

# INSPECTION REPORT

## **KINGSWAY JUNIOR SCHOOL**

York

LEA area: York

Unique reference number: 121283

Headteacher: Mr D T Metcalfe

Reporting inspector: Miss M A Warner  
17288

Dates of inspection: 13<sup>th</sup> - 17<sup>th</sup> March 2000

Inspection number: 188851

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Kingsway North Clifton York
Postcode:	YO30 6JA
Telephone number:	(01904) 627270
Fax number:	(01904) 627270
Appropriate authority:	The governing body
Name of chair of governors:	Mr N R Jones
Date of previous inspection:	24 <sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M A Warner	Registered inspector	History Physical education	The characteristics of the school Results and achievements Teaching and learning Pupils' spiritual, moral, social and cultural development
J Godfrey	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development The school's care for the pupils Partnership with parents Accommodation
J Costello	Team inspector	Mathematics Information technology Geography	Curricular and other opportunities Assessment
T Edwards	Team inspector	Science Art Religious education English as an additional language Special educational needs	
J Fairclough	Team inspector	English Design and technology Music	Leadership and management

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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Alexandra House  
33 Kingsway  
London  
WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Kingsway is a junior school serving a large estate north of York. It is larger than most primary schools nationally, with 318 pupils on roll. Pupils' attainment on entry is well below the national average. The percentage of pupils who have free school meals, 27 per cent, is above the national average. The percentage of pupils on the special educational needs register, 51 per cent, is well above the national average. The 3 per cent who have statements of need is also well above the national average. One pupil has English as an additional language which is low. The area the school serves has been designated a Social Priority Area.

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

Kingsway makes a clear commitment to the personal development of pupils and demonstrates well that it values each pupil as an individual. Standards in national assessments are very low and, although many of the pupils are from a less favourable environment, the school is not sufficiently successful in raising standards. There has been some improvement in attainment recently, but it gives unsatisfactory value for money.

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

- The quality of teaching is good and there are effective strategies for teaching literacy and numeracy.
- The use of assessment information to guide curricular planning is good. Support for pupils with statements of special educational need is good.
- The adequacy of staffing is satisfactory and of learning resources is good.
- Pupils' attitudes, their enthusiasm for school and their interest and involvement in activities are good.
- The provision of extra-curricular opportunities is a strength of the school. The contribution the community makes to pupils' learning is good.
- There is good provision for pupils' spiritual, social and cultural development and very good provision for their moral development. Relationships and provision for pupils' personal development are good.
- The parents' views of the school are satisfactory.
- The headteacher has successfully led the school through a major rebuilding programme, as a result of a fire, and has developed the attractive site very well.
- The governors' understanding of the strengths and weaknesses of the school is good.

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

- Develop long-term subject action plans, in addition to those for English and mathematics, with achievable but challenging targets and raise teachers' expectations of what pupils can achieve.
- Meet statutory requirements for the teaching of information and communication technology.
- Review the school development plan, so that priorities for development focus clearly on raising of educational standards across the curriculum.
- Reduce the high levels of pupil absence by improving procedures for monitoring the reasons for absence.
- Restructure the school management team to enable subject co-ordinators to carry out their responsibilities more effectively. Ensure that all members of staff have job descriptions related directly to their specific roles and to the appraisal of their teaching and responsibilities.
- Improve the formal structures of communication between the governors, headteacher and senior management.
- Ensure that statutory requirements are implemented.
- Use the principles of best value when accounting for the use of specific grants.
- Bring the behaviour policy in line with the best practice in the school to reflect a more consistent and positive approach.
- Improve pupils' spelling, handwriting and punctuation.
- Improve the quality of pupils' reports to parents.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. Four of the key issues have been addressed, two partly addressed and two have not yet been addressed sufficiently:

- number skills are surer and pupils show more flexibility in dealing with numerical problems. However, pupils are not yet given enough opportunities to practically apply their number skills;
- opportunities are now planned for pupils to write across the curriculum. Pupils' research skills, such as history, have improved;
- the unsatisfactory quality of teaching has been addressed. Teachers' expectations and their methods have improved and there is greater rigour in planning and assessing the curriculum. National Curriculum attainment targets are now covered in all subjects except information technology;
- subject co-ordinators have been appointed and the literacy, numeracy and special needs co-ordinators monitor teaching. There has been a specific focus on the monitoring of teaching, but monitoring has not been sufficiently focused on the standards achieved;
- training, to increase teachers' expertise in information technology, music and physical education, has not been addressed sufficiently;
- decisions about spending are not evaluated sufficiently in terms of their effect upon raising standards which have not, overall, improved; and
- the school has been very successful in improving the range, quantity and quality of books and their accessibility and use by pupils.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	E	E	D	well above average A above average B average C below average D well below average E
Mathematics	D	E	E	E	
Science	D	E	D	C	

- Pupils' attainment on entry is well below the national average.
- Key Stage 2 tests: English and mathematics results are still well below the national average and below those of similar schools. Science has improved to below average and is now in line with similar schools.
- Inspection evidence: English, mathematics and science are all currently in line with expectations at the end of the key stage.
- The trend in the school's average National Curriculum point score, for all core subjects, is broadly in line with the national trend.
- Standards are in line with expectations in design and technology, geography, history, music and religious education. They are above and well above expectation in art and physical education and below in information technology by the end of the key stage. Pupils' achievement, at the end of the key stage, in mathematics, design and technology, geography, history, music and religious education is satisfactory; in English, science and art it is good and in information technology is unsatisfactory.
- The targets set for improvement in the core subjects lack sufficient challenge to make significant improvements, taking into consideration the fact that the present Year 6 is above the average for the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are attentive and respond enthusiastically to teachers' questions. Occasionally at the end of the day youngest pupils begin to lose interest in their work and have less application.
Behaviour, in and out of classrooms	Usually good. The behaviour of some pupils in Year 3 is sometimes unsatisfactory. Behaviour in the playgrounds is usually good, although play fighting does sometimes get out of hand. The level of exclusions has been high, but is declining. Overall behaviour is satisfactory.
Personal development and relationships	Good. Staff provide good role models. Pupils gain self-confidence and self-discipline as they get older. Pupils take their duties very seriously and act very responsibly.
Attendance	Attendance is well below the national average. Unauthorised absence is well above the national average. Much absence is parentally condoned. The vast majority of pupils are punctual and lessons start promptly, but there are nearly always a few pupils who arrive late for school each day.

Attitudes to learning are good, behaviour is satisfactory, although the level of fixed term exclusions is high. Personal development and relationships are good. Attendance is poor and unauthorised absence is too high.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

- Teaching is very good or better in 29 per cent, satisfactory or better in 97 per cent, and unsatisfactory in 3 per cent of lessons. The quality of teaching in English and mathematics is good.
- Strengths: Skills of literacy and numeracy are taught well. Subject knowledge - very good in art and physical education; good in English, mathematics, science, design and technology and geography. Good teaching of basic skills, effective teaching methods, good management of pupils and good use of time, support staff and resources.
- The school meets the needs of the majority of its pupils well. However, those with special educational needs who do not have statements of need are not always sufficiently well supported.
- Particular strengths in pupils' learning are their interest, concentration and independence.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The previous inspection found that the planning of the curriculum was weak. This has been improved, except in information technology. Booster classes, at lunch times, provide Year 6 with extra support for literacy and numeracy and additional literacy support is provided for Years 3 and 4. Good use is made of visitors and the locality.
Provision for pupils with special educational needs	Satisfactory, overall. The provision made for pupils who have statements of special educational needs is good. There is, however, a large number of pupils with special educational needs in every class and there are too few extra adults available to help them with their work.
Provision for pupils with English as an additional language	Satisfactory. The pupil's progress is monitored by the co-ordinator of special educational needs. A specialist teacher who comes into school provides additional support. This pupil is making satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good for spiritual, social and cultural development and very good for their moral development. Assemblies are very well ordered and give time for reflection and enjoying each other's successes.
How well the school cares for its	The school takes good care of pupils' welfare and health and safety



pupils	
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The school's partnership with parents is satisfactory overall and parents have positive views of the school.

Strengths:

- the provision of extra-curricular opportunities is a strength of the school;
- the emphasis that the school puts on the individual pupils means that problems are talked through and reasons for decisions are carefully explained to them. This promotes their moral development very well.

Weaknesses:

- provisions for information technology does not meet statutory requirements;
- formal whole school risk assessments, the implementation of the behaviour policy, procedures for monitoring and promoting good attendance.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Responsibilities within the senior management team have not been reallocated satisfactorily. The year heads hold budgets, but do not have specific roles related to raising attainment. Key co-ordinators have vision, energy and clear intentions for improvement, but do not always have delegated budgets and clear job descriptions. Whilst the headteacher has a clear commitment to the philosophy of the school, his and the deputy's roles are not clearly defined in job descriptions. Management is at present unsatisfactory.
How well the governors fulfil their responsibilities	The governing body is aware of the weaknesses in the management and of the strengths in some subject areas. There is no teacher prepared to accept the role of teacher governor. Governors do not fully exercise their powers and the overall effectiveness of the governing body is unsatisfactory.
The school's evaluation of its performance	There is satisfactory monitoring and evaluation of the school's performance. The school has developed good procedures.
The strategic use of resources	There is a lack of a strategic overview focused on the improvement of the school. Links between specific funds, school development priorities, the raising of standards and the provision of support for pupils for whom the funds are intended, are unsatisfactory.

Adequacy of staffing and learning resources are good and accommodation is very good.

Strengths:

- the headteacher's concern for the individual pupil; the vision of co-ordinators; the concern of the governing body.

Weaknesses:

- the formal structures for communication between governors, headteacher and senior management; the structure of the management team; the lack of a long-term strategic plan for the school; the school does not put into practice the principles of best value in its widest sense.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• 100 per cent of those who returned questionnaires feel comfortable about approaching the school with questions or a problem.</li> <li>• Their child likes school.</li> <li>• The school expects their child to work hard and achieve his or her best.</li> <li>• The school helps their child to become mature and responsible.</li> <li>• Teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework.</li> <li>• The range of activities outside lessons.</li> </ul> <p>A small minority would like:</p> <ul style="list-style-type: none"> <li>• More information about their child's progress.</li> <li>• The school to work more closely with parents.</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Their child is making good progress in school.</li> <li>• The school is well led and managed.</li> </ul> |  |
|---|--|

8 parents attended the parents' meeting. 84 returned questionnaires and 5 added written comments.

Other issues and comments from parents:

- there is good support for pupils with special educational needs; there are good opportunities for pupil to take responsibility; the school is approachable and welcoming; accommodation, displays and organisation have improved.

The inspectors agree that:

- the school is welcoming and approachable; pupils have good opportunities to take responsibility; the accommodation is a strength of the school; there is a lack of consistency in pupils' annual reports about their progress, homework is only set in English and mathematics and is not used sufficiently to help raise standards.

Where inspectors disagree with parents:

- there is good provision for activities outside of lessons; the school does work closely with parents.

## **PART B: COMMENTARY**

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

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

1. Attainment on entry is well below the national average in reading, writing and science. Pupils' reading is well below average, their writing is poor, mathematics is in line with the national average and science well below the national average when they start at the school.
2. Test results at the end of Key Stage 2 show that English is still well below average, mathematics has declined but science has improved. Based on the results of the last four years, the trend in the school's average National Curriculum points for all core subjects was broadly in line with the national trend.
3. In English, National Curriculum test results in 1999, when based on the average point score, showed that attainment at the end of Key Stage 2 was well below the national average. It was well below at level 4 and below at level 5. Attainment, overall, was below average, when compared with similar schools. Over the last four years, attainment rose sharply from 1996 to 1997 and continued to rise at a similar pace, although well below the national level, from 1997 to 1999. There was no difference in the performance of boys and girls. Teacher expectations at the higher level 5, were below those achieved by pupils, but were similar to test results at level 4. Teachers' assessments, in general, are lower than test results, which indicates that expectations of pupils are too low.
4. Overall, inspection evidence indicates that attainment in English of pupils currently at the end of Key Stage 2 is in line with what is expected of pupils of their age. Speaking and listening is good. Pupils are confident in speaking, they express clear opinions and higher attaining pupils offer points for discussion that contain reasoning and structured argument. When tasks are suited to their attainment and offer challenge, pupils work with enthusiasm and speed in response to time limits. Reading is in line with expectations. Writing is mainly in line with expectations, but there are some significant weaknesses. Spelling, handwriting and punctuation are weak. Tracking of pupils' attainment on entry through to Year 6 is supporting the process of target setting and this has identified the current Year 6 as a better than average group for the school, although not nationally. The school is also using booster classes to focus on average and lower than average attainers in preparation for end of key stage national tests and the ALS (Additional Literacy Support) programme to target average and below average pupils in Years 3 and 4. The school has implemented the National Literacy Strategy well. The consistently good use made of the literacy hour is reflected in teachers' planning and preparation. Analysis of pupils' work shows that good use is made of literacy across the curriculum, such as in science, geography, history and religious education.
5. In mathematics, National Curriculum test results, at the end of Key Stage 2 in 1999, when based on the average point score, showed that attainment at the end of Key Stage 2 was well below the national average. It was well below at both levels 4 and 5. Attainment was also well below average when compared with similar schools. Over the last four years, attainment rose sharply in 1997, dropped in 1998 and rose slightly in 1999, but was still well below the average level. The national trends have shown a similar, although much less marked variation, at a higher level. There was no marked difference between boys and girls. Teacher expectations were similar to the results at both levels 4 and 5.
6. As seen in lessons, the overall attainment of pupils at the end of the key stage is now in line with expectations. The higher-attaining pupils are achieving at the level that is expected of them, whilst some below average achievers are doing well and achieving average standards. This is particularly notable in their mental arithmetic skills. The development of pupils' numeracy skills is having a profound effect on the standards pupils can achieve in arithmetic, particularly those sums which can be done mentally. Booster classes held at lunch times, for some specially targeted pupils, are both effective and enjoyed by the pupils. Test results are now being used to create a long- term track record for pupils and the results of the national tests are beginning to be carefully analysed.

7. The implementation of the National Numeracy Strategy in the school is a major success which, as well as raising standards, has led to a considerable enthusiasm for mathematics. As a consequence, pupils come to mathematics lessons expecting to enjoy learning and doing mathematics. The successful adoption of the National Numeracy Strategy has given teachers a ready made scheme, provided in-service training and a range of materials and ideas which they have used to very good effect. The co-ordinator for Numeracy has been in post for a relatively short time, but her enthusiasm, leadership and management have had a strongly beneficial impact upon the quality of the organisation, of the teaching and of the standards pupils are achieving in mathematics.
8. In science, National Curriculum test results at the end of Key Stage 2 in 1999, when based on the average point score, were below the national average. They were below the national average at both levels 4 and 5. When compared with similar schools, they were in line with the average. Over the last four years, attainment varied in a similar way to mathematics, although the drop in standards in 1998 was less marked and the standards in 1999 were higher than in mathematics. The co-ordinator for science is a specialist and has worked alongside colleagues. The good progress pupils have made reflects the good teaching of the subject. Teachers enjoy teaching the subject and transmit their enjoyment to their pupils. Taking the four years together, from 1996 to 1999, standards were well below the national average. There was no difference in standards between boys and girls. Teacher assessments at both levels 4 and 5 were lower than the results, showing lower expectations of pupils than their actual achievement.
9. In science, the evidence of pupils' work shows that the present Year 6 are achieving average standards in their work. Pupils are making good progress, overall. The standard of attainment, having varied, now reflects that seen in the last inspection. This is the result of good teaching. By the end of the key stage, pupils have acquired a good knowledge and understanding of the content of the National Curriculum. Pupils understand how to predict, observe and draw conclusions from experiments and investigations. Pupils conduct investigations devised by their teachers and sometimes use information technology, though to a limited extent, to record results. They write up experiments to a set format and in the process effectively practise their writing skills. The amount of investigative work has increased since the last inspection, but this is an area of science work, which is not as well-developed as it should be by the end of the key stage.
10. In information and communication technology, very little progress has been made in remedying the weaknesses in the subject that were noted at the time of the previous inspection. Pupils have too few structured opportunities in using the new technology for them to receive their entitlement in this subject or to develop their capability in it. Some parts of the National Curriculum, monitoring and controlling, are not taught and there is only limited evidence of pupils using computer modelling, in history and geography, as a way of learning in other subjects. The scrutiny of pupils work showed that in communicating and handling information they have a range of experience, some of it valuable and of a satisfactory or good standard, but it varies from class to class. In some classes, the use of information technology is stronger and pupils word process, draw pictures and create graphs and tables of data. When given the opportunity to use computers, pupils produce work that is, overall, broadly in line with the national expectation for their age. Keyboard and mouse control and file management skills are not sufficiently well developed generally. The approach to learning to use information technology is through learning about other subjects. This is a valuable method, but there is insufficient understanding in the school in general as to how this may be achieved.
11. In religious education, at the end of the key stage, pupils' attainments are in line with the expected standards, as indicated by the locally agreed syllabus for religious education. Pupils have a satisfactory knowledge and understanding of the work they have been doing in religious education. There is an emphasis on Christianity in the religions studied, as required by the local syllabus and pupils celebrate the main festivals. Pupils also know about the major festivals of Judaism, Hinduism and Islam. Their work on signs and symbols has given them some knowledge of other religions, such as Buddhism, as well as considering the symbolism of Easter. Pupils are thoughtful about how we should take care of the natural world and they have learned how people in different countries celebrate harvest. The work being done in classrooms links well with the emphasis in assemblies on caring for and valuing other people. In lessons and in assemblies, the aims and values of the school are made very clear. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.

12. In the foundation subjects, attainment is above that expected at the end of the key stage in art, particularly in some of the close observation work. Standards have improved since the last inspection when they were judged to be average. Although few design and technology lessons were seen during the inspection, standards seen, in an analysis of the pupils' work, show that pupils are achieving a satisfactory level of attainment. In geography, pupils have satisfactory achievement and make satisfactory progress. In history, pupils' knowledge is satisfactory and all areas of the National Curriculum are covered. Pupils' oral work shows that they remember well what they are taught, but the recording of their work lacks depth and quantity. In music, attainment is satisfactory, overall. Pupils show particularly good skills of composition and performance. Physical education, and, in particular, soccer is a strength of the school. Standards in sport are very good, with pupils well rehearsed in the skills needed to play different games such as soccer, netball and hockey. Standards in gymnastics are average, overall, but reach above average standards by the end of the key stage. The marked improvement in agility and competence in all areas of the subject over the key stage is noticeable.
13. Pupils with special educational needs and the pupil with English as an additional language make satisfactory progress, overall, and some pupils with statements of special educational needs make good progress because of the good support they are given. This is also due to the class teachers and specialist support teachers and co-ordinator working closely together. The well above average number of pupils at the school with special educational needs who do not have that extra support, however, are causing standards to remain well below average in most year groups. Targets need to be higher for these pupils and additional support provided. The average standards found at the end of the key stage during the inspection reflect the fact that this particular Year 6 has fewer pupils with special educational needs in it and more pupils of average attainment than is usually found in the school.

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

14. Pupils have good attitudes to school that contribute positively to their learning. All parents who responded to the questionnaire reported that their children enjoy coming to school. Pupils know the routines well, settle to work quickly and focus well on activities. Most are attentive and respond enthusiastically to teachers' questions. Pupils particularly enjoy mental maths and oral work at the start of literacy and numeracy lessons. They also enjoy practical activities such as in science, art and design technology. Only at the end of the day, in less structured lessons, do some of the youngest pupils occasionally begin to lose interest in their work and have less application. Pupils are developing good, independent learning skills. They can use books and information technology to research information. They work well on their own. Pupils with special educational needs have good attitudes to work and persevere well.
15. Overall behaviour is satisfactory. Pupils' behaviour in lessons is usually good. Pupils know the difference between right and wrong. Older pupils are very well behaved. The behaviour of some pupils in year three is sometimes unsatisfactory. This is usually at the end of the day in less structured academic lessons. Behaviour in the playgrounds is usually good, although play fighting does sometimes get out of hand. Pupils who walked to a nearby pool for swimming lessons behaved very well while out of school. The level of exclusions has been high, but is declining. Last year there were two permanent exclusions and thirty-one fixed term exclusions. These were for persistent poor behaviour or disruption to school life with occasional physical violence towards staff. There were five fixed term exclusions in the autumn term, but there have been none this term. Detention for unsatisfactory behaviour is still a regular feature of school life.
16. Personal development is good. This is similar to the last inspection. The school is successful (with the occasional exception, as shown by the need to exclude) in its aims to develop pupils' self-confidence and self-discipline as they get older. Most pupils are happy to speak in front of their class and are sure to be listened to with respect by their fellow pupils. Some of the oldest pupils explained their position in the school football and netball teams confidently to the whole school during assembly. Pupils of all ages are happy to volunteer for responsibilities within and outside of the classroom such as running errands, tidying up, helping with lunchtime duties and in the library. They take their duties very seriously and act very responsibly. Pupils support a number of charitable causes and have recently raised more than £1,200 for the NSPCC through a sponsored spell. Relationships across the school are good. Staff provide good role models. Pupils share resources well and co-operate well in group or paired activities.

They listen well to each other and respect each other's contributions to lessons. Boys and girls work happily together and all pupils work in an atmosphere free from oppressive behaviour.

17. Attendance is less than ninety three per cent and is well below the national average. Unauthorised absence is well above the national average. The level of unauthorised absence has reduced, but overall attendance has not improved. Attendance during inspection week was in line with the annual figure for last year. Much absence is parentally condoned. There are also a small number of pupils with very high levels of absence that have a detrimental affect on the school's overall attendance. Registration procedures are efficient and comply with legal requirements and local education authority guidance. Parents are regularly reminded of the need for good attendance. The school has a good relationship with the educational social worker. The vast majority of pupils are punctual and lessons start promptly, but there are nearly always a few pupils who arrive late for school each day. There has been little improvement in attendance since the last inspection.

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

18. Teaching is very good or better in 29 per cent of lessons, satisfactory or better in 97 per cent and unsatisfactory in 3 per cent of lessons. The quality of teaching in English and mathematics is good. There has been a considerable improvement in the quality of teaching since the last inspection when 15 per cent were unsatisfactory and no lesson was judged to be excellent.
19. Strengths in teaching are the teaching of literacy and numeracy skills which are covered well in the designated hours and across the curriculum. The consistently good use of the literacy hour is reflected in the good planning and preparation. Teachers' subject knowledge is very good in art and physical education and good in English, mathematics, science, design and technology and geography. Teachers have effective teaching methods and their management of pupils is good. They use time and resources effectively. There are no classroom assistants, which disadvantages pupils with special educational needs who do not have statements of need. The employment of extra teachers for literacy and numeracy in the top two years has meant, however, that the class sizes are smaller and this is having a positive effect in raising standards. The booster classes, held at lunchtimes for some specially targeted pupils, are both effective and enjoyed by the pupils. The analysis of Key Stage 1 National Curriculum tests has been used effectively to identify pupils in Years 3 and 4 who would benefit from, and now have, additional literacy support.
20. Where teaching and learning are good, clear objectives and planning for challenging activities with demanding time limits, such as in English, enabled a Year 6 class to work with a clear sense of purpose, analyse instructional text with appropriate language. Where pupil-teacher relationships are interactive and questioning techniques promote thought and reasoning, learning is also good. Some teachers use assessment sensibly to influence day to day teaching in English, by modifying plans to meet the current learning needs of pupils. In very good lessons, they involve pupils well in discussion, such as when deciding how to make a sock puppet, and explain clearly how they should set out the instructions. Where teaching is good or very good in mathematics, teachers remind pupils of mathematical vocabulary, gradually varying the vocabulary as the lesson progresses. They are astute at picking out those pupils who are uncertain and take reinforcement action. Where teaching is excellent, the teacher encourages pupils to talk about their approach to calculations and think about the different mental strategies involved and then encourage argument about which is the best approach. The teacher 'feeds off' answers cleverly to lead the pupils' thinking on and pupils' performance and learning are beyond expectations, as a result. In mathematics, planning is detailed and allows every class to have three different levels of task so that all pupils can have work set that is suited to their needs and previous attainment. Satisfactory learning takes place. Marking is constructive. Books are marked up to date and there is a major emphasis upon discussion between pupils and teachers about the work when it is marked. Very detailed records of pupils' attainment are kept and these enable the needs of pupils to be more closely met and for progress to be maximised. English and mathematics homework is set throughout the school and enhances what they have learned in class well. In science, the quality of teaching is good and, occasionally, very good. Teachers evidently enjoy the subject and they transmit this enjoyment to their pupils. Pupils work well together and older pupils are able to organise themselves to work as groups. When teaching is good, lessons are particularly well organised and competently conducted. There are good demonstrations, good and pleasant relationships and very good

control and management. The aims of the lesson are clear and the teacher goes over the main points at the end of the lesson to assess what has been understood. Assessments of how well their pupils are learning in science, are used to improve pupils' knowledge and understanding. Teachers rarely set homework in science.

21. Teaching and learning are very good in art where the teaching methods used are effective, with a combination of good, direct teaching and sensitive support for individuals who need help. Resources are well used to give pupils a range of experience with different media. Subject specific language is used well in design and technology, which helps pupils to learn and understand more easily. In geography displays are used well for teaching and learning purposes and, in history, literacy skills such as skimming and note taking are used very effectively. In music, excellent teaching shows a very good understanding of performance possibilities and, in physical education, the clear routine of lessons has a very positive effect of raising standards. Pupils are very clear as to what is expected of them and enjoy this security. As a result standards improve considerably across the school. In physical education, the emphasis on routine and skills development is particularly effective. Assessment is used satisfactorily, overall, in lessons. Homework is set appropriately in English and mathematics, but there is little evidence of it being set in other subjects in order to assist in raising standards.
22. Particular strengths in pupils' learning are their interest, concentration and independence, which are promoted by good teaching. One pupil has English as his third language and learning is good. Learning is often good because of school-wide initiatives, such as in literacy and numeracy. In literacy lessons, learning is now good to very good, but the results of the literacy strategy have yet to be reflected in pupils' attainment over the key stage.
23. In lessons that were less successful, there were missed opportunities for open ended questions that would require pupils to give extended answers and so develop speaking and listening skills. In information technology, teachers have the appropriate skills themselves, but do not plan and teach specific and progressive skills. They miss many opportunities to use the subject across the curriculum. In design and technology, expectations are sometimes too low and the pace is too slow. In geography, the maps used for younger pupils are not always appropriate. In history, young pupils' attention is sometimes lost when lessons are unimaginative and too text or worksheet based. In music, opportunities are missed to investigate the possibilities of using percussion instruments to make a variety of sounds. In physical education, lessons are less effective when teachers stand at the side of the hall giving instructions, instead of helping pupils with their tasks. Subject and safety knowledge is occasionally not secure.
24. The school meets the needs of the majority of its pupils well. The teaching of pupils with special educational needs, particularly those with statements of need, is good when they are withdrawn from lessons. Those with special educational needs who do not have statements of need, however, are not always sufficiently well supported as there are no classroom assistants to help the teachers.

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

25. The school provides a broad range of worthwhile opportunities which meet the aptitudes and abilities of its pupils as well as the statutory requirements in all of the subjects of the curriculum and the locally agreed syllabus in Religious Education, with the exception of information technology. In this subject not all parts of the national orders are taught. In the previous inspection the planning of the curriculum was found to be weak. However, this has now been dealt with. There are now policies relating to the overall shape of the curriculum and each subject has a scheme of work, most of them based upon nationally accredited schemes. There is also a policy on collective worship, which falls within the policy for religious education. There are particular strengths in literacy, numeracy, science, design and technology and physical education. The school uses the locality well to support the curriculum and visits local museums to support subjects such as history with a visit to the Castle Museum to add to pupils' experiences and knowledge about the Victorians and their era. The school also uses visitors well, notably in music and science. Underlying all of the provision the school makes are a policy and practice which strongly support access and equality of opportunity for all pupils.
26. The time allocated to each subject is within national norms, although some scheduling means that not all

subjects are taught in a particular half term. In some areas, for example in geography and history, topics are chosen which embrace both subjects – such as local studies which deal with the settlement of York and how, over time, it has changed. A recent successful project on the housing to be found in the locality of the school involved both geography, history and, later, use of computers and mathematics to present and analyse the evidence. The planning of teaching relates fully to whole school schemes and is carried out in year teams of staff. It ensures that matters of continuity and progression are secure through the monitoring of the leader of that year team and the headteacher. This approach is also flexible. For example, recent work about the water cycle, in both geography and science, considered the water supply system of York and alongside it the effects of the extreme conditions that recently happened in Mozambique. Beyond geographical and scientific matters, it also brought humanitarian issues into focus which involved social and moral values and ideas.

27. In the past two years, the school has been heavily involved in introducing the national literacy and numeracy initiatives. The success of the implementation of these is one of the strengths of the school. Literacy, whilst it is taught as a subject in itself, is now clearly evident in the whole school emphasis upon such matters as helping pupils to develop their vocabulary, which was particularly noted in geography and mathematics. In numeracy, where there is a strong emphasis upon pupils developing mental skills in calculation, there is a clear strength in the flexible ways in which pupils carry out, mentally, addition, subtraction and multiplication sums. The school has provided extra teachers in Year 5 and Year 6 so that pupils may be taught in smaller groups for these subjects and this is raising the standards that pupils achieve. As well as this provision, the school has carefully targeted extra support in Year 6 during lunch times for booster classes in these subjects and additional literacy support is provided for approximately sixty pupils in Years 3 and 4. Pupils are very keen on these extra lessons and the homework that goes with them.
28. The provision that the school makes for pupils outside the timetabled day, is good. There is a relatively wide range of activities on offer. Pupils enthusiastically take these up. There is a particularly good provision for sport in football, cricket, netball and rounders. In local competitions, the school has a very good track record of success, as well as playing many friendly fixtures. There is a large following for chess, which is developed by the schools' site manager. Giant chess sets in the playground for break-time use, sets in quiet, but strategic, sites within the building and an after school club all contribute valuably to the pupils' experience. With an eye to the Year 6 when pupils move to secondary education there is also a French Club which enables pupils to develop some conversational skills in that language. Alongside these activities there is a Drama Group and a Choir, which, sometimes, contribute performances to assemblies. In Year 6, there is also a Theatre Club, which visits local performances and enables pupils to see live theatre. There is also a book club, linked to an American project, for teachers, parents and pupils, reviews of which are published in the library service pamphlets. The provision of extra - curricular opportunities is a strength of the school.
29. The school has appropriate links with local schools, which support the transfer of pupil information. This liaison has yet to be developed fully to include progression and continuity across the curriculum. The school also supports teachers in their initial training and (PGCE) post graduate certificate of education students. A member of staff has had appropriate training in working with these student teachers. These students often make valuable contributions to the life of the school.
30. The school has both policy and provision for education against drug misuse, sex education and health education where it is assisted by local agencies such as the Health Service. The school takes periodic opportunities to inform the parents of these matters.
31. The school has good links with the community which are used to extend learning across the curriculum and contribute positively to pupils' personal and social development. Pupils are often taken on trips to the theatre. Good use is made of the city for studies on local geography and history and a nearby private school for teaching swimming. Members of the local community visit the school to talk to pupils about topics within their experience, for example in history. The school has good links with two local churches. The school's football kit is sponsored by local business.
32. The school has satisfactory links with other schools. There is good exchange of information from the two infant schools, especially for pupils with special educational needs, but curriculum links are



underdeveloped. There is very little liaison with other schools on policy issues such as behaviour. Sporting links with other schools are good and enhance pupils' learning in physical education and personal and social development.

33. The school has a sensible policy for equality of opportunity and promotes issues of equality well. The school tries to ensure equal access to the curriculum and, when pupils are withdrawn from lessons, activities are usually related to learning in the lesson. A number of pupils are withdrawn from assemblies for work with outside support teachers. This timing is dictated by the availability of visiting teachers. It is unsatisfactory that these pupils are missing assembly, but the school is aware of this problem and tries to redress it by rotating the timetables.
34. Provision for pupils' spiritual, social and cultural development is good and for their moral development is very good. Assemblies are very well ordered and give time for prayer, reflection and enjoying each other's successes. The school is large and all pupils come into the hall silently and in a very orderly way. Music is discussed and enjoyed at the start and end of assemblies, setting a reflective atmosphere. Pupils are rewarded for social as well as academic successes. Staff have good opportunities to share enthusiasms with the pupils, such as promoting an activity or competition in their subject. This brings the school together and pupils of all ages take part willingly. Note is also taken of small kindnesses shown to one another. The school's philosophy that 'we are all different and all have strengths and weaknesses' is clearly reflected in assemblies.
35. Many opportunities are given through the day for social interaction, through group work in class and the good range of clubs and activities out of class. Circle time enables pupils to share their concerns with others. Stories in assembly promote moral development. The emphasis that the school puts on the importance of the individual is a strength in moral development. Reasons for decisions are clearly explained to pupils.
36. Social development and teamwork are strongly developed through the school's sporting activities. Year 6 write invitations to a harvest tea for senior citizens and put forward suggestions of who might be invited from their street. Funds are raised for charities.
37. Pupils' cultural development is promoted well through a theatre club for Year 6, where they not only see drama, but attend drama workshops and through good art and music teaching. The school has links with America through their book club and with a Norwegian study centre. Both introduce pupils to different cultures. There has been an artist in residence and jazz and Caribbean bands have visited the school and performed. All contribute well to their cultural development
38. Pupils with special educational needs are taught the full curriculum, but with particular attention being given to their own identified needs. Teachers make sure that those pupils withdrawn from class for specialist support do not miss the same subject lessons every time. The provision made for pupils with special educational needs is satisfactory, overall. Provision made for pupils who have statements of special educational need is good. There is, however, a large number of pupils with special educational needs in every class and year group and there are too few extra adults available for help them with their work in classrooms.
39. The school has one pupil who is learning English as an additional language. His progress is monitored by the coordinator of special educational needs. Additional support is provided by a specialist teacher who comes into school every week. This pupil is making satisfactory progress.
40. The previous inspection found that the planning of the curriculum was weak. This has been improved, except in information technology.

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

41. The school takes good care of pupils' welfare and health and safety. Teachers know pupils well, including those with special educational needs and take good care of their welfare. Pupils are well supervised at work and at play. Procedures for dealing with child protection issues are appropriate and the school has good links with relevant support agencies. First aid and medical care are good. Staff take

good heed of pupils' health and safety and no safety problems were identified during inspection. The governing body takes a keen interest in health and safety. However, it is unsatisfactory that there are no formal whole school risk assessments in place and that emergency exit procedures are not posted clearly in every room.

42. Procedures for monitoring and promoting good behaviour are satisfactory. Poor behaviour is very well monitored and recorded across the school and communication between staff is good. The behaviour policy is satisfactory, but is not implemented consistently across the school. There is too much emphasis on sanctions and insufficient guidance on the issuing of the good range of rewards that are available. This results in a lack of consistency in discipline and rewards that some pupils find confusing and leads to occasional problems with behaviour in some classes. Praise and rewards are used well by some teachers to encourage the best behaviour from pupils. Assembly on Friday is a celebration of good work and behaviour. Teachers have had no formal school training in behaviour management. Circle time is used effectively when necessary to eliminate oppressive behaviour. Classroom rules are clearly displayed and all pupils are aware of expected behaviour. Some of the lunchtime supervisors are currently attending a course that is helping them to manage pupils' behaviour better.
43. Procedures for monitoring and promoting good attendance are unsatisfactory. Absence figures are compiled only on an annual basis and no formal analysis of the reasons for absence is undertaken. The school, therefore, is unable to target specific causes of absence for improvement. There is some confusion in the registers between absence through ill health and absence for other reasons that have been authorised by the head teacher. On occasions, more than ten days of holiday have been authorised. A letter is sent to parents to investigate unexplained absence, but there is insufficient direct contact between school and families of absent pupils. There is regular liaison with the educational social welfare service, which supports the school well, by working with a few families to improve attendance. Procedures for monitoring late arrivals are good. The school promotes attendance by regularly reminding parents of the need for good attendance.
44. The school provides good educational and personal support and guidance based on assessments and monitoring of personal development. Monitoring of pupils' academic progress has improved since the last inspection. Progress in English and mathematics is particularly well monitored and in science it is satisfactory. Monitoring of progress in other subjects is less well developed. Monitoring is used effectively in long and medium term planning, especially in the core subjects. Daily assessments are used well to plan for the next day's activities. As a way of tracking pupils' progress, a range of nationally validated tests are used in English, reading and mathematics. The school has now taken on the optional tests, which parallel those done by 11 year olds, in Years 3, 4 and 5. Results of these tests will be used as the basis of a tracking system the school hopes to be able to accurately support the needs of pupils. Assessments are used to group older pupils into sets for literacy and numeracy. Thus, teaching is targeted closely to prior attainment and is effective in raising pupils' achievement. The use of pupils' planners is variable between classes, but where they are used well, pupils set their own sensible personal targets for improvement every week. Both teachers and parents monitor these.
45. The assessment of pupils' attainment and progress is particularly strong in English and mathematics where very detailed records of pupils' achievements are kept and used to plan further work. Records are kept in other subjects, sometimes through folders of individual pupils' work which include teachers' commentaries and these are passed on to the next teacher who will take the class. There is a weakness in information technology, since there are no skills inventories which could show what pupils know, understand and can do. There is at present little work done to ensure that standards in assessing attainment are consistent and secure in a range of subjects, such as geography and information technology.
46. The school builds effectively on its assessment procedures to identify pupils with special educational needs and to provide them with appropriate educational and personal support and guidance. Support for pupils with special educational needs is good when withdrawn from lessons, but there is insufficient support within lessons especially for younger pupils with behavioural difficulties.

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

47. Parents and carers are supportive of the school. They find the school welcoming and approachable and are pleased with the standard of education that their children receive. All parents who responded to the questionnaire report that their children are happy in school. They all feel that teaching is good and all agree that they can comfortably approach the school with questions or problems. Those who attended the parents' meeting think that the school has improved since the fire two years ago and has benefited from the four new classrooms and a new sense of purpose. Parents of children with special educational needs feel that they are well supported. Some parents who responded to the questionnaire tend to disagree with the amount of homework. Inspectors found the level of homework to be satisfactory. It is variable between classes, but all pupils take reading books home and learn spellings. A few parents were unhappy with the range of out of school activities, but inspectors judged that there is a good range of well supported, out of school activities, especially in sport and chess. Some parents believe behaviour is unsatisfactory. Inspectors found that overall behaviour is satisfactory, but that there are some instances of unsatisfactory behaviour. Behaviour is improving.
48. A few parents who responded to the questionnaire believe that they are not well informed about their children's progress. The school provides brief information about personal development in the first six weeks of the school year, which gives parents a good indication of how their child is making progress. Consultation evenings are well attended by parents. The quality of pupils' annual reports is variable. Comments on each subject are brief and not all teachers inform parents about what pupils know and understand. Reports of pupils in year six do not comply with legal requirements because they do not contain comparative information about both teacher assessments and test results of other pupils in the school.
49. The school has satisfactory links with parents. Parents are given good information about day to day activities through regular letters, newsletters, the prospectus and the governing body annual report to parents, although information on absence rates is missing from this report. Parents are provided with a homework timetable and can monitor activities through the pupil planners where they are used effectively: use varies between classes. Literacy and numeracy evenings have been held for parents, but these were not well attended. The school has consulted parents on matters of policy such as the home school agreement and the reintroduction of school uniform which parents supported.
50. Parents' involvement in the work of the school is satisfactory. The school encourages parents to become involved. There are four parents on the governing body and about nine parents help regularly in classes. They listen to readers and help with craft activities. Four parents help to man the library at lunchtimes. Parents help escort pupils to the swimming pool. Occasional visits from parents with specific expertise are used well to support the curriculum, for example in history and religious education. Other parents offer support, such as daffodils, to brighten up the classrooms during inspection. There is no longer a Parent Teachers' Association, but parents give good support to activities run by the school, such as the summer fair. Parents regularly listen to their children read at home and help them to learn spellings.
51. The school's partnership with the parents of pupils who have special educational needs is positive. Parents are kept well informed and are invited to reviews of their children's progress. Parents whose children have statements of special educational needs receive copies of reports on their children's progress.

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

52. The headteacher and key staff of the school show a clear commitment to the aims of the school, which emphasise the personal development of pupils and the value of every pupil as an important individual. This is reflected well in the day to day life of the school. A fire in part of the building in 1997, which demolished the Year 3 wing, took nearly a year to put right and rebuild and caused disruption and delays to developments in other areas, as well as emotional upheaval.
53. The effectiveness of the headteacher and senior management team in raising pupils' attainment is unsatisfactory. Whilst the headteacher has a clear commitment to the philosophy of the school his and the deputy head's roles are not adequately defined in job descriptions. The pastoral roles of the experienced heads of year have ensured that standards of behaviour have been maintained, but the school has not sufficiently reviewed the formal structure of management responsibilities in order to do raise

academic standards. Since the previous inspection, the school has appointed co-ordinators in all subject areas, but responsibilities within the senior management team have not been reallocated in a way that would support these curriculum co-ordinators in the development of their subjects. Significant funds are allocated to year group heads and, as a result, it is necessary for subject coordinators to negotiate with the Headteacher for additional funds, which are available within captivation under the headings of major and minor resource funds. The overall effectiveness of management is, therefore, unsatisfactory in that the standards of attainment remain consistently below national averages in both English and mathematics, even when compared with similar schools. The priorities in the school development plan do not focus clearly on the raising of academic standards. Those responsible for English, mathematics, music, design and technology and special educational needs, have vision and clear intentions for their subject or specialism. The literacy, mathematics and special needs co-ordinators have conducted professional training for colleagues, which has been praised by the local education authority. The English and mathematics co-ordinators, in particular, have very clear targets for improvement and are given time to monitor the work of their colleagues.

54. There is a three-year school improvement plan that is developmental in its planning. It does not sufficiently show, however, how the identification of priorities will lead to effective action. For example, it does not aim to develop good practice after allocating responsibilities in management roles. Provision is mentioned for the development of both information and communications technology and music through inservice training activities, but it does not develop a clear focus on raising the quality of teaching. The school development plan is not sufficiently strategic and does not clearly show how initiatives are to be funded.
55. The new chair and vice chair of governors, appointed in September 1999, are extremely hardworking and meet regularly with the headteacher. The governing body is aware of the weaknesses in the management of the school and of the strengths in some subjects. No teacher prepared to accept the role of teacher governor. Since the previous inspection, some governors have given time to supporting the work of teachers. They take a keen interest in the work of the school and devote a great deal of time on day to day issues, but there is a lack of strategic overview and long-term development planning, focused on school improvement. There are infrequent formal reports presented to meetings, on the progress of a full range of initiatives. The following statutory requirements are not met: the prospectus and reports to parents at the end of Year 6 have no national comparisons of National Curriculum test results; not all aspects of information technology are taught; and there is no formal health and safety risk assessment. The governors do not fully exercise their powers and the overall effectiveness of the governing body is, therefore, unsatisfactory.
56. There is satisfactory monitoring and evaluation of the school's performance. The school has developed good procedures. The co-ordinators ensure that termly and weekly planning is in place and time is made available for literacy and numeracy co-ordinators to monitor teaching. There is a good staff handbook and good induction procedures for newly qualified teachers which support and guide them in their development. These induction procedures, however, are not yet formalised into a policy that would ensure consistent implementation over time. The literacy co-ordinator acts as a mentor for student teacher training and has brought additional expertise into the school as a result. The monitoring of teaching and the evaluation of pupils' achievement is not done in all subjects and the targets set for improvement in the end of key stage National Curriculum tests lack sufficient challenge to make significant improvements. There are no subject-specific job descriptions for co-ordinators and the statutory appraisal of teachers is not taking place. Since the last inspection, the school has made efforts to increase teacher expertise through staff changes and a measure of training. The literacy co-ordinator has worked alongside other teachers. Demonstration lessons have been given in music and expertise has been brought in from the local education authority's advisory service. The legal requirement for the formal appraisal of teachers and performance management is not in place.
57. The school administrative officer has firm control of day to day financial affairs and has now secured better monitoring of supply teaching costs. Regular monitoring reports are provided for governors and the school is making good use of new technology in monitoring pupils' progress and electronic communication with the local authority and suppliers. The recommendations made in a recent audit report are being addressed. The governors have moved the budget balance from a significant deficit in the past to a projected small surplus in the present financial year. Although the income to the school

budget shows considerable funds for special educational needs and a significant element in the basic formula for social priority status it is not possible to determine the use of these funds in the expenditure categories of the schools' approved budget plans. Class sizes in the school are low as the result of a policy to focus on teaching provision, but there is no provision of classroom support assistants for pupils with needs related to the specific grants. The funds for specific grants that are linked to social priority and special educational needs are not clearly identified in the school development plan as being used to meet specific needs of pupils and to raise attainment for pupils of lower achievement. The strategic use of resources is, therefore, unsatisfactory.

58. The provision of staffing, accommodation and learning resources is good, overall. Since the previous inspection, changes in the teaching staff have improved the level of expertise, although there is still some weakness in subject areas such as music and information technology. There is a satisfactory match of teachers to the demands of the curriculum. A teacher without full class responsibility provides support for pupils with special educational needs. She provides good leadership. Support for pupils is organised efficiently. She has attended courses which relate to her particular responsibilities and supplies information about the in-service training available to her colleagues. Reviews to consider pupils' progress are held on a regular basis and records are kept of meetings between the coordinators, the class teachers, the heads of year groups and specialist support teachers to discuss pupils' progress. The local authority provides learning support for those pupils with severe learning difficulties. The school does not, however, employ other classroom assistants to support pupils with less severe needs.
59. Accommodation is very good and is a strength of the school. The school is spacious with ample amounts of teaching space, which are well used. The classrooms are light, well furnished and well decorated. Learning resources are good, with equipment and materials of attractive quality and in sufficient quantity. The computerised library is particularly well run and resourced. Resources for information technology are adequate, but insufficiently used. The reception area to the school is welcoming and there is good office space. There is a good sized hall, with a separate dining area, small group rooms, an excellent computerised library, that is used well and there are appropriate access and toilet facilities for pupils with physical disabilities. Outside accommodation is very good. There is a large field and two hard play areas. The site is not, however, totally secure from dogs. Pupils enjoy using the giant chess sets in each playground. There are generous hard and grassed areas for outdoor games and other activities and the grounds are attractively planted and are well cared for by the site manager. The building is clean and very well maintained. The school and site present a pleasant learning environment.
60. Since the last inspection, four of the key issues have been addressed, two partly addressed and two have not yet been addressed sufficiently. The headteacher continues to implement most of the aims of the school, judged as effective at the last inspection. The areas listed in the 'What the school does well' section of the report, reflect this fact. There is good overall provision for social and moral education and the school makes a clear commitment to the personal development of the pupils, valuing each pupil as an individual. There is evidence, during the inspection, to suggest some improvement in attainment and the school has begun to make changes to the management structure. There are, however, unsatisfactory links between specific funds, school development priorities, the raising of standards and the provision of support for pupils for whom the funds are intended. The school is not applying the principles of best value in the use of these resources. Expenditure per pupil is significantly above national average, yet standards in national assessments are very low. Although many of the pupils are from a less favourable environment, the school is not sufficiently successful in improving standards. As a result, the school is giving unsatisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To raise standards further, the governors and staff should:

- Develop long-term subject action plans (in addition to literacy and mathematics), set achievable, but challenging, targets for the improvement of standards in subjects, link these to teacher appraisal and raise teacher expectations of what pupils are capable of achieving. (paras 8, 15, 23, 56, 66, 73, 87, 92)
- Meet statutory requirements for information technology, by ensuring that all attainment targets are taught, assessment is introduced and opportunities are built into the planning of all subjects. (paras 10, 23, 25, 40, 45, 55, 58, 76, 94, 98, 100)
- Review the school development plan so that:
  - priorities for development focus on continuing to raise educational standards across the curriculum;
  - success criteria are included to evaluate achievement;
  - these are linked to the strategic use of resources, including the employment of classroom assistants to support pupils with special educational needs who do not have statements of need. (paras 13, 19, 24, 53, 54, 57, 58)
- Reduce high levels of absence by improving procedures for monitoring the reasons for absence. (paras 17, 43, 49)
- Restructure the school management team to empower subject co-ordinators to discharge their responsibilities effectively for the development of their subjects and continue to raise standards throughout the school. Ensure that all members of staff have job descriptions related directly to their specific roles and to their appraisal; (paras 53, 56, 72, 78, 78, 83, 100)
- Improve formal structures of communications between governors, headteacher and senior management, so that decisions can be seen to be implemented and so that the progress of initiatives can be properly monitored, to ensure that the clear educational direction of the school is shared by all and is related to the school development plan. (paras 53, 55, 57, 60)
- Ensure that statutory requirements are implemented:
  - carry out regular, formal whole-school risk assessments;
  - meet statutory requirements for information and communication technology;
  - include comparative national figures for the National Curriculum tests in pupils' reports;
  - implement a teacher appraisal programme;(paras 25, 41, 48, 55, 56)
- Use the principles of best value when accounting for the use of specific grants, in order to show that they relate to the identified priorities for improvement; (para 60)

Minor weaknesses:

- Bring the behaviour policy in line with the best practice in the school to reflect a more consistent and positive approach. [This is already being addressed] (paras 32, 42, 46, 47)
- Improve spelling, handwriting and punctuation. (paras 4, 63)
- Improve the quality of pupils' reports to reflect what pupils know and understand and to set targets. (para 48)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	21	33	34	3	0	0

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

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

<b>Pupils on the school's roll</b>	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	318
Number of full-time pupils eligible for free school meals	86

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Y3 – Y6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	163

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	32

### *Attendance*

#### **Authorised absence**

	%
School data	5.4
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	2.5
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### *Attainment at the end of Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	37	38	75

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	23	30
	Girls	19	20	26
	Total	37	43	56
Percentage of pupils at NC level 4 or above	School	50 (49)	57 (33)	74 (47)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	20
	Girls	18	18	22
	Total	33	36	42
Percentage of pupils at NC level 4 or above	School	44 (47)	48 (51)	56 (51)
	National	68 (65)	69 (65)	75 (72)

*Percentages in brackets refer to the year before the latest reporting year.*



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	5
Chinese	2
White	310
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	20.8
Average class size	26.5

#### **Education support staff: Y3 – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	33

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	31	2
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	1998/99
	£
Total income	568413
Total expenditure	569415
Expenditure per pupil	1757
Balance brought forward from previous year	9
Balance carried forward to next year	1011

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

### **Questionnaire return rate**

Number of questionnaires sent out	320
Number of questionnaires returned	84

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	42	0	0	1
My child is making good progress in school.	40	57	2	0	0
Behaviour in the school is good.	37	56	2	0	5
My child gets the right amount of work to do at home.	27	54	15	1	2
The teaching is good.	45	52	0	0	0
I am kept well informed about how my child is getting on.	48	45	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	31	0	0	0
The school expects my child to work hard and achieve his or her best.	58	40	1	0	0
The school works closely with parents.	40	51	7	0	1
The school is well led and managed.	51	45	2	0	1
The school is helping my child become mature and responsible.	48	50	1	0	1
The school provides an interesting range of activities outside lessons.	39	45	10	1	5

8 parents attended the parents' meeting and five parents added written comments to the questionnaires.

100 per cent of parents who returned questionnaires state that they would feel comfortable about approaching the school with questions or a problem.

99 per cent state that their child likes school.

### **Other issues and comments from parents:**

- there is good support for pupils with special educational needs;
- there are good opportunities for pupil to take responsibility;
- the school is approachable and welcoming;
- accommodation, displays and organisation have improved.

- dissatisfaction with the amount of homework;
- dissatisfaction with the range of activities outside lessons.

A small minority would like

- More information about their child's progress;
- The school to working more closely with parents.

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

### **ENGLISH**

62. Attainment at the end of Key Stage 2 is well below the national average for pupils achieving level four and above in the national assessments in English. The percentage of pupils achieving level five is below the national average. When compared with similar schools, attainment is still well below for level four and above, but it is satisfactory for level five and above. The trend in English is rising, but this is only keeping pace with rises in national averages. There is no significant difference between the performance of boys and girls.
63. Inspection evidence finds the overall attainment in English of pupils currently at the end of Key Stage 2 to be satisfactory. The present Year 6 have fewer pupils with special educational needs than in other classes in the school. This accounts for the difference between the test results and the standards found at the end of the key stage during the inspection. Speaking and listening are good. Pupils are confident in speaking, they express clear opinions and higher attaining pupils offer points for discussion that contain reasoning and structured argument. They concentrate well when listening and the higher attainers illustrate answers with points from other speakers. The lower attaining pupils, however, use a high frequency of simple factual answers and do not have a range of skills when interpreting information. Reading is satisfactory. The pupils clearly enjoy reading and are frequent users of the school library. They name favourite authors and illustrators and the higher attaining pupils use fluent reading skills with expression and offer a wealth of detail about the story. Most pupils are familiar with the use of reference books and readily describe the use of index and scanning in the search for information. Average and lower attaining pupils, however, do not use the setting of the story successfully and are not as effective at anticipating developments in the plot or using basic methods to identify the pronunciation and meaning of words in the story. Writing is satisfactory, but there are some significant weaknesses. The pupils write on a wide range of subjects and in a wide range of styles. They plan their work and develop passages that are imaginative and ordered well for effect. However, handwriting is in a developmental stage with joined writing and letter formation, overall, in an early stage of development. The school recognises this and is focusing on handwriting in the current academic year. Spelling is weak for most pupils and, although they are aware of the punctuation conventions of writing, many do not normally use them as a natural part of the writing process. Attainment of pupils with special needs is satisfactory.
64. The attitude values and personal development of the pupils are good. Pupils are confident, they listen well, pay attention to instructions and persevere with their work. All class groups respond well to the structure of the literacy hour, they take a full part in the shared reading and offer answers willingly in the word work sessions. As a result, appropriate learning takes place, as Year 3 pupils identify suffixes in words such as proudly and hopeless and root words such as proud and hope, in their word work. Pupils anticipate and enjoy lessons and they work well independently. Good learning took place when a group of five Year 4 pupils worked without close supervision outside the classroom in preparing a performance of the poem 'Daffodowndilly'. They included a variation of speaking parts and dramatic change of volume for effect. When tasks are suited to their ability and offer challenge, pupils work with enthusiasm and speed in response to time limits. A Year 6 class offered thoughtful answers to questions that developed their skills of interpretation of a poem about a magic bicycle and clearly learnt about the imagery of poems as a result. Useful relationships between pupils promote constructive thought and reasoning particularly in the Year 6 classes. When discussing instructional text, pupils exchanged ideas well in a class group and used accurate grammatical language when working in pairs to sort words into categories according to the spelling rules used in the addition of suffixes. On entry to the school, attainment is well below average, particularly in writing. There is a high proportion of pupils with special educational needs and inspection evidence shows good learning by pupils during inspection. Considering these factors together, the achievement of the pupils is considered to be good.
65. The quality of teaching during inspection was good, overall, with two out of ten lessons seen being satisfactory, three out of ten being good and five out of ten being very good. The consistent good use of the literacy hour was reflected in the good planning and preparation. Expressive reading of a poem in

Year 4 made good use of anecdote and encouraging use of praise. This resulted in very attentive listening by the pupils who could readily answer the questions that followed. All pupils were involved in lessons with pace and good use of time limits. Clear objectives and planning for challenging activities with demanding time limits, enabled a Year 6 class to work with a clear sense of purpose to analyse instructional text with appropriate language. Pupil/teacher relationships were interactive and questioning techniques promoted thought and reasoning in another Year 6 lesson on persuasive writing, that used the plenary well for pupils to appraise the work of others. There was sensible use of assessment to influence day to day teaching by modifying plans to meet current learning needs of pupils by some teachers and there was also regular use of homework. Assessment is also used to set pupils in Year 6. In lessons that were less successful, there were missed opportunities for open ended questions that would require pupils to give extended answers and so develop speaking and listening skills. In almost all lessons, there was a need to focus on accurate spelling and punctuation of sentences as a natural habit for all writing situations. Marking was constructive and all elements of the National Curriculum requirements are covered.

66. Since the last inspection, there have been significant improvements. The school library provision is now very good. Pupil librarians have been trained and parent helpers administer a computer based lending system which shows that a high proportion of pupils are borrowing books on a regular basis. The quality of the books is good and there is a wide range of reference as well as story and poetry. Analysis of pupils' work shows good use of Literacy in other subject areas such as history, science, religious education and geography. There is also appropriate use of information technology, particularly in Year 3, as pupils write directly into a word processing program. The school has a very effective Literacy coordinator who has secured the involvement and support of governors and parents in the development of the subject. Arrangements for teachers to observe best practice are raising expectations and analysis of pupils' assessment results is identifying areas of weakness for improvement. Tracking of pupil's attainment on entry through to Year 6 is supporting the process of target setting and this has identified the current Year 6 as a better than average group. The school is also using booster classes to focus on average and low average attainers in preparation for end of key stage national assessments. Expectation, however, remains low in some teachers and most pupils do not show that they have targets and expectations for improvement of their own. There is a focus on task rather than learning in some lessons. A clear subject specific job description and a specific budget are needed in order to establish the authority of the coordinator in the development of the subject.

## **MATHEMATICS**

67. In the 1999 National Curriculum tests and assessments for 11 year olds, the percentage of pupils achieving the usually expected Level 4 and the higher Level 5 was well below the national average. When these results are compared to schools with pupils from similar backgrounds they are also well below average. Over the last four years, attainment rose sharply in 1997, dropped in 1998 and rose slightly in 1999, but was still well below the average level. The national trends have shown a similar, although much less marked variation, at a higher level.
68. As seen in lessons, the overall attainment of pupils at the end of the key stage is average. The present Year 6 have fewer pupils with special educational needs than in other classes in the school. This accounts for the difference between the test results and the standards found at the end of the key stage during the inspection. Pupils use mathematics in useful settings, like exchanging English money for foreign money and can solve problems, choosing appropriate numerical operations. In number work, generally, pupils have an appropriate grasp of the four rules of arithmetic. The most able pupils are particularly adept at manipulating numbers to do sums in sensible ways and not just applying the obvious rules. Other pupils also have this skill, although to a less marked degree and this is one of the really successful outcomes from the numeracy programme now in place. Pupils can deal with fractions of simple amounts, use equivalent fractions to make the arithmetic easier and have started to know the more common percentage - fraction equivalents. In work on shape, pupils can locate a point in space by its co-ordinates, classify shapes by knowing their particular geometric properties and, in drawing, can make angles of given sizes to a reasonable degree of accuracy. They know some of the commoner angle properties of lines and triangles and use these in their classification of shapes as well. Pupils understand the property of rotational symmetry in shape to create regular shapes. The emphasis on learning the proper mathematical words runs through all of their work and they use their vocabulary confidently and

correctly. Whilst abler pupils can find the area of triangles and irregular shapes, others pupils can find the areas of straight sided rectangular figures. In work on handling data, pupils use bar charts comfortably and know the need for scales and for correct layout of axes. They apply this skill, to a range of activities, in describing, for example, the local housing stock when it is categorised by house types. Other graphing skills, like line charts and pie charts are also used: in the latter case, when generated by computer programs in a range of non-mathematical lessons, for example when considering temperature charts in the geography of different countries. In probability, the ablest pupils have understood and can describe the idea of likelihood in terms of words like certain and impossible and can describe events in this way. Other pupils have understood the general idea, but are not able, as easily, to make estimates of probabilities, such as in their application to daily or other natural events - like whether it will rain or whether we will have sun.

69. The ablest pupils are achieving at the level that is expected of them, whilst some below average achievers are doing well and achieving average standards. This is particularly notable in their mental arithmetic skills. Pupils positively enjoy the challenge of the opening moments of mathematics lessons which focus on mental strategies which they develop and can then describe to other pupils and their teacher. The development of numeracy skills is having a profound effect on the standards pupils can achieve in arithmetic, particularly those sums that can be done mentally. Putting together the effect of this and of the encouragement given to pupils to learn and use proper vocabulary, and allowing for the rest of the mathematics curriculum, pupils' achievement is sound for the ablest pupils and good for many of the other pupils.
70. The implementation of the National Numeracy Strategy in the school is a major success which, as well as raising standards, has led to a considerable enthusiasm for mathematics. As a consequence, pupils come to mathematics lessons expecting to enjoy learning and doing mathematics. There is acute listening from pupils as others explain their methods in mental calculations in whole class sessions. The older pupils of all abilities appraise each others' methods quite critically, but also appreciate that a method that works is worth knowing, even if they did not do it that way. There is good co-operation in mathematics lessons and pupils are only rarely off task. In the vast majority of lessons, behaviour is good, if not very good.
71. The quality of teaching ranges from excellent to unsatisfactory and is good, overall. The successful adoption of the National Numeracy Strategy has given teachers a ready made scheme, provided in-service training and a range of materials and ideas which they have used to very good effect. Planning is detailed and allows every class to have three different levels of task, so that all pupils can have work set that is suited to their needs and previous attainment. The school has successfully adopted the three part format for lessons; oral and mental work; the main body of the lesson which may be from any part of the National Curriculum in mathematics; and a review at the end when there is a discussion about what has been learned. At present, there is some computer use in mathematics, but it is not school-wide and does not follow or form a helpful pattern. The management of pupils in lessons is good and teachers' subject knowledge is at least secure and often good or better. Books are marked up to date and there is a major emphasis upon discussion between pupils and teachers about the work when it is marked. There is a good range of different sorts of activities and demands in mathematics lessons, which is another factor affecting pupils' enjoyment of mathematics lessons. Very detailed records of pupils' attainment are kept and these enable the needs of pupils to be more closely met and for progress to be maximised. Time and other resources are fully and well used. The employment of an extra teacher for mathematics in the top two years has meant that the class sizes are smaller and this, too, is having an effect in raising standards. The booster classes, held at lunch-times for some specially targeted pupils are both effective and enjoyed by the pupils. Homework is set throughout the school and ranges from the learning of early number information and later in more formal written work. Test results are now being used to create a long term track record for pupils and the results of the national tests are carefully analysed and learned from.
72. The Coordinator for Numeracy has been in post for a relatively short time, but her enthusiasm, management skill and leadership have had a strongly beneficial impact upon the quality of the organisation, of the teaching which is being monitored and of the standards pupils are achieving in mathematics. A clear subject-specific job description and a specific budget are needed, however, in order to establish the authority of the co-ordinator in the development of the subject.

## SCIENCE

73. Pupils' results in the 1999 National Curriculum tests were below the national average. The percentage of pupils reaching the national standard, level 4 or above, was below the national average and the percentage reaching the higher level, level 5, was also below. In comparison with the results achieved in schools with pupils from similar backgrounds, pupils' performance was broadly in line with the average. The 1999 test results show a significant improvement over those achieved in 1998. In the four years from 1996 to 1999 attainment has varied, but, overall, it shows an improvement which is broadly in line with the national trend. There was little difference in the attainment of boys and girls. Teachers' own assessments of pupils' attainments in 1999 were significantly different from the standard test results. Teachers judged attainment to be well below national expectations.
74. The evidence of pupils' school work shows the present Year 6 achieving average standards in their work. The present Year 6 have fewer pupils with special educational needs than in other classes in the school. This accounts for the difference between the test results and the standards found at the end of the key stage during the inspection. Pupils are making good progress, overall. The standard of attainment, having varied, now reflects that seen in the last inspection. This is the result of good teaching. There is a high proportion of pupils with special educational needs in all classes and one pupil is being supported to learn English as an additional language. These pupils make satisfactory progress.
75. By the end of the key stage, pupils have acquired a good knowledge and understanding of the content of the National Curriculum. They successfully describe and name parts of the human body and have been looking closely at teeth. They name the parts of a plant and investigate the conditions in which plants need to grow. They understand that both people and animals need a healthy lifestyle and a balanced diet. They describe a variety of materials and know that some, but not all, are magnetic. They know that some materials can be changed by heating or cooling, but that the process is not always reversible. They understand that mixtures can sometimes be separated out by processes such as filtration. Much work is being done on forces and pupils have a good understanding of this area of the science curriculum. In their investigative work, they have made parachutes to test air resistance and have linked this to their work on materials by comparing the efficiency of parachutes made from different materials. In work on electricity they know that some materials conduct electricity and others do not. They know what electricity can do and why circuits light up bulbs. Pupils' understand how to predict, observe and draw conclusions from experiments and investigations.
76. By the end of the key stage, pupils have average skills in the area of investigative and experimental work. Pupils conduct investigations devised by their teachers and sometimes use information technology, though to a limited extent, to record results. They write up experiments to a set format and, in the process, effectively practise their writing skills. The amount of investigative work has increased since the last inspection, but this is an area which is not as well developed as it should be by the end of the key stage. Pupils do not work on individual or group investigations which they have devised, using the investigative skills they have learned and presenting conclusions clearly. Nevertheless, pupils in all age groups have a good understanding of what constitutes a fair test.
77. The quality of teaching is good and occasionally very good. No unsatisfactory teaching was seen during the inspection. Teachers evidently enjoy the subject and they transmit this enjoyment to their pupils. The teaching methods they use and the management of the pupils are particularly good. Pupils work well together and older pupils are able to organise themselves to work as groups. Teachers' assessments of how well their pupils are learning are satisfactorily used to improve pupils' knowledge and understanding. Teachers rarely set homework in science.
78. The subject is being satisfactorily managed. The co-ordinator is well qualified in the subject and is successfully developing the curriculum. The coordinator sees teachers' plans of work and has begun to monitor the teaching of the subject. A clear subject specific job description and a specific budget are needed in order to establish the authority of the co-ordinator in the development of the subject.

## ART

79. The standard of work at the end of the key stage is above that expected for pupils' ages, particularly in

some of the close observational work. Standards have improved since the last inspection, when they were judged to be average. Pupils have experience of a range of media. They work with clay, paint, pencil and pastels and a selection of different kinds of paper. Pupils' experiences include textile weaving and paper weaving, collage, some computer generated art work, printing and copying the work of other artists.

80. Levels of attainment and confidence in using different media increase well as pupils move through the school. Younger pupils select and mix paints and work on patterns and figures. In paint and pencil, they produce lively pictures, sometimes to accompany their writing. They record their observations of fruit by printing with paint, making shapes of fruit into pleasing and colourful patterns. As pupils move to the end of the key stage, their work shows increasing attention to detail and levels of control. Older pupils use pastels to produce pictures of fruit and vegetables, showing a discriminating choice of colour and skill in the delicate shading. Pupils produce colourful weaving with a range of materials, such as wool, paper, felt and hessian. Vivid collages are frequently part of topic work, especially the Ancient Egyptians. As part of other topics, a pupil from an older class was pleased to show a colourful abstract, using paper, of a 'Steel Crusher'; a part of work on Pollution. Pupils talk with pleasure of the work of an artist which they have studied. They have produced particularly good work in the same style, which they are able to describe and compare with that of other artists.
81. Pupils' achievements are good. Pupils receive a stimulating and varied curriculum taught by teachers who are interested in the subject. Pupils work hard and enjoy doing so. All are very ready to talk about the work they are doing. They progress well.
82. Teaching is very good. The skills of the subject are very well taught and teachers' expectations of what pupils can achieve are high. Teachers assess pupils' needs well. The teaching methods used are effective, with a combination of good, direct teaching and sensitive support for individuals who need help. Resources are well used to give pupils a range of experience with different media. All pupils receive a challenging and enjoyable curriculum and experience success. Displays around the school are of a good quality.
83. The two coordinators are not able to have a strong influence on their subject. They monitor teachers' plans and work on display, but do not have time away from their own classes to monitor the teaching. The co-ordinator does not have a specific job description or delegated budget.

## **DESIGN AND TECHNOLOGY**

84. During inspection it was not possible to observe more than two lessons in design and technology and, therefore, firm judgements cannot be made about attainment at the end of Key Stage 2. Analysis of pupils' work, however, suggests that pupils' are achieving, overall, a satisfactory standard of attainment. Evidence was seen of Year 3 pupils disassembling and designing commercial packaging of interesting shape and design. Year 4 pupils have made attractive and effective 'Pop up' books. Good links with other curriculum areas are found in the musical instruments constructed by Year 5 pupils that include drums, guitar, cymbals and shakers. Basketwork with neat work of regular design and Christmas cake from food technology lessons in the previous term were seen from Year 6 pupils.
85. The overall attitudes, values and personal development of the pupils are good. Analysis of work shows that pupils enjoy design technology activities. They work with care in most class groups and are aware of the need for precision in construction and an attractive finish to products. Pupils in Year 3 showed very good attitudes to their activity of making Rune Stones with salt dough. They worked well together, helping and offering tips for the use of flour for working the dough without it sticking to the rolling pin. One pupil was heard to say " Now Kimberley, how can I help you?" Other pupils in Year 4 were, however, unnecessarily noisy and began to wander around the room after losing interest in their activity of deciding on the content of six pages in a storybook.
86. The pupils experience a wide range of activities that reflect the full breadth of the national curriculum; they work well at their tasks and attain appropriate standards in their work and achieve a satisfactory level of learning.



87. The teaching of design technology is good, overall. During the inspection, two lessons were observed, one satisfactory and one good. Analysis of pupils' work, however, supports the overall judgement that teaching is good. Work is planned well, activities are clearly explained, using vocabulary that is appropriate to the subject. The pupils are supported well during lessons. Good use was made of classroom support in Year 3 in a lesson on modelling salt dough to write names on tablets, using Viking symbols. The teacher prepared well for the activity. Pupils were fully aware of the methods to be used in modelling the dough and all the materials required were easily available. There is some evidence of low teacher expectations in the Year 4 lesson on storybook design. Time targets were not used effectively and the result was pace that was too slow to involve the pupils in more purposeful production of the required designs. Analysis of pupils' work shows good links with other curriculum areas such as history, science and religious education.
88. Since the previous inspection, the school has maintained the standard of work in design technology. They have adapted national advice to fit school topics and to ensure good links with other curriculum areas. The two aspects of designing and making are delivered through a variety of materials and a policy is now in place that offers practical suggestions for teaching. There is little opportunity, however, for the coordinator to develop the subject further. Some teachers need to focus their teaching on learning objectives rather than on the requirements of the planned activities. There is no specific budget allocation for design technology and the coordinator does not have a subject- specific job description which would support her in the development of higher standards in the subject.

## **GEOGRAPHY**

89. Overall, pupils show satisfactory achievement at the end of the key stage and make satisfactory progress, including those pupils who have special educational needs. By the end of the key stage, pupils have learned to collect information, to present it using a range of forms, like graphs, maps and writing and draw simple conclusions from this work. There has been an at least satisfactory improvement in all of the issues noted in the previous report. For example there is now a more balanced approach to learning geographical skills as opposed to content and factual matters. Pupils' use of correct vocabulary is emphasised and has improved as a result.
90. Pupils' attitudes to the subject are good, overall, and some older pupils, especially, seek information out of school to inform classwork. They enjoy learning about different places. In lessons, pupils are eager to talk about their knowledge of say, the rainforest or the water cycle, or the way early invaders, like the Vikings and Anglo - Saxons created their settlements. Pupils also, generally, have good recall of factual matters learned in previous lessons and again they are eager to talk about these facts. When called upon to do so, pupils use a range of materials sensibly, for example, in using scissors and glue. Behaviour is never less than satisfactory and is good, overall.
91. The quality of teaching is good, overall. The scheme of work now used, a nationally accredited scheme from a government agency, forms a very good basis for teaching. Around the school, there are some very good displays about the subject, although in most instances, they are dominated by teachers', rather than, pupils' work. In one lesson, a particularly well produced display on the water cycle was used to very good effect by the teacher to illuminate the processes and the logic of the structures that are involved. Planning, conducted in year teams of teachers, is successful in ensuring that pupils have a similar experience in any given topic. Teachers' subject knowledge is always secure and often good and some are able to add personal experience, for instance of rainforest habitats, which enliven the work. The management of pupils, of a variety of resources, and the time allocated is satisfactory, overall, and, sometimes, good. There is an appropriate emphasis on map interpretation, but, for younger pupils, the maps used are not always appropriate, and there is a weakness in the availability of a suitable range maps for these pupils. The pace of lessons is usually sound and sometimes good. Appropriate educational visits are used to support classroom work.
92. The management of the subject has improved since the previous inspection, but the coordinator lacks a job description which would better inform her work. The subject does not have an action plan that would inform future development activity. Pupils' work is retained in folders and forms a record of their progress, but there has been insufficient work by teachers in ensuring that standards are uniform or in line with national expectations across year groups. In this respect, the raising of expectations of pupils

performance is hampered. Allowing for the weakness noted above, the resources for the subject are satisfactory and a range of video material is used and some computer programs are available, although none was seen in use during the inspection. There is some good evidence of the use of computers, in one year group, when the pupils analysed the local housing stock and produced a range of graphs to present their ideas.

## **HISTORY**

93. Pupils' attainment is average at the end of the key stage. This is similar to the last inspection. A limited amount of work was seen. The National Curriculum is being covered, but not in any great depth. Younger pupils name differences between the Viking times and the present day. For example, they know that they did not use cookers, had open fires and did not use electricity. Higher attainers use a class textbook to record information independently about Viking homes. Average attainers label the different parts of a Viking house, making reference to books and lower attainers use key words to help them write a simple sentence about the house. Older pupils write about people's past-times in Tudor times and how they spent their leisure time. When questioned, they demonstrate a good knowledge of what they have learned. No lesson was seen in Year 5 or 6. Whilst there was an example of the subject being covered in depth in one of the pupils' work books, other pupils' work showed a below average standard of attainment. From the observation made in Year 4, it is likely, however, that their knowledge is greater than that recorded. Work on the Victorians, which included information about Queen Victoria and Lord Shaftesbury, was average in the higher attainers' work and below average for the pupils' work labelled as average. Standards in Year 6 are average for both the average and above average pupils. Their work on Ancient Egypt includes work about the power of the Pharaohs and hieroglyphics.
94. The quality of teaching and learning is satisfactory. Teachers provide work suitably matched to the attainment of different pupils, but could, at times, expect more from the higher attainers. They emphasise cross-curricular links very well, reminding pupils of what they have already learned in literacy lessons. Good opportunities are given for research work. Pupils learn to use the library and the Internet well. They use information technology to find information about such things as the Globe Theatre. They do not, however, have sufficient skills to select from the large amount of information available to them. Pupils enjoy showing how much they have learned when they talk to the class, answering the teacher's questions. Teachers explain the tasks pupils are to do clearly and emphasise the importance of note-taking and researching from books. They provide a variety of different sources of information for pupils to study from. Occasionally, the teacher talks over the pupils' voices which makes learning difficult. Small-group teaching, where it occurs, is effective. Lower attainers are able to contribute well, sharing the knowledge they have gained.
95. Pupils' attitudes and behaviour are good. Pupils are interested in the subject and enjoy research work. In some lessons, younger pupils, the average and below average attainers, are not always fully focused on their work and their interest has not been successfully gained. When they sit with their back to the teacher concentration is sometimes not good and they become disinterested. Standards of handwriting in one Year 4 class are very good indeed. These pupils work industriously and show a real interest in what they are learning.
96. The school is using the nationally approved guidelines and their own medium term plans. These need to be brought together as a scheme, customised for the school, which focuses on the progression of historical skills as well as National Curriculum coverage. There are a good number of history books in the library and a satisfactory range of resources. The school arranges visits to place of interest, such as the castle and transport museums.

## **INFORMATION TECHNOLOGY**

97. Very little progress has been made in remedying the weaknesses in this subject that were noted at the time of the previous inspection. Standards at the end of the Key Stage are below those expected of pupils of their age. Pupils have too few structured opportunities in using the new technology for them to receive their entitlement or to develop their capability in it. Some parts of the National Curriculum, such as monitoring and controlling, are not taught and there is only limited evidence of pupils using computer modelling in history and geography, as a way of learning in other subjects.

98. The scrutiny of pupils' work showed that in communicating and handling information they have a range of experience, some of it valuable and of a satisfactory or good standard, but it varies from class to class. In some classes, the use of information technology is stronger and pupils word process, draw pictures and create graphs and tables of data. When given the opportunity to use computers, pupils produce work that is, overall, broadly in line with the national expectation for their age. Keyboard and mouse control and file management skills are not sufficiently well developed generally. The approach to learning to use information technology is through learning about other subjects. This is a valuable method, but there is insufficient understanding in the school in general as to how this may be achieved. Pupils, for instance, using a drill and practice program in mathematics may be operating at a reasonable level in mathematics, but at a very much lower level in terms of information technology. Consequently they do not extend or develop their skills, but rather re-enforce them at low level. The achievement of pupils is, therefore, below average at the end of the key stage.
99. Pupils' attitudes to using information technology are good. They relish their opportunities to use computers and co-operate well with partners. They focus closely upon what has to be done and sustain that concentration well. Sometimes, when the program has done something unexpected they quickly seek and get assistance from their teacher or another pupil who can sort out the problem. Pupils generally run programs successfully and have started to develop a satisfactory level of responsibility and independence. In all observed instances, pupils treated computers sensibly and with care.
100. In every classroom, there is evidence of teachers having at least satisfactory and, in some cases, superior, personal skills in using information technology for presentation purposes. A great many notices and labels are visible that have been generated in this way. In all instances, teachers were comfortable with the programs being used. Folders of pupils' work are retained and good records of experience are kept. However, these records do not sufficiently track pupils' attainment or progress in learning and developing computer or other information technology equipment skills. The core issue is that too many lessons that could valuably have an information technology component do not do so. There is a satisfactory policy for the subject, but it is not being fully and consistently applied. The school has adopted a nationally validated scheme of work which, when fully implemented, will solve many of the problems. The newly appointed co-ordinator, with only a few weeks in post, needs greater clarity given to her through a job description. The resources are sufficient for pupils to have a broader experience of and success with information technology than they are currently receiving. Budgetary decisions have been made that will improve this situation so that fuller use can be made of the Internet. The leadership's management and monitoring of the subjects are unsatisfactory.

## MUSIC

101. Attainment at the end of Key Stage 2 is satisfactory overall. Pupils show very good skills of composition and performance in developing clapping rhythms to 'Eine Kleine Nacht Musik'. They clap the pattern in such a way as to interpret the original music and modulate volume through variation in the number of individuals clapping in any one sequence. Other pupils link sounds with images of chainsaws, birds and anger as they interpret an instrumental piece of music. They use a simple level of association, however, and on the whole do not fully respond to the power of the ideas in the music. Singing in the school is in the early stages of development, however, and the Year 6 pupils do not take a strong singing part in assembly.
102. The attitudes, values and personal development of the pupils is good, overall. Pupils show interest in music and enjoy their lessons. When Year 6 pupils are challenged well with work that provides opportunity for them to explore imaginative possibilities, their response is excellent. Pupils co-operate well in small groups as they develop their sequence of clapping patterns and as they record their compositions. They also offer constructive assessment of the work of others when they listen to the results. Year 5 pupils behave with restraint and do not take advantage of the situation in any way whilst developing sound patterns in response to ideas such as storm, ghosts and anger, even though access to percussion instruments is not structured. Year 4 pupils closely follow a broadcast on the potential for different instruments to imitate the movement of various creatures and clearly respond to the quality of the broadcast. Where the lesson lacks a specific musical focus, however, with examples of music not being used to stimulate imagination, Year 3 pupils lose concentration on developing the quality of their

clapping pattern to support a warrior chant as preparation for battle. As a result of the new teaching initiatives and the good attitudes of the pupils satisfactory, achievement by the pupils is now evident in the school.

103. The quality of teaching is satisfactory overall with only one unsatisfactory lesson, three satisfactory lessons and one excellent lesson. The excellent teaching showed a very good understanding of performance possibilities in asking pupils to interpret the rhythm of the music with clapping patterns and to develop their own arrangements of the music, whilst maintaining the original form. Where teaching was less than satisfactory opportunities were missed to investigate the possibilities of using percussion instruments to make a variety of sounds to provide pupils with a basis of experience on which to develop a sequence of sounds to represent a dramatic moment. Assessment, which showed awareness of the abilities of the pupils, was used in some lessons to modify the course of the lesson and further the learning of the pupils. Although there is instrumental tuition for some pupils, no other evidence was seen of the use of homework. As a result of their full involvement in all lessons, pupils with special educational needs make satisfactory progress
104. Since the previous inspection, the school has been slow to address the key issue of using training to increase teacher expertise in music. A new coordinator has been appointed for the current year and she is now having a positive influence on the work of other teachers. A policy has been produced that provides a basis for the development of a structured scheme of work. It offers useful support to teachers, with information on good teaching strategies. There is a clear development plan for the subject, with realistic objectives, that are achievable and focused on development. Specialist advice has been sought and teacher expertise has developed, as a result of some team teaching to share strategies. Opportunities exist for pupils to receive individual tuition from the LEA performance unit on a wide range of instruments such as the violin, viola, recorder, clarinet, trombone, cornet, saxophone, drums, keyboard, piano and guitar. The expertise of teachers is still low, however, in some classes and the coordinator does not have a clear job description that would support her in the management of the development of the subject.

## **PHYSICAL EDUCATION**

105. Pupils' attainment is in line with expectations, overall but by the time they reach the end of the key stage is well above expectations. The progress pupils make across the school is considerable. In Year 3 their attainment is below average. In dance they listen carefully to the teacher and to the music and suggest how they might move to the music. Only half are able to follow a pattern of steps and many lack co-ordination. In Year 4 pupils plan and display a good variety of sequences in their group dances, using different levels very effectively. Attainment in one lesson was very good. In gymnastics, they find ways of moving along a bench but their performance is at the level expected in Key Stage 1. Many pupils have little spring in their jumps and land heavily. They find ways of balancing and mainly do this successfully using their outstretched arms to help themselves. In Year 4 the standard of their gymnastics remains below average but they work well with partners. They begin to plan a sequence of balances and movements and are able to perform a forward role. Four successfully perform a backward role. Attainment in gymnastics in different classes varies in relation to the expertise of the teacher. In some classes, there is considerable improvement within a lesson. In games lessons they know how to dribble a ball in a straight line, turn and return to pass the ball to the next in a team. Year 5 reach satisfactory standards in games and well above average standards in dance. They show a good understanding of how to use space and levels very effectively when mirroring each others' movements. They have very good control when performing slow movements. By the end of the key stage, pupils' attainment is well above average in dance and games in some classes. Where pupils start from a lower attainment level they reach satisfactory standards by the end of the lesson. In all games lessons, pupils learn specific skills, such as a chest pass in netball; side stepping and kicking across a circle while running round it in soccer, and the correct hold of a stick in hockey. One swimming lesson was observed during the inspection. This was for a group of non-swimmers in Year 5. In this lesson, their learning was good, although their attainment was below that expected of pupils of their age. The majority of Year 5 and 6 are able to swim 25 metres. Opportunities for outdoor adventurous activities are provided in the summer term and through orienteering. Those who do not always excel in other aspects of the subject sometimes prove successful in this. One pupil has achieved a national award.

106. Pupils' attitudes to the subject are very positive. They are never less than good and were very good or excellent in over half the lessons. Pupils have a very 'professional' attitude to the subject and approach lessons with maturity. They are suitably 'kitted out' and take little time in beginning work. They are always well behaved, keen to improve and delighted when they achieve, for example in a Tudor dance lesson. In all aspects of the subject, the sense of achievement is clearly seen and enjoyed. During the inspection both the netball and soccer teams won matches against other schools.
107. The quality of teaching and learning is very good, overall, and was excellent in three lessons. Teachers have excellent routines which develop skills well. Pupils know these and no time is wasted. Expectations are high and because of this learning is good. Where teaching is best, detailed plans clearly state the objectives of the lesson and subject knowledge is good. In these lessons, teachers practically help pupils to improve. Occasionally, however, there is confusion, such as in the aims of gymnastics and a dance lessons when music is used for both. Teachers generally ensure that pupils have adequate warming up and cooling down sessions at the start and end of lessons. Demonstration is used effectively by teachers in some lessons, but the giving of instructions from the side of the hall is not effective and does not promote good learning in other lessons. In some aspects of the subject, such as dance, progression across the key stage is not sufficiently planned and similar lessons were seen in different year groups.
108. The subject is very well led by the co-ordinator who devotes hours of personal time to entering pupils in matches. He is supported in lessons by many teachers with expertise in the subject. Standards have improved since the last inspection, when they were judged to be in line with expectations. There is not enough monitoring, however, of a small minority who have not the same expertise and this should be addressed. Progression, for example in hockey and dance, needs to be more clearly spelt out in the scheme of work. Lesson plans do not always reflect a particular age group and, because of this, monitoring is not always effective.

## **RELIGIOUS EDUCATION**

109. At the end of the key stage, pupils' attainments are in line with the standards expected by the locally agreed syllabus for religious education.
110. Pupils have a satisfactory knowledge and understanding of the work they have been doing in religious education. There is an emphasis on Christianity in the religions studied, as required by the local syllabus and pupils celebrate the main festivals. Pupils also know about the major festivals of Judaism, such as Hannukah and Yom Kippur and their origins. In considering Hinduism and Islam, pupils have celebrated the festival of Divali and know about Ramadan. Their work on signs and symbols has given them some knowledge of other religions, such as Buddhism, as well as considering the symbolism of Easter. Pupils are thoughtful about how we should take care of the natural world and they have learned how people in different countries celebrate harvest. In studying the Bible, pupils know that it is a special book which has two testaments and contains many stories. The younger pupils have heard the stories of Jonah and the Whale and David and Goliath. Older pupils understand that the parables told by Jesus are not just stories, but have an important underlying meaning. They are thoughtful in the way they try to explain the meaning and considered the parable of the Good Samaritan both by discussion and through drama. Pupils know that churches are Christian places of worship and that people who have other religions also have places where they worship.
111. The teaching of the subject is satisfactory. Teachers make the subject interesting for their pupils. They ensure that pupils acquire knowledge and understanding through a curriculum which is delivered in an interesting way. Lessons are managed well. Pupils are given opportunities to listen and to discuss together. As a result, pupils' achievements are also satisfactory and they evidently enjoy their lessons.
112. There are positive links with the community and particularly with two local churches. The school attends the church for Christmas carol services and for Easter celebrations. Local clergymen visit the school to take part in assemblies and talk to the pupils. Pupils have also been able to study a sari and to enjoy Indian food brought in by a parent.
113. The work being done in classrooms links well with the emphasis in assemblies on caring for and valuing

other people. In lessons and in assemblies, the aims and values of the school are made very clear. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development.

114. The monitoring of religious education is satisfactory. The subject is currently being co-ordinated by the headteacher in the absence of a named coordinator. The headteacher is well qualified in religious education and is leading the planned review of the subject this year.