen was also more frequently slower than is desirable. The school has not achieved a clear analysis of time use which can best support curriculum provision, both within and between subjects, for Key Stage 2 pupils. This is further complicated by the lack of clear units of work to help teachers know what to teach, as some compress too much work into lessons, while others take a too leisurely pace. Examples include a Key Stage 2 music lesson in which pupils were expected to plan, develop, practise and perform pieces of music in a very limited time, and a physical education lesson which required pupils to wait in teams for long periods of time, with very little physical activity experienced. Both situations severely limited effective learning and development. The use of time is good in the Early Years Unit, where the flow from one activity to another is well understood by staff and children and is supported by agreed timing arrangements.

- 7 Overall, the school has yet to take an analytical approach to how it uses time, materials, resources, funds and staff.
- 8 In the last inspection in January 1996, subject co-ordinators were in the habit of bidding for funds for their subject. This situation has developed to give them clear responsibility for allocated budgets. Other areas of work have been maintained at satisfactory standards.
- 9 At the time of the last inspection the school was found to give sound value for money. Pupils enter the school with attainment levels which are in line with expectations for the age group, and their socio-economic backgrounds represent a broad range overall, but within an average profile. Attainment in the national assessment at the end of Key Stage 2 is below what could be expected in two of the three core subjects. The progress made by pupils as they move through the school has some elements which are unsatisfactory, particularly in mathematics. The attitudes, behaviour and personal development of pupils are good overall, the quality of teaching is very good for the early years and satisfactory in both key stages. The unit cost for the school is very low. Given these factors, the school now gives unsatisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

94 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 1 Children under five are admitted to the Early Years Unit on a half day basis in the first instance, and the school's admission limit into this category is 24. These children attend half days for one, two or three terms, depending on their age and needs. The children who attend the Reception class are also based in the Early Years Unit, and at the time of the inspection there were 23 children of Reception age, all of whom were still under five years of age.
- 2 Most of the children enter this Unit with levels of attainment in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative and physical development which matches expectations for the age group. When they transfer to the Reception group their attainment levels have been maintained overall and are in advance of expectations in some areas of learning. The children are assessed at different stages, and their progress monitored with care. The results of these assessments show that in the first Reception term most children can maintain a conversation, offering some information, and some can raise questions. The majority can recognise their own name and many can write it. They develop a lively interest in learning in an interesting and creative environment. All children in both groups make sound progress in their learning and development, and many progress at a faster rate and are fully encouraged to do so, with the result that a significant number of children make good or very good progress. The curriculum overall is lively, stimulating, well balanced and effective and it makes very good contribution to learning overall and to pupils' spiritual, moral, social and cultural development.
- 3 Throughout their time in the Unit the children make good, and sometimes very good progress with their personal and social development. This was well exemplified in the inspection, when part time children who had been in the Unit less than a fortnight were confident to move from room to room, talk to any one of the adults present and join in with activities and follow instructions very well. These children are well in line to reach or exceed the nationally desired outcomes for five year olds in personal and social development. The reception children show very good understanding of routines and procedures, and willingly assist the part timers in adjusting to these, under staff's guidance. They participate well, showing eagerness to help the adults and contribute. They share their equipment and toys, taking turns when necessary. Part time and full time children relate very well to each other, playing and learning together very well.
- 4 The provision for personal and social development is very good. All planning takes account of the need to help children to adjust and learn the routines, develop effective communication with adults and each other and the growth of confidence and understanding of the spaces in the nursery so that they can confidently work in them.
- 5 Children enter with good self esteem, and the staff do all that they can to continue this area of development, showing full sensitivity and consideration to children and giving them time and guidance to help overcome any hesitation or insecurity. The good planning and preparation help children to develop increasing independence in many areas, and to show considerable initiative such as anticipating the need to clear the equipment away, or offering to ring the bell for end of session. The staff help children to learn about the needs and feelings of others, and help them to develop the confidence to speak about such things as their special places and people when talking about their family. Pupils with special educational needs are given every opportunity to develop similar independence and confidence levels.

- 6 The development of children's speaking and listening skills is given high priority for both part time and full time groups. Children enter with satisfactory speaking skills overall, and staff make immediate impact by developing good opportunities to generate discussion, including attention to appropriate terms, words and phrases for a wide range of situations. There are few speech and language problems, but attention is given where these occur, so that all pupils can develop. Communication is ongoing, in both formal 'lesson' situations and throughout all activities. The staffing ratio is more generous at this time of year than it will be later when pupil numbers increase, and full use is made of this opportunity, with all children having opportunity on a daily basis to have discussion with an adult either in a small group, or individually or both. The majority of children make good progress in this aspect of language and literacy.
- 7 The adults read aloud to the children, and provide valuable opportunities for children to join in with rhymes and songs, providing costumes, puppets or masks to help the children participate fully. Speaking and listening is extended through the use of visitors, such as the two visitors who came from the local hospital to explain about its work and routines, the follow up of the provision of a hospital reception area in the home corner where children could book appointments, wear a white coat or use special equipment such as the date stamp or the stethoscope. The supplementary photographs of these events increase the opportunities for children to remember, relate and ask questions.
- 8 Children are given every opportunity to develop as readers. They enjoy many stories with staff. They are encouraged to participate in story telling, and even the youngest are capable of relating the story, using the book well and explaining the pictures. Older reception age pupils can identify some letter sounds, words and phrases, and seek books about different subjects from the lively book displays. Picture books are always accessible in different parts of the Unit, and children select from them with interest and eagerness. Sharing books is a natural process, and children are frequently to be seen enjoying a book together. All children observed, from both groups, used books well and confidently, holding them the right way up, turning the pages in appropriate order, and developing a spoken narrative using either pictures or reference to text or both.
- 9 Writing opportunities are excellent. They are made in both informal and formal provision. Group work for writing is of a very high quality. Small groups of children sit with an adult, and discussion leads naturally into each child making a record of the important aspects covered. These sessions are purposeful while also being relaxed, friendly and pleasurable. As a result, children develop very good concentration and give very good attention. All such group work seen was of very high quality, with each member of both teaching and non-teaching staff concerned showing awareness and sensitivity to encourage drawing and written responses from children. Each situation led to children making a clear record of the focus of the conversation, such as the members of their own family or the details they have noticed when they watched a baby being bathed by its mother. All children seen fully understood the purpose of the activity and showed developing confidence with using writing implements. The natural development from drawing to writing is fully understood by all staff, and later developing children are given every chance to convey their ideas through mark- making, while letters and words are introduced by the adults to help children begin to make the links. Reception children show good understanding of letter forms and shapes, and some words are evident in some cases. The natural links between real experience, discussion and questioning, and making a record are maximised fully to the benefit of all children, and the progress for each child, regardless of ability level, is very good. Staff's use of dates and order for each child's pieces of work gives an immediate developmental record for each child, supporting the assessment process well.
- 10 The provision for mathematical development is good for both part time children and reception class children. Formal and informal provision is planned and children make sound progress. Mathematical opportunities are evident in many activities. Informal opportunities are built into some of the first hand experiences which are offered, such as when part time children explored the colour red through observing, discussing and cutting up various red fruits and vegetables. They were able to explore large and small, halves and quarters, rounded shapes and flat shapes as they worked through the activity, always discussing their ideas with the teacher. In another situation children were able to explore ordering of size through making a careful record about the Three Bears story. The quality of the discussion enhanced every aspect of this work. Children have many opportunities to join in number rhymes and counting songs. In the mathematics room of the Unit there are opportunities to use many kinds of mathematical and construction equipment, giving children the chance to

explore sequencing, ordering, counting, shapes, angles, the measures and numbers naturally. Reception class children receive good opportunities to look at numbers more carefully, working well together when the teacher uses large number cards, including the numeral for zero, to develop number recognition linked to ordering. Children under five in both groups are well in line to reach the national recommended levels for mathematics by the time they are five, and some reception children are already showing that they will go beyond this level.

- 11 Children develop real and effective awareness of the wider world and all are well in line to fulfil or even exceed the national recommendations by the age of five years. The excellent first hand experiences offered make a very good contribution to this area of development, encouraging children to observe, seek information, think about the needs of others and learn about contrasting and varied environments. When watching the baby having a bath, they were able to come to understand that small babies are fragile and need to be kept warm and treated carefully. They learned about the value of having clean clothing, warmth, doing things in the right order. They developed awareness that the water in the bath is dangerous for the baby if its head is allowed to go under, and they learned that there are sensible and safe ways to hold a baby. Their understanding of the need for hygiene and the dependency of the baby on the mother was taken forward. All of this became part of their own experience when they then bathed the dolls. They had access to boy- and girl- dolls, of different skin colours. The provision had high standards of hygiene, the materials were those used by the mother for the real baby. Staff had provided a good range of clothes, nappies and towels so that children could go through the whole process. Learning was evident when children tried hard to hold the dolls upright in the water to ensure their baby's safety, and dried and dressed them with great care. Throughout this activity, the intervention of adults was always helpful, guiding and encouraging.
- 12 Provision for creative development is good, and both part time and reception class children are in line to show creative understanding to nationally recommended levels by the age of five years. They have good opportunities to represent their ideas, explore visual presentation done by others, develop understanding of colours and how they mix to make new ones, create two and three dimensional art in many forms and use a range of creative tools. They develop their imagination through role play, stories, songs and music making. Work seen in progress included clay modelling, play dough modelling and drawing. The physical activities in the hall for the reception children also made good contribution to creative development.
- 13 Provision for physical activity is at present slightly inhibited by the playground space available, which has to be shared with Key Stage 1 pupils, so needs to be always adaptable for different needs. Additionally, some equipment already obtained for physical work cannot be used until a safe landing area has been incorporated into the outside playing surfaces. Children in both the part time and the reception class groups show confidence and are in line to meet nationally recommended levels for physical development by the age of five. Younger children can play outdoors under supervision, using the bicycles and scooters and pushing toys with speed and confidence, taking turns when appropriate. Older reception age children can work well in the hall, following instructions and demonstrations from the teacher, changing the pace of their movements to faster and slower, and working in a clear space. They can move their bodies in different ways to express themselves and use a ribbon stick to enhance physical expression and extend the range of body movements.

- 14 Teaching quality for both groups of children is very good overall, never less than good, and the majority of teaching is very good with some excellent features. The teacher-leader in the Unit has led the staff very effectively into a team approach, and although the Unit has not been long established and this leader is a new member of staff, the team-work is very good, showing excellent attention to the needs of young children and outstanding attention to staff development. All non-teaching staff show understanding of young children which matches that of the teachers, with the result that there is no conflicting provision at any time. Both teachers are very well qualified for teaching the age group and are highly skilled providing for your children and their needs. The shared approach to planning and assessment, which includes the whole team of adults, ensures that all involved know what is going on all the time, and the part each adult plays in the successful implementation and outcomes. Knowledge of the national recommendations is linked to the curriculum development and the assessment of children's stages of development so that the resulting seamless provision is securely based on very careful and accurate analysis. The overall planning and organisation of the curriculum is of very high quality. All of this teaching provision makes very good contribution to children's progress, including those with special educational needs, in all areas of learning and in the development of their independence and confidence.
- 15 At the time of the previous inspection, nursery and reception children were in separate classes in the school. Standards of achievement for children under five years of age in both the nursery and the reception classes were sound and sometimes good. Since that time the national desirable learning outcomes have been specified more clearly. In the school the whole range of provision has recently been adjusted in the light of the development of the Early Years Unit. Even with all of these changes and new expectations, the school has maintained and further extended the standards being achieved by children under five years of age.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 1 In the 1998 national assessment for English for pupils at the end of Key Stage 2, the percentage of pupils who attained level 4 or above (77%) was a little above the national average. The percentage of pupils achieving a higher level (6%) was well below the national average. These results are average for attainment at level 4, but well below average for attainment at level 5, when compared with those of pupils from schools with similar background characteristics. English results have been maintained at almost the same levels in the school in the last three years (1996 to 1998), while the national average has increased over that period of time. Over the same three year period, boys at the school have done better than girls in English, attaining above the national average, while girls have attained at the national average. The school's Key Stage 2 results for 1999 are lower than those achieved in 1998, but comparisons to the national average for 1999 cannot yet be made, as the full range of data is not available.
- 2 In Key Stage 1, outcomes of the 1998 national assessment in English show that in reading, 60 percent of pupils in Year 2 reached level 2 or above. This was well below the national average. Pupils reaching level 3 in reading (23%) was close to the national average. For the same pupils, 74 per cent achieved level 2 or above in writing. This was below the national average. The percentage reaching level 3 (6%), was close to the national average. Comparison of the Key Stage 1 results for English with schools having similar background characteristics shows that pupils' performance in both the reading and the writing tests was well below average. Over a period of three years from 1996 to 1998, reading results for Key Stage 1 are below the national average and writing results are well below the national average. In this key stage, the performance of boys in the school in both reading and writing is well below national averages, and the performance of girls is below national averages when tracked over a three year period from 1996 to 1998. Results for the Key Stage 1 national assessment in English for 1999 are similar to those for 1998, but cannot yet be compared to a national average.

- 3 Attainment in English in the inspection of literacy lessons meets national expectations in both key stages. However, when children are heard reading, attainment is unsatisfactory in Key Stage 1. When pupils' writing from last year was inspected, attainment for average pupils at the end of Key Stage 1 was unsatisfactory, but for higher attaining pupils it was satisfactory. These differences are related to improved implementation of the literacy hour in the current year. Attainment in Key Stage 2 is more consistently satisfactory for each strand of English and for work seen from either this year or last year. Progress in English is weaker in Key Stage 1 than in Key Stage 2, but is satisfactory overall.
- 4 Attainment in speaking and listening meets national expectations at both key stages and the majority of pupils make satisfactory progress in this aspect of English. Pupils in Year 2 can pay good attention during sessions when text from the large books is being explored, responding to questions and making predictions. Pupils at the top of Key Stage 2 can give responses to questions as they explore a poem and appreciate how words can be used for effect and variety, making appropriate vocabulary choices.
- 5 In speaking and listening, satisfactory progress through Key Stage 1 for pupils of all abilities, including those with special educational needs, is reflected through the ability of Year 1 pupils to recall important elements in a story and of Year 2 pupils to explain a full story line with some detail. Progress is satisfactory in Key Stage 2 for pupils of all abilities: pupils in Years 3 and 4 show understanding of the main points of a discussion through relevant responses to the teacher's questions; in Year 5 they extract and explain meaning from the text they are reading; and in Year 6 some pupils make inferences when explaining about characters and their actions.
- 6 Attainment in reading is below national expectations at the end of Key Stage 1. Amongst Year 2 pupils there is considerable inefficient use of phonics, and pupils do not have an appropriate range of strategies, without prompting, when faced with unfamiliar words. Attainment in reading is in line to meet national expectations at the end of Key Stage 2. Pupils in Year 6 read (in the guided reading sessions) texts appropriate to their age and abilities. They show a sound understanding of plot and character, which has been developed through studying a shared text in the literacy hour.
- 7 Progress in reading is unsatisfactory at Key Stage 1, but is satisfactory for pupils with special educational needs, who benefit from the support provided. Only few pupils in Year 1 read simple texts with accuracy. Pupils of average ability make too much use of picture clues and phonics to decode simple words, although higher attaining pupils can read the text with little reliance on picture clues and they use self correction well. In Year 2, pupils of average ability need reminders to look at the first letter, or use the picture as a guide. Above average pupils in this year group read with both understanding and expression, observing punctuation and applying self correction effectively.
- 8 Progress in reading is satisfactory at Key Stage 2 for pupils of all abilities, including those with special educational needs. Year 3 pupils read with expression and can recall and appreciate details from their reading; Year 4 pupils show that they are becoming familiar with the library and its use, read sections without error and predict some outcomes of a story. Year 5 pupils read with some fluency, using expression. They demonstrate understanding of the significant ideas in the text. Year 6 pupils give details of a story so far, express preferences and are fluent and confident readers of appropriate text levels for their ability levels. They explore phonics and context when addressing unknown words and they infer or deduce ideas through analysing the text.
- 9 Attainment in writing is below national expectations for average attaining pupils, but is in line with national expectations for higher attaining pupils at the end of Key Stage 1. Inspection evidence for this area, for both key stages, was derived from both current classes and examples of last year's work. At the end of Year 2, pupils of average ability can write some sentences using 'and' and 'but' to join the parts. They use a full stop only at the end of the work. Stories in writing are under-developed and handwriting has inconsistencies in size, formation, use of upper and lower case letters and orientation. Higher attaining pupils can develop more effective sentence structure and use full stops and capital letters more accurately. Some are developing ability to write in non-narrative forms. Handwriting is satisfactory in this ability group.

- 10 Attainment in writing meets national expectations at the end of Key Stage 2. Last year's work shows that at the end of Year 6 pupils begin to structure paragraphs, with higher attainers showing higher success levels; write in a range of forms and use punctuation such as speech marks with some success. Higher attainers construct effective written arguments, making clear points and coming to an effective conclusion. Current Year 6 pupils show a very wide attainment range at this stage in the year, with some very basic grammatical and spelling mistakes being evident in their sentence work. Handwriting is satisfactory.
- 11 Progress in writing is satisfactory overall. Progress in writing is satisfactory for higher attaining pupils in Key Stage 1, but is unsatisfactory for pupils of average ability. Pupils with special educational needs make satisfactory progress, mainly writing their news and developing skills through the use of work sheets. In Year 1, progression is evident through the year in terms of more accurate spelling of simple words and general presentation. In Year 2, higher attaining pupils engage the reader's attention by their sentence structure and word choices, but, by contrast, pupils of average ability have much less developed story writing, only limited use of punctuation, and weaker presentation skills.
- 12 Progress in writing in Key Stage 2 is satisfactory overall. Pupils with special educational needs undertake work which is similar to that of the lower attaining pupils, and make satisfactory progress, achieving to standards which are appropriate to their abilities and meeting the targets in their individual education plans. There is some variability in progress. The work of Year 3 pupils who are average attainers is often limited to a few sentences of news requiring reminders about punctuation. There is a lack of challenge and rigour to help pupils make effective progress as writers in this year group. In Year 4, pupils analyse stories such as "Rumpelstiltskin" to understand how writers build up to a climax or use conflict. They have rigorous practice in using adverbs, suffixes and similes. In Year 5 pupils of all abilities write at length and can compose similes in single sentences, although there is little evidence of transfer of this skill to their narrative work. They make use of their writing abilities in other curriculum areas, particularly effectively in history. In Year 6, pupils of all abilities experience writing for a range of purposes, using accurate punctuation, and attempt paragraphs. The stories of lower attaining pupils lack detail, but pupils of average ability develop points with clarity. Higher attaining pupils in Year 6 write in a range of forms and develop a clear cursive handwriting style.
- 13 The school has adopted the National Literacy Strategy well: it has now been in place for one year. All teachers have undertaken appropriate training, led by the Literacy Co-ordinator. The planning for these lessons is applied consistently throughout the school, and reflects the recommendations set out in the national guidance. All lessons last for an hour, and each is separated into the appropriate lesson stages according to the guidance. Work is provided at different levels, and support staff have been employed and trained to support the work of lower attaining pupils and those with special educational needs. The school's strategy for the teaching of literacy is effective.
- 14 The quality of teaching in English is satisfactory overall at both key stages, with just two lessons, both of which were in Year 1, having very good teaching. All lessons were satisfactory or better, with more than half the teaching being good or better. All teachers have effectively adopted the National Literacy Strategy. Attainment in all lessons, across the whole school, was satisfactory.
- 15 Teaching is satisfactory in Key Stage 1. Teachers use large format texts of stories such as "Goldilocks and the Three Bears" and "The Rainbow Fish", encouraging pupils to express their views in response to questions. They offer tasks such as keeping a food diary or compiling sentences. Different activities are provided for groups of children who have different needs and attainment levels. Planning for English and literacy follows the guidelines in the Strategy, and is effective, having clear objectives and appropriate tasks. Teachers at this key stage have good control and can manage pupils effectively. Support staff are well briefed and they support their groups effectively. The best teaching at this key stage gave good emphasis to letter sounds, had very good links between parts of the lesson to ensure that the objectives would be met and explored alternative words. The plenary session was used well to reinforce the learning in these lessons. Weaker elements of otherwise satisfactory lessons included failing to ensure that all pupils could see the shared text and failing to involve pupils effectively in discussion of sentences.

- 16 Teaching at Key Stage 2 is satisfactory overall. Teachers select texts which are appropriate to the age groups and ability levels of the pupils. Teachers have a clear understanding of the subject, which is reflected in well focused planning and clear objectives. At times, these objectives are made clear to the pupils. There are examples of teachers missing opportunities to help pupils to sustain their answers in ways which would support further learning. Skilful questioning in some lessons enabled pupils to clarify their ideas, express themselves effectively, use extended vocabulary and draw conclusions. In other lessons there was a more limited approach to questioning, and pupils were limited to short responses. Plenary sessions are used to confirm pupils' efforts and assess the level of understanding, and some teachers are quick to change their planning to take account of assessed learning needs. Work is provided for pupils of different abilities, and is usually of a satisfactory match. Support staff work effectively but unobtrusively with lower attaining pupils and those who have special educational needs. Homework arrangements have been agreed in the school, but at present, actual provision is variable, with some classes not yet receiving homework. Marking is not consistent through the school. The best marking supports good teacher-pupil interaction, giving guidance about how to improve or further develop the piece of work. There are many examples of marking which simply reminds pupils that they have done something wrong or offers approval through a tick, with no guidance which would help the child to improve. There is no co-ordination of homework for English through either key stage. Younger pupils take home reading books and have a reading record, but this is not maintained in Key Stage 2. There is no spelling scheme or comprehension scheme which would support the provision of homework on a regular basis.
- 17 Pupils in both key stages have good attitudes to English lessons, showing good attention and sustaining their interest well. The majority of pupils in Key Stage 1 can concentrate and settle well to group tasks. They are well motivated and have good interest levels in all English lessons. Independent, unsupported groups in Key Stage 2 can work well and support each other effectively. In class sessions in this key stage, pupils will make suggestions, read out their work, give explanations, find alternative words and persevere with their written work. Behaviour in both key stages is very good and pupils show their teachers a high level of respect.
- 18 The curriculum for English is satisfactory. It has been strengthened by the introduction of the Literacy Hour. Pupils in Key Stage 1 have access to a suitable range of appropriate texts, which offer variety and interest, and they enjoy all aspects of English, supported particularly well by speaking and listening in some classes. Play scripts are available for pupils in Key Stage 2, and are used with older pupils in reading sessions. Good use is made of poetry and drama in upper Key Stage 2, and tasks here are extended to include the writing of limericks and letters. Assessment procedures in Key Stage 1 include the completion of a phonics record for each pupil after each half term. There are established systems for assessment in Key Stage 2, which include half term literacy tests pinpointing specific learning outcomes from the national Literacy Strategy. A portfolio of moderated writing is being compiled.
- 19 Co-ordination of English has involved the Literacy Co-ordinator in the past year. These efforts to ensure a successful teaching profile have been extensive, having included considerable whole school training. They have led to the mainly successful profile of provision which is now evident. While it is clear that there is more to do to improve standards consistently, the school has a clear structure for Literacy teaching and some successful practice, and a clear priority related to improving attainment in its development plans. The monitoring of teaching is ongoing, but has little in the way of effective feedback to teachers about strengths and weaknesses. This will be a necessary element as the work in literacy provision is further developed.
- 20 There has been considerable effort with resources provision for this subject. Teachers have access to an appropriate range of texts and the libraries are effectively stocked with sufficient attractive and up to date books. Library access and use by pupils have been improved recently.

21 In the last inspection, there were no issues which were directly related to English. Standards were found to be satisfactory. This has not been the case in all aspects of English in this inspection, and there are still concerns about progress for some pupils in Key Stage 1, where those earlier standards have not been fully maintained. Alongside this, the recent increased rigour of expected English and literacy provision has placed higher expectations on schools. For St Paulinus, there is considerable enhancement of English in its response to these new expectations, but the uneven patterns across the school show that this enhancement is still at the early stages and is not having full impact yet.

130

Mathematics

130

22 In the 1998 National Curriculum tests for pupils at the end of Key Stage 2, the percentage of pupils who attained Level 4 or above (45%) was well below the national average. The percentage of pupils achieving a higher level (6%) was also well below average. When these results are compared to those of pupils from similar schools the results are well below average. The results from 1996 to 1998 have shown a steady decline. In 1999 the results of the National Curriculum tests for pupils at the end of Key Stage 2 showed a significant improvement with 64% of pupils achieving Level 4 or higher. National comparative figures are not yet available. The number of pupils attaining a higher level was still low at 8%. Inspection evidence indicates that attainment for the current Year 6 pupils is slightly below expectations and that few are achieving higher than expectations. Standards were judged to be in line with expectations at the last inspection and have therefore declined.

23 In the 1998 statutory test for pupils aged 7, the percentage of pupils achieving Level 2 or above (79%) was below the national average although the number of pupils achieving a higher level (21%) was close to the national average. Over the last three years, performance has been close to the national average. When the 1998 results are compared to those of pupils from similar schools, the number of pupils attaining level 2 was well below average but the number of pupils attaining a higher level was above. There was no significant difference between the performance of boys and girls. The results of the tests in 1999 show that the number of pupils attaining level 2 or above was 81%, but fewer pupils (6%) achieved a higher level. National comparative figures are not yet available. Inspection findings are that attainment for the current Year 2 pupils is below expectations. Standards were judged to be in line with expectations at the last inspection and have therefore declined.

24 Attainment at the end of Key Stage 2 is below average. By the end of Key Stage 2 pupils' skills of mental computation are below the level expected for pupils of their age and they have difficulty applying their number skills to everyday situations. They are unsure of multiplication tables beyond 5. They understand fractions, decimals and percentages and the relationships between them. Pupils are familiar with a range of 2 and 3 dimensional shapes but find it difficult to remember their names. This difficulty arises from insufficient revisiting of concepts to ensure consolidation of the pupils' understanding. Pupils are confident when discussing probability and the interpretation graphs.

25 Attainment at the end of Key Stage 1 is below average. Pupils at the end of Key Stage 1 have difficulty adding numbers beyond 10 and have an unsatisfactory understanding of place value. A significant number of pupils reverse tens and units when writing numbers down. Pupils who have recently gone into Key Stage 2 have difficulty when adding 10 to a 2 digit number in their heads. Pupils have a satisfactory understanding of shape and measure and by the end of the key stage can recognise standard units of measure of length and weight and tell the time at 0'clock and half past. Pupils are familiar with pictographs and can make simple interpretations. Pupils in both key stages are unsure about mathematical vocabulary but the school is aware of this and is now identifying vocabulary for pupils to learn each week.

26 Overall pupils make unsatisfactory progress through both key stages but with the introduction and adoption by the school of the numeracy strategy, progress is improving. The progress of pupils with special educational needs is satisfactory. In Key Stage 1 progress was good in half of the lessons observed during the inspection. In one lesson, unsatisfactory progress was the result of unsatisfactory teaching. Pupils enter Year 1 from the Early Years Unit with a good understanding of number and progress in Year 1 is good. All pupils are learning to add numbers up to 10 and to count in tens. Good match of work by the teachers is

helping all pupils learn at a faster pace. Pupils in Year 2 have not previously benefited from the numeracy strategy and under the previous scheme of work had insufficient opportunities to develop mental strategies. When teaching is satisfactory they make satisfactory progress and are learning to add coins. In the one lesson where progress was unsatisfactory pupils were not clear about what they had to do and tasks were insufficiently differentiated to match the needs of individual pupils.

- 27 Progress through Key Stage 2 is unsatisfactory but improving. Progress in the lessons observed was at least satisfactory and in nearly half the lessons observed was good. In one lesson, progress was very good. In Year 3, pupils learn to use their understanding of adding 10 to a number to add 9. Many are still unable to do this mentally but are able to use a number square to reach the correct answer. In one lesson in Year 3 progress was unsatisfactory because the pupils were confused about the activity and its purpose. In Year 4 pupils are better able to add 2 numbers in their heads and are making satisfactory progress at extending their strategies for doing this. In Year 5 pupils make good progress in learning how to change fractions into decimals. In Year 6, pupils make satisfactory progress in learning to calculate percentages.
- 28 Pupils with special educational needs make good progress because they receive good support from classroom assistants. Work is usually well matched to their ability. More able pupils sometimes make unsatisfactory progress because their work is too closely related to that of the rest of the class and does not sufficiently challenge them.
- 29 Pupils' attitudes to mathematics are satisfactory overall and sometimes good. When work fails to provide sufficient challenge, pupils become bored and lose concentration. This was seen in Year 3 when pupils were required to repeat work they had completed the previous day. In some lessons when the pace is slow, pupils show little enthusiasm, although behaviour remains good. Attitudes are good when the teacher provides activities at the right level. The co-ordinator sets a good example of teaching mental strategies and in this class pupils take an active and interested part in the whole class session. They enjoy holding up cards with the right answer and feel encouraged to make good progress.
- 30 Teaching in Key Stage 1 is satisfactory overall; it ranges between good and unsatisfactory at this key stage. The one unsatisfactory lesson seen was with a teacher who had little knowledge of the pupils, and was still establishing relationships with them. Good teaching reflected high expectations and provision for independent work.
- 31 Teaching in Key Stage 2 is satisfactory overall and in nearly half the lessons observed teaching was good. In one Year 4 class teaching was very good. In this class the teacher had high expectations of all pupils. Activities were very well matched to pupils' needs and the teacher kept a close eye on the progress of all pupils throughout the lesson. When it became apparent that some pupils needed to go back a step, the activity was quickly changed. Throughout the school teachers organise their lessons carefully according to the requirements of the numeracy strategy. In good lessons in Year 5 teachers understand the need for emphasis on pupils developing their own range of strategies. In other lessons the pace is often slow and teachers do not fully understand how to help pupils extend their range of strategies. In some classes, for example in an unsatisfactory lesson in Year 3, the teachers fail to appreciate the distinction between, or the purposes of, pencil jottings and formal recording. Throughout the school teachers do not use fully the range of resources available to them.
- 32 The previous system of teaching mathematics did not clearly identify what pupils were expected to learn in each year and teachers were over-dependent on the published scheme. Although teachers have still not fully completed their training for the National Numeracy Strategy, there is already an increased emphasis on mental work and there are clear indications that standards are rising in this aspect of mathematics. Strong leadership in this subject is emerging, but as yet the co-ordinator does not monitor sufficiently the teaching of colleagues. Assessment procedures have recently been introduced but it is too early to judge their impact.

Science

- 1 From inspection evidence attainment by the end of both Key Stage 1 and Key Stage 2 is in line with the national average. Pupils make satisfactory progress in lessons and over time. This is an improvement from the previous inspection. The inspection evidence is consistent with the results of the 1999 national attainment tests, which show a marked improvement on the previous three years when attainment had remained well below the national average. Of particular note is the improvement in attainment in higher test levels which have increased by over two-thirds at Key Stage 2.
- 2 Pupils enter the school with attainment which is appropriate for the age group. Their knowledge and understanding of the world has been enhanced by developing their observational skills and looking at why some materials are more waterproof than others. These skills are further developed in Key Stage 1 through the study of the effects of healthy eating. Pupils in Year 1 were seen developing their observational skills effectively through the tasting of sweet and sour foods. Year 2 pupils had a talk from the local nurse about the dangers of drugs and medicines. Evidence from the scrutiny of work by previous pupils in Key Stage 1 shows they understand the basic conditions necessary for plant growth and know that heat can affect the shape of objects and cause changes. Older pupils are able to construct a simple circuit to light a bulb. This knowledge is extended by work in Key Stage 2 where pupils were seen showing their understanding of what makes a 'fair' test. They understand the function of the skeleton and use the correct vocabulary in describing their work. Year 6 pupils were seen making close observations of the different types of roots in plants and recording their findings through detailed, observational drawings. Evidence from the scrutiny of previous work shows that they can label the main parts of a flower and identify a number of creatures using a simple key. They are able to classify materials as solids, liquids or gases. The more able pupils understand that stationary objects are the result of balanced forces. By the end of the key stage these pupils can relate their findings from experiments to scientific understanding. However, most experiments are set by the class teacher and whilst the correct use of scientific vocabulary is developed across the school, pupils are not given enough opportunities to devise their own investigations. The attainment of the majority of pupils with special educational needs is satisfactory. They have different work, more closely related to their needs, enabling them to make satisfactory progress in lessons and over time.
- 3 Progress in both lessons and over time for the majority of pupils across the school is satisfactory. The majority of pupils move progressively through the expected levels of attainment for each attainment target, but this is slightly better in Key Stage 1 than Key Stage 2. Most pupils make satisfactory progress in the knowledge and understanding of science as they progress through the school. However, the development of skills of investigation are not so well developed particularly at the end of Key Stage 2, and not enough opportunities are given for all pupils to devise their own experiments and test their own ideas. Progress of higher attaining pupils has improved but is still often unsatisfactory. This is often due to a lack of challenge in the activities set for them when a more demanding task would be more appropriate. There is a tendency in a small number of lessons for too much time to be spent in reviewing previous learning without allowing sufficient time to develop new knowledge.
- 4 The pupils' response to science is nearly always satisfactory. They enjoy the practical tasks they are given and enjoy finding out for themselves. Where their attitudes are less than satisfactory it is often due to an over-emphasis on teacher demonstrations while pupils simply observe. The majority are well behaved in class and can work together co-operatively when required in pairs or small groups. They have good relationships with their class teachers. The most successful responses to lessons are where pupils are actively engaged in science experiments and exploring for themselves rather than being observers. Overall their attitudes to work and behaviour have a positive impact on their learning.
- 5 The quality of teaching is satisfactory in both key stages with one-quarter of that observed in each key stage being good. There was no unsatisfactory teaching seen during the inspection and this is a big improvement on the last report, when poor science teaching was a key issue. Lessons are planned using the nationally approved scheme of work and this has undoubtedly contributed to the improvement in the standards of teaching. With good management of pupils and resources, most teachers create an appropriate working atmosphere in their classrooms. They give good feedback to their pupils during lessons which helps to keep them focused on their work. However, teachers' knowledge and understanding of science is not yet secure for

all staff, and many activities lack an appropriate level of challenge, particularly for the more able pupils. Where teaching is good, lessons are presented in a lively and interesting way and clear learning objectives are well conveyed to pupils so that they know what is expected of them. Less effective teaching is the result of incomplete planning with a lack of clear learning objectives closely related to activities, low expectations of pupils, investigations which are too prescriptive and a lack of pace to lessons.

- 6 The subject has benefited from the introduction of the nationally approved scheme of work but it has only been in operation since the start of the term. When it is fully established, this will enable the school to systematically address all the programmes of study of the National Curriculum and plan more fully for progression and continuity between classes and year groups. Assessment opportunities are being identified and this will further increase the closer monitoring of learning. The scheme was used more extensively with both Year 5 and Year 6 classes last year and made a positive contribution to the overall improvement in attainment in the end of year national assessment tests. However, this improvement in knowledge and understanding does not run evenly alongside the investigation and experimentation of science at present.
- 7 Current resources for the teaching and learning of science are satisfactory and both Year 5 and Year 6 classes make residential visits to Environmental Centres to support their science work. Some use is made of numeracy and literacy skills in the learning of science but insufficient use is made of information technology to enhance the teaching and learning of the subject.

OTHER SUBJECTS OR COURSES

Information Technology

- 1 Evidence for this section was drawn from scrutiny of work from the previous academic year, lesson observations in both key stages, current work on display and discussion with pupils.
- 2 Pupils have a low starting point for information technology, because the school has not been in a position to provide regular teaching opportunities for all pupils until recently. New arrangements and the school's involvement in the National Grid for Learning have led to improved provision, and access to information technology teaching is improving for all pupils at present.
- 3 Attainment in Key Stage 1 is below average, but is catching up quickly through regular opportunities to use hardware and software, and careful teaching, including some peer tutoring. Only the more experienced pupils at Year 2 can combine text and graphics and use editing skills. The majority are just learning how to understand and use the mouse, and how to enter and delete information. Progress is good. Pupils are building up experience with paint programs, developing good hand-eye co-ordination to select and use their chosen colours and brush sizes, and using the printer. Pupils in Years 1 and 2 are showing similar progress rates at this stage. Pupils with special educational needs are making equally effective progress.
- 4 Attainment in information technology at the end of Key Stage 2 is below average, but progress is sound across the key stage and good in Year 6. Pupils are beginning to combine graphics with text and can select images which match their research work on gods and goddesses in Ancient Greece. Pupils make good progress in lessons, working with increased confidence and independence. A minority of pupils who have access to computers at home have greater familiarity and skills in handling hardware and software. They work quickly, manipulate clip art images by changing size and position, highlight text and delete. They have sound technical vocabulary. Higher attaining pupils are beginning to use the CD-ROM as a source of information in their history topic in preparation for a multimedia presentation.
- 5 Progress is satisfactory for all pupils, including those with special educational needs, across the key stage. Pupils in Years 3 and 4 use a paint program to select colours and create pictures. Pupils in Year 5 use computers for writing and presenting diary entries in connection with their history topic. They are beginning to learn how to manipulate, arrange, re-size and change the colours of geometric shapes. They know how to search for information about the skeleton, using CD-ROM.

- 6 A small group of pupils who were in Year 6 last year were able, with assistance, to import pictures from clip art files and incorporate digitised photographs into their work. This led to the production of some attractive articles for school newsletters.
- 7 Pupils' response to information technology is very good in all parts of the school. They co-operate well, pay good attention, show high levels of concentration, working patiently until they are satisfied with the results. They take great pride in the printed work. The willingness to learn from the teachers and each other is making a good contribution to the effective progress rates which are frequently evident.
- 8 Teaching is satisfactory at both key stages. Teaching of information technology was a key issue in the last inspection, so there have been clear advances here. Computer tasks are well planned, with good levels of support provided by class teachers, classroom assistants and the school's part-time technician. There is good liaison between staff. Teachers' subject knowledge is developing, but is still variable and insecure. They are supported by the arrangements which are in place for ongoing professional development. These arrangements consist of weekly sessions supported by the co-ordinator and the technician.
- 9 The curriculum for information technology is satisfactory. The school is in the process of adopting and putting into practice the exemplar scheme from the Qualifications and Curriculum Authority. Good links are already being made with other subject areas. Ongoing assessment is being applied within lessons, but formal arrangements for assessment are not in place at this stage. The subject makes satisfactory contribution to pupils' spiritual, moral, social and cultural development. The school's facilities are now effective, but are not used to their full extent because of the literacy and numeracy arrangements, which lead to limited use of some of these facilities during the mornings.
- 10 At the time of the last inspection, standards in information technology were below expectation. While standards are still below what would be expected, the rapid advances being made in the school are fully acknowledged, and this is an improvement on the previous situation.

158 Art

- 1 Evidence for this section of the report was drawn from lessons observed at both key stages, work samples from the previous academic year, teachers' planning and discussion with the co-ordinator.
- 2 Standards in art were in line with expectations at the time of the last inspection. Standards in art are now below what would be expected in each key stage, so there has been some deterioration. By the end of Key Stage 1 pupils show only minimal understanding of how to use simple art media. By the end of Key Stage 2, pupils have under-developed skills of drawing and painting. Use of other techniques and work in other media, such as wax resist, paper batik and exploded pictures are at a low level of attainment.
- 3 Progress is unsatisfactory overall in both key stages. In Key Stage 1, much of the work shows a lack of self expression. Pupils are not developing understanding of even simple media and painting shows limited colour mixing skills. Pupils have limited ability to experiment with media. These trends continue in Key Stage 2, where progress overall is unsatisfactory, but where there are examples of satisfactory progress in some classes at Years 4 and 5 where pupils make well observed pencil drawings of natural objects, such as a bowl of apples; use leaves and other materials to create collage portraits and draw lively images of animals using a paint program. Overall in Key Stage 2, too many pupils draw first, then colour in, and make copies of the work of well known artists without any development of their own ideas, skills, knowledge or understanding. Pupils in Year 6 have insufficiently developed skills and experience of using different methods and materials when working in two and three dimensions, resulting in, for example, low standards of work about minibeasts.
- 4 Teaching is unsatisfactory in both key stages, with only one satisfactory teaching example seen, in Year 4. Subject knowledge is insecure, work is over-directed and expectations are low. In Key Stage 2 some teachers are providing good opportunities for pupils to develop some aspects of their work in a sketch book. Pupils' response to art is satisfactory. In one lesson it was good, when they worked hard and sustained concentration as they made drawings of bowls of fruit and other items.

- 5 The curriculum for art is unsatisfactory. While there are examples of planned sequences of activities which relate directly to the programmes of study for art in Key Stage 2, lessons at both key stages are often unrelated. They commonly serve to illustrate work in other subjects rather than giving due regard to continuity and progression in art itself. Few opportunities are provided for pupils to explore and experiment with media in order to develop skills and build on prior learning.
- 6 Resources for art are unsatisfactory. There is only a limited range of appropriate stimulus materials; some important basic resources such as scissors and paper are of poor quality, the range of paints is very limited and the art resource base is uncoordinated. All classrooms have sufficient space for art activities.

Design and technology

- 1 Standards in design and technology, including those of pupils with special educational needs, are below those expected of seven and eleven year olds. Throughout the school all pupils make poor progress. This is because the school has put a low priority on the development of design and technology. Teachers have had no training in the teaching of design and technology and, until this term, there has been no scheme of work to ensure that pupils' learning builds on previous experiences.
- 2 By the end of Key Stage 2, pupils have had few experiences of design and technology and are unable to recall many examples of "design and make" tasks that have been completed. For example, they can recall designing a moon buggy and a market stall lower down the key stage, but did not have the opportunity to complete the making of them. As a result, when asked during the inspection to test materials for their appropriateness to use as a shelter, they had little idea what to test for or how to go about it. Pupils in Year 4, when practising sewing, did not recall any other occasions when they had sewn or used textiles. Pupils make poor progress within the key stage because of a lack of opportunities to learn, develop and practise skills and techniques or to experience working with a range of materials.
- 3 By the end of Key Stage 1, pupils are beginning to be able to use tools such as scissors and have learnt to think about the best way to join certain materials. This is because some teachers at the beginning of the key stage understand that pupils need to be taught skills and techniques and need the opportunities to practise them. There is no whole school approach to design and technology. This initial skills approach is not continued at the end of the key stage and pupils do not have experiences that allow them to develop their skills through building on previous learning.
- 4 Pupils' attitudes to design and technology are satisfactory in Key Stage 2, and in Key Stage 1 they are good. Pupils' in Key Stage 1 are eager to please the teacher and they work with concentration. Pupils in Key Stage 2 are also interested in the subject but are frustrated by their lack of expertise. An example of this was seen when pupils struggled unsuccessfully to complete a line of running stitch.
- 5 Teaching is unsatisfactory overall in this subject. In the four lessons seen, teaching was satisfactory in two. One in Key Stage 1 was good. This was good because the teacher had a clear understanding of the need to teach pupils skills and give them opportunities to practise simple techniques. In this lesson pupils learnt that to join pieces of card with a paper fastener allowed for movement whilst to join using glue or sellotape would not do this. One lesson in Key Stage 2 was unsatisfactory. This was because the teacher expected the pupils to pick up the skill of sewing but did not teach any techniques to help them, such as how to hold the material and the needle, which direction to sew in or how to secure the thread.
- 6 Standards have fallen since the last inspection because pupils have fewer opportunities to develop their skills and teachers have a poor understanding of the subject. The school has recently considered adopting the national scheme of work for design and technology but at present only three year groups are using it and it has as yet made little impact on standards.

Geography

- 1 Evidence was obtained through observation of four lessons, discussion with the geography co-ordinator and other staff, and scrutiny of work completed by pupils of all ages last year.
- 2 Progress in geography is satisfactory for pupils of all abilities, including those with special educational needs, at both key stages. Pupils in Year 2 are given opportunities to develop the concept of a plan, and can describe some human and physical features, showing some important physical features as they draw plans of their own homes. Year 3 pupils know that the Sahara desert is in Africa and is hot. Some know about the Arctic and Antarctic and the North and South poles, although not all are confident to show north on a map or a globe. Year 4 pupils can identify a village, but not classify within the range of villages. Their maps of a village show reasonable geographical layout, and pupils can identify significant buildings on these maps. Pupils in Year 6 can use an atlas effectively, and state some differences between maps, such as physical or political. They have developed an appropriate geographical vocabulary which they use in their responses to questions.
- 3 Pupils' response to geography lessons is good. They are interested in the work and they take care when producing geographical work. They show willingness to learn and they listen well to the lesson introductions. Some are eager to respond to questions and offer information. They seek information as required from a range of books, using their skills effectively.
- 4 Teaching in this subject is satisfactory at both key stages. Teachers are using the new scheme of work, linked to programmes of study in the National Curriculum Orders for Geography. The programme of learning objectives is still not sufficiently focused to ensure effective progression and continuity through the school. Teachers' knowledge and understanding of the subject content is generally secure with regard to local and regional work, but less so in relation to comparisons with other cultures and places, so there is only limited impact on pupils' learning in these areas.
- 5 The curriculum for geography is satisfactory. At present the school is using the guidance from the Qualifications and Curriculum Authority, which is helpful and clear. All pupils have opportunities to be involved in educational visits to a range of environments, such as towns, villages, the coast, stately homes and the local market. Through these visits and the follow-up activities in the classroom they have good opportunities to develop understanding about different physical and human patterns. There are units of work which offer good opportunities for pupils to contrast this local and regional knowledge with more distant parts of the world. Pupils make good use of information technology to support this subject. Older pupils may attend the annual residential visits, which include attendance at Environmental Centres, where they can follow additional studies in geography. There is no formal assessment in this subject and there has been no effective monitoring of teaching of geography. However, examples of pupils' work are collected to inform staff development.
- 6 The co-ordination of this subject is developing, but some teaching weaknesses and inconsistencies are still to be dealt with. There has been no useful process to assess the quality of teaching in the classrooms or to ensure that teachers receive guidance to help them develop and teach more effective geography programmes and lessons.
- 7 The resources for geography are satisfactory and are used to support lessons. Pupils were seen using globes, atlases, information books, local maps and world maps. The school's accommodation offers some interesting ground plans and some extensive outdoor areas which could be supportive to this subject. Displays for geography were both interesting and varied at the time of the inspection.
- 8 At the time of the previous inspection, standards in geography were in line with national expectations. This standard has been maintained.

178 **History**

- 1 Based on the work saved from the last school year, standards in history are broadly in line with national expectations by the time pupils leave the school.
- 2 At Key Stage 2, pupils make sound progress when finding out about the past using reference books. They write about history in a variety of ways. Good links are made with English through reading and writing, for example, in the reporting of a coal mine explosion by Year 3 pupils in the form of news sheets giving different eye witness accounts; in the letters written by Year 5 pupils describing a Tudor home; the reporting on a monastery fire and diary writing; through the re-telling of the story of Hercules by Year 6 pupils. Work is well presented in these different forms. Pupils in Year 5 make sound progress in developing their understanding of the meaning of symbols in royal costume when finding out about the past from Elizabethan portraits. In their study of the Ancient Greeks, pupils at the beginning of Year 6 can explain the meaning of terms such as AD and BC, but are unsure about chronology, placing the Ancient Greeks after the Tudors. Higher attaining pupils can explain why the Olympic games were important to the ancient Greeks but others are less sure. Pupils' work shows greater emphasis on finding information from reference books and recording facts than on other key elements.
- 3 Progress at Key Stage 1 is sound. Year 1 pupils sequence photographs of themselves at different stages of their growth and most understand the terms 'then', 'now' and 'long ago' in relation to their own development. Year 2 pupils can identify some of the differences between household objects used now and in Victorian times, although the use of black and white pictures rather than a range of artefacts restricts opportunities for more purposeful historical enquiry and discussion. The school has a limited range and variety of resources and artefacts to support its planned areas of study at both key stages. The collection of artefacts is inaccessible to pupils.
- 4 Teaching seen at both key stages is satisfactory overall. At Key Stage 1, satisfactory lessons involve whole class discussion, well organised group activities and plenary sessions, with groups of pupils targeted for language support. Examples of less satisfactory features include a lack of rigour, pace and challenge during lesson introductions, and a lack of appropriate resources and artefacts in some Year 1 and 2 lessons to promote questioning and enquiry skills. In lessons seen at Key Stage 2, teachers have secure subject knowledge but some lesson introductions lack pace and challenge, and teaching strategies are mostly limited to tasks involving research using reference books. Some use is beginning to be made of CD-ROM. There is little evidence of variety in the ways that pupils communicate their knowledge and understanding, with the exception of the example of small group discussion on portraits in Year 5.
- 5 In the previous inspection, standards in history were sound at Key Stage 1 and good at Key Stage 2. Standards are now sound across the whole school.

183 **Music**

- 1 Progress in music is satisfactory at Key Stage 1, including the progress of pupils with special educational needs. Pupils in Year 1 build on the provision in the reception class by extending singing opportunities and developing group and individual work with percussion instruments. They are responsive to teachers' suggestions and guidance, and they learn to explore rhythms successfully, extending the repertoire and sometimes inventing their own rhythms. They use percussion effectively to echo rhythms made with clapping their hands. Children co-operate when the teacher asks for evaluative comments, making constructive suggestions about how to improve their work. No Year 2 lessons were seen, but pupils in this year group join in effectively in singing in the hall, showing that they know the words to some songs and hymns, and are developing an increasing repertoire of known songs and tunes.

- 2 Progress in music at Key Stage 2 is unsatisfactory for pupils of all abilities. Those with special educational needs are given support from teachers to ensure that they have access to the activities on offer. While pupils in Year 3 enjoy their music lessons, the demands made in these lessons are less than the ones made in Year 1. Rhythms here were repetitive and unchallenging, being very simple. The singing of very limited action songs did not offer appropriate learning extensions. Pupils in Year 4 were not seen. In Year 5 pupils were given an activity which had the potential to be rigorous and challenging, but opportunities were severely limited by the lack of a developmental programme and the expectation that pupils would be able to compose, notate, practise and perform to appropriate levels in one lesson. This unrealistic expectation placed severe limits on standards and the resulting performances were extremely brief, very simple, and under-developed. Music in Year 6 showed satisfactory progress. In this year group pupils listened to, appraised and compared music from different cultures, identifying a range of sounds and instruments and discussing musical traditions from different countries.
- 3 Progress in singing is satisfactory for singing in unison, which was heard in the assemblies, but no extensions were identified for any age group, as there were no examples of part singing or rounds throughout the week of the inspection. When singing together, pupils sing musically, keeping in tune well: words can be heard clearly and appropriate emphasis is placed on clarity, volume and expression.
- 4 The quality of teaching is satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2, where two lessons out of three were unsatisfactory. In Key Stage 1 the lesson pace was good and subject knowledge was satisfactory. Children were involved effectively in music making and their progress was evident. In Key Stage 2 teaching was limited by lessons being pitched inappropriately for the pupils, expectations being either too high and unrealistic or too low and undemanding. These problems are related to both knowledge of the subject itself and knowledge of the requirements of the National Curriculum. All lessons were limited by the lack of a clear agreed developmental scheme of work which would help teachers to know what to teach for each term and to which levels.
- 5 There is no shared teaching through which to help teachers to develop their skills and understanding in this subject.
- 6 The pupils' response to all music provision is satisfactory overall and sometimes good. They do their best whatever is asked of them, but the school does not seek to use all their contributions effectively or ensure that their response is at appropriate levels of skill and understanding, especially at Key Stage 2. There are a good number of pupils who receive group or individual tuition in music with visiting teachers, on keyboards, recorders, guitars, woodwind and strings but there was no example during the inspection of teachers using or drawing upon this developing knowledge in lessons, or of pupils being asked to perform on their instruments so that other children could listen.
- 7 The curriculum for music is unsatisfactory. It is mainly identified by individual teachers for individual lessons from a commercial scheme of work which is available in the school. There is little to guide teachers into the interpretation of the suggested activities in the classroom. There is music played for pupils to listen to as they enter and leave assemblies, but little spoken reference is made to this. There is a hymn practice once each fortnight, but this was not on the timetable for the inspection week. The school has a useful supply of recorded music and suitable equipment, so that this provision can be made in each of the two halls or in the classrooms. Other resources to support music include a supply of tuned and untuned percussion for each key stage. These resources include only minor examples from other cultures, and overall, within the taught curriculum and the resources for this subject, with the exception of the Year 6 lesson noted above, there is little to extend pupils' awareness of the wealth and richness of music across cultures, and only very limited elements of spirituality were evident in music lessons seen. The subjects makes satisfactory contribution towards pupils' moral and social development. Additional music provision includes a choir, a recorder group and a Christmas performance. The school encourages links with Opera North.

- 8 The school has more than enough suitable accommodation to fulfil all the needs of an effective music curriculum for all age groups. The co-ordinator for music is well qualified, and there is another teacher with qualifications in this subject. There is the intention to review policy and practice when the new national primary curriculum review is implemented next year.
- 9 In the last inspection there was variability in the teaching of music at both key stages. This is still the case at Key Stage 2, and there has been some deterioration in the music curriculum and pupils' progress in this subject, especially at Key Stage 2.

192

Physical education

- 1 Progress in physical education is unsatisfactory at both key stages. Pupils with special educational needs of a physical nature make satisfactory progress with the direct help of the support staff.
- 2 In Year 1 pupils show satisfactory progress with moving along a bench and using their bodies in different ways. They think about their performance and attempt to improve its quality under guidance from the teacher. In Year 2, pupils develop different rolls on floor mats, but show little understanding of making these movements safely or improving their style. Pupils in this year group skip, run and jump to warm up their bodies, but are unskilled with safety factors and have little awareness of their body parts. In Year 3 pupils dance and move to recorded lesson instructions, but have very limited awareness of how to extend or improve upon their very simple interpretations. In games skills they dribble a small football with their feet. In one Year 4 class, working at a slow pace, they throw a ball to each other, using different throws over a distance of two metres. In another Year 4 class pupils work enthusiastically and energetically, changing speed and direction, defending and blocking, or attacking. They pay attention to safety, work in groups, play small games at good pace and improve and refine their performance. In Year 4, all pupils participate in swimming, and work in an appropriate ability group, following instructions and developing their performance well, with the higher attainers refining their swimming using different strokes and the lower attainers developing confidence and beginning to swim with some success using arm bands and floats. In Year 5 pupils can practise and develop small games skills using sticks and balls, showing some ability to dodge and weave. Pupils in Year 6 have no access to physical education lessons this term, except for joining Year 4 in the swimming sessions and performing in the ability groups described above. There is a bigger proportion of competent swimmers in the Year 6 classes. Progress in swimming is good. Pupils in all age groups show limitations their physical skills development, with this being more evident in some classes than in others.
- 3 Pupils' response to physical education lessons is always enthusiastic and they work hard at whatever they are asked to do or allowed to do. In the best lessons they work very hard and make progress, but lessons of this nature represented only one in three of all those seen. All pupils in all year groups were appropriately dressed for their physical activities. Pupils appropriately wore plimsolls, training shoes or worked in bare feet, according to the situation.
- 4 The quality of teaching is satisfactory overall in both key stages, but is too variable in Key Stage 2, ranging between very good in one Year 5 class, to unsatisfactory in Year 3, with some additional unsatisfactory elements in otherwise satisfactory lessons. Some teachers have good subject knowledge and have informed themselves well about how the lesson plans from the published scheme of work can be used effectively, paying good attention to pace, range of activities, use of apparatus and skills to be promoted and developed. In the best lessons there was good example of demonstration and clear guidance. Only one lesson included evaluation of performance by pupils. Weaker lessons showed too little attention to building on previous learning and setting appropriate learning targets for physical skills, teamwork or expression. These lessons were affected by low expectations, slow pace and over-controlled situations. Some teachers wore appropriate clothing and footwear to lead their lessons, while others made no effort in this direction. Support staff involved with pupils with physical disabilities made sure that full access was gained for the pupils to the lesson content. There is no shared or paired teaching in the school.

- 5 The curriculum for physical education is not clearly allocated to ensure that within and between year groups pupils get a chance to extend and develop their physical skills effectively, resulting in rising and falling demands being made on pupils at different times. There is insufficient attention to teaching pupils how to move safely, especially in Year 2 and there is a very unclear picture related to how and when pupils will learn to use apparatus effectively, or when they will develop athletics, work in pairs and groups, or evaluate each other's performance. Apart from the well differentiated swimming lessons which were led by staff at the swimming baths, there is no effective provision for higher achievers in this curriculum area. Time allowance for physical education is very low, with some classes receiving little more than half an hour each week and Year 6 having no physical activity except swimming in the current term. The school tries hard to provide extra curricular sport, but the outcome is mainly rally days for football and netball, with some preparation activities beforehand. Teachers support these well, often providing additional transport, as pupils cannot use the regular school buses if they stay for extra activities. These complications make it very difficult for the school to provide extra sport on a regular basis. Rugby training seen during the inspection was very effective, very well managed and supported, and enjoyed by all girls and boys involved. The school has recently initiated a residential visit for Year 5 and continues one for Year 6 in which some more challenging physical work, such as orienteering and hiking, is encountered
- 6 The co-ordinator for the subject has made sure that all teachers have access to the commercial scheme of work which has been adopted in the school, but has no knowledge of the quality of its interpretation by individual teachers.
- 7 Resources are satisfactory, well stored and accessible. Fixed equipment in the halls has been checked for safety in the last year, but there is little evidence of its regular use. Some equipment is heavy and unwieldy for use by this age group. The school has two halls with good floor surfaces and ample hard playgrounds. The grassed fields are at different levels, but there are more than enough level playing areas.
- 8 In the last inspection the quality of teaching was variable across both key stages. This is still the case, and there has additionally been fragmentation of the curriculum for physical education, while the progress made in this subject by pupils is unsatisfactory.

SUMMARY OF INSPECTION EVIDENCE

- 1 Six inspectors were involved in the inspection, over a period of four days, providing twenty four inspection days. Prior to the inspection period, questionnaires were sent out to parents and a meeting was held to give them opportunity to express their opinions about the school and its work. The headteacher provided the inspection team with copies of all relevant school documents, including the school development plan, the action plan related to the previous inspection findings, the review of all action taken, subject policies, curriculum planning and financial information. Many additional documents were provided during the inspection week.
- 2 Some governors were interviewed, including the Chair of governors and the numeracy governor, so that the governing body's work could be considered. The headteacher and deputy headteacher were interviewed about their management roles. Other teaching staff were interviewed about their leadership roles or other responsibilities. Inspectors held informal discussion with some members of the support staff and administration staff.
- 3 Almost one hundred lessons or parts of lessons were observed. There was both formal and informal discussion with pupils of all ages about their school and their work. Inspectors attended assemblies, and observed playtime and lunch time arrangements, including behaviour in the playground. Attendance registers were scrutinised.
- 4 On the first day of the inspection, a sample of pupils' work was set out for scrutiny by inspectors. This school-wide sample included work from pupils of all abilities and most aspects of the curriculum. During the week, pupils of all abilities were heard reading by inspectors, who also discussed books with these pupils and asked some of them to find information from books. Some of the school's extra curricular activities were observed.

DATA AND INDICATORS

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	387	8	66	88
Nursery Unit/School	12	1	2	5

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	15.1
Number of pupils per qualified teacher	25.6

Education support staff (YR – Y6)

Total number of education support staff	13
Total aggregate hours worked each week	227

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	12

Education support staff (Nursery school, classes or unit)

Total number of education support staff	3
Total aggregate hours worked each week	74.5

Average class size:	32
---------------------	----

Financial data

Financial year:	1998/99
-----------------	---------

	£
Total Income	598,597
Total Expenditure	581,867
Expenditure per pupil	1,293
Balance brought forward from previous year	31,810
Balance carried forward to next year	22,070

PARENTAL SURVEY

Number of questionnaires sent out:

411

Number of questionnaires returned:

105

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	33	54	8	3	1
I would find it easy to approach the school with questions or problems to do with my child(ren)	42	50	4	4	0
The school handles complaints from parents well	25	42	14	8	1
The school gives me a clear understanding of what is taught	30	54	8	8	0
The school keeps me well informed about my child(ren)'s progress	30	50	6	10	3
The school enables my child(ren) to achieve a good standard of work	31	55	6	7	0
The school encourages children to get involved in more than just their daily lessons	26	44	15	11	1
I am satisfied with the work that my child(ren) is/are expected to do at home	22	55	10	10	4
The school's values and attitudes have a positive effect on my child(ren)	39	50	7	3	0
The school achieves high standards of good behaviour	47	40	10	3	1
My child(ren) like(s) school	52	38	6	2	1

NB Percentages of responses are rounded to nearest integer, sum may not = 100%.
 Percentages given are in relation to total number of returns including nil replies.