

# INSPECTION REPORT

## **HOLY FAMILY CATHOLIC PRIMARY SCHOOL**

Armley, Leeds

LEA area: Leeds

Unique reference number: 108026

Headteacher: Mrs Pauline O'Connor

Reporting inspector: Susan Walker  
21678

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup> November 2001

Inspection number: 189219

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Parliament Road Armley Leeds
Postcode:	LS12 2LH
Telephone number:	0113 2143565
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Appropriate authority:	The Governing Body
Name of chair of governors:	Fr Francis McGrath
Date of previous inspection:	23.09.96.

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21678	Susan Walker	Registered inspector	English, Information and communication technology, Music, Special educational needs, Equal opportunities, English as an additional language.	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13706	Gillian Marsland	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
27899	Georgie Beasley	Team inspector	Foundation Stage	
2911	Eric Steed	Team inspector	Science, Art and design, Geography, History.	Pupils' attitudes, values and personal development.
29688	Mike Brammer		Mathematics, Design and technology, Physical education.	How good are curricular and other opportunities?

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>14</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>18</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Holy Family Catholic Primary School is voluntary aided. The school is situated near to the centre of Leeds and children come from two parishes. The school and staff property are subject to periodic outbreaks of vandalism. There are 182 pupils on roll plus 39 children part-time and a few full-time in the nursery. Numbers on roll are falling and twenty two pupils moved in and out of the school last year. There are more boys than girls overall, but numbers vary from class to class. The majority of pupils are of white ethnic origin, but a very small number come from Black and Indian ethnic origins. About eight per cent of pupils are travellers and these are mainly in Year 4 and the reception class. Attainment on entry to the nursery is below average in all areas of learning. Children live in a wide variety of housing and others live on a site for travellers. There are a broadly average number of pupils identified as having special educational needs. Six pupils have a statement of special educational needs. Pupils are placed on the register for a range of reasons. Around a quarter of pupils are eligible for free school meals, which is about average. There has been a large turnover of staff since the last inspection, including the headteacher.

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

Since the current headteacher took up post in September 2000, the pace of change has speeded up and systems that should have been put in place long ago are now beginning to take shape. Leadership and management are satisfactory, overall. The headteacher knows what she wants to achieve and has made a good impact on many areas of school life. The school is on the way up. Teaching is broadly satisfactory with areas of both strength and weakness that have an impact on how children learn. Standards are below the level expected in English and mathematics. In other areas, standards are broadly in line with the levels expected for pupils aged seven and eleven. The value for money provided by the school is just satisfactory.

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

- The provision and teaching in the nursery are good.
- The provision for pupils' spiritual development is good.
- The procedures for monitoring and improving attendance are good.
- The number of teachers and support staff is generous.
- Pupils like coming to school.
- Staff have a good practical knowledge of all boys and girls, including those from traveller backgrounds.

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

- Standards in English and mathematics throughout the school.
- Standards in physical education at the end of Key Stage 2.
- The provision and teaching in the reception class.
- The roles of the senior management team, co-ordinators and governors, so that standards are improved and there is more rigorous monitoring of teaching and learning and the use of time.
- Assessment procedures and their link to planning.
- Boys and girls' behaviour in certain classes because of a variability in teaching and in the playground.
- Opportunities for pupils to have a greater range of opportunities for personal development.
- The quality of the accommodation.

*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 September 96. In the intervening period it has made barely satisfactory progress. Most progress has been made in the last four terms. The key issue regarding information and communication technology has been well addressed due to government initiatives. Improvement in music is satisfactory. The present headteacher has 'kick started' improvement in the roles of the senior

management team and co-ordinators, and put in place some procedures for assessment, including marking. More remains to be done especially in matching work to all pupils' needs. She has put much time and effort into improving the quality of the classroom accommodation.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	C	C	A
mathematics	D	B	D	C
science	C	A	C	A

Key	
top 5% nationally	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Compared to similar schools (based on pupils' eligibility for free school meals) older pupils are doing very well in English and science and satisfactorily in mathematics. The position is not as positive as this for pupils aged seven. In the 2001 standard assessment tasks results for older pupils were average in English and science and below average in mathematics. The school exceeded its targets in English and almost met them in mathematics. For pupils aged seven results were below average in reading and well below average in writing and mathematics. Teacher assessment suggests that, for the second year running, these pupils were in the top five per cent of pupils nationally for science. Trends over time are variable at both key stages, although evidence suggest that higher attaining pupils have left the school and the number of pupils with special educational needs has risen. The number of travellers who move in and out of the school has an effect on the overall standards attained by the whole class. Inspection findings show that standards are below national average in English and mathematics throughout the school. Reading is the aspect nearest to the national average. The school achieves better results in the standard assessment tests because it devotes time and energy to revision programmes. Standards in physical education are not good enough, because pupils do not spend sufficient time on it as they go through the junior stage. It is impossible to determine standards for pupils aged eleven in geography because no evidence was available. Standards in all other subjects are broadly average because the school teaches to the government guidelines. They are occasionally higher than this in art. Overall, pupils' achievement is satisfactory but it is variable as pupils move through the school. The lack of secure assessment over time has meant that work is not always well matched to pupils' needs. This is particularly true of the higher attaining pupils. Pupils with special educational needs, lower attaining pupils, those with English as an additional language and traveller children usually achieve in line with their abilities because teachers and support staff are suitably aware of their needs. Most children under five in the reception class are in line to achieve the early learning goals in creative and physical development, but not in other areas, by the time they reach Year 1.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Generally, boys and girls have a lively interest in lessons and school life in general.
Behaviour, in and out of classrooms	Satisfactory. Where teaching is satisfactory or better boys and girls behave appropriately. Behaviour deteriorates in some classes and at playtime, especially among older boys.
Personal development and relationships	Satisfactory. All boys and girls are integrated and mix together amicably in most lessons. There are too few opportunities for them to show initiative and independence and develop the skills of citizenship.
Attendance	Satisfactory and improving due to effective procedures. A small number of boys and girls are not punctual to school every day and this does not aid their learning.





## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

*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 and learning are satisfactory overall. Teaching seen during the inspection was too variable. It ranged from very good to poor. Approximately nine out of ten lessons were satisfactory or better. Half of the lessons were good and occasionally better. The most consistently good teaching is found in nursery and in the classes taught by the senior management team - Years 2 and 5. The very best teaching is usually in Year 3 when its own teacher teaches the class. These teachers provide interesting lessons that keep pupils on their toes. Such teachers tell pupils what they expect and pupils work hard to please them because they enjoy their lessons. The weakest teaching is generally found in the reception class and in occasional lessons in English, art and geography in Key Stage 2. The school needs a secure system to deal with unsatisfactory behaviour in those lessons where this prevents pupils from learning. Planning and assessment are improving, but need to be stronger to ensure a good match between work and all pupils' needs. Teachers need to share the purpose of the lesson with pupils so that they can fix in their minds what they are to do. Target setting needs to be extended so that pupils know what they need to do to improve. There are examples of good practice in marking and this needs to be extended to all classes. Opportunities for pupils to practise their skills in literacy, numeracy and on the computer need to be planned in other lessons. Teaching for pupils with special educational needs and traveller children is generally at least satisfactory. Homework does not yet support all pupils' learning effectively.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school needs to reconsider its use of time. It needs to monitor how teachers use time within the school day. Time allocated to some subjects is low. There is a sound range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory overall. Many teachers and support staff teach pupils with special educational needs. Sometimes this provision is not properly integrated into the day-to-day life of the classroom.
Provision for pupils with English as an additional language	The school makes sufficient provision for pupils with English as an additional language as the need arises.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall with clear spiritual values underpinning school life. Pupils understand right from wrong, but too many boys have little idea of the impact of their actions on others at playtime. Provision for cultural development is improving, pupils are being given opportunities to learn about other cultures and faiths.
How well the school cares for its pupils	Satisfactory. The staff have good practical knowledge of pupils and a sound commitment to inclusion. Most procedures to support pupils are too recent to have made a positive impact. Assessment needs to be better used to inform planning.

The school has a satisfactory partnership with parents. The majority of parents are supportive of what the school is doing, but a small minority are not. The school supplies an appropriate range of information for parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has made a good impact on many areas and knows what she wants to achieve. The senior management team needs further training to enable them to assist in driving the pace of change. Co-ordinators' roles have improved in the last four terms, but still need to be further developed in order to raise standards. Leadership and management are satisfactory, overall.
How well the governors fulfil their responsibilities	Satisfactory overall. They recognise how the school has improved but not its weaknesses. There has been recent improvement but governors need to play a fuller part in managing the school, such as in monitoring pupils' work.
The school's evaluation of its performance	The headteacher is putting much effort into enabling the school staff and governors to recognise the full picture of present strengths and weaknesses. There is a commitment to move the school forward.
The strategic use of resources	The school has recently improved its resources in order to raise standards, although the hall, computer room and library are still under-used. Staff are deployed satisfactorily overall. The school applies the principles of 'best value' when purchasing goods and services.

There is a generous number of teaching and support staff to meet the needs of the curriculum and to support pupils' learning. They are hard working. The school is aware of the quality of the accommodation, and that the roof, toilets and playground are in need of improvement. The lack of outside play space is one reason why behaviour is not good at playtime. Resources are generally satisfactory.

## 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>• Their children like school.</li> <li>• Their children make progress.</li> <li>• The school expects their children to work hard.</li> <li>• The school helps pupils to become mature and responsible.</li> <li>• Teaching is good.</li> </ul>	<p>A minority of parents would like to see improved</p> <ul style="list-style-type: none"> <li>• Information about their child's progress.</li> <li>• The way that the school works with parents.</li> <li>• Behaviour in school.</li> <li>• Leadership and management.</li> <li>• Extra-curricular activities.</li> </ul>

The inspection team finds that children generally like school. In classes where teaching is good the inspection team agrees with all the points which please parents. The inspection team finds that leadership and management and behaviour management, although satisfactory, contain weaknesses. The school has made so many recent changes that it is possible that parents find it difficult to feel well informed and involved. The distance that some pupils travel may also add to this impression. While extra-curricular activities are satisfactory overall, there is little for the younger or musically inclined pupils.

## **PART B: COMMENTARY**

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

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

1. Attainment varies on entry from year-to-year. There is a range of attainment when the children start nursery, but overall they start with skills, which are below average in all areas of learning. Children make good progress in the nursery, especially in their personal, social and emotional development. They are achieving expected levels by the time they start in the reception class in many areas of learning. However, this good progress is not maintained in the reception class and provision during this year is currently unsatisfactory. By the time the children start Year 1, most are likely to achieve the early learning goals in creative and physical development, but they are not in line to do so in any other area of learning.
2. In the 2001 national assessments of pupils aged seven, results were below average in reading and well below average in writing and mathematics. Twenty boys and fourteen girls undertook the standard assessment tasks. This class currently has about a third of pupils on the register of special educational needs at Stages 1-3. This class suffered from having no additional support to help them learn basic skills when they were in Year 1. Too many pupils failed to achieve the higher levels of the expected standard, for instance, 65 per cent of pupils reached Level 2c in writing, which does not give them a secure start in the juniors. However, teacher assessment suggests that pupils were in the top five per cent in the country in science, as all pupils achieved the expected level in science.
3. In the 2001 national assessment of boys and girls aged eleven, results were average in English and science and below average in mathematics. The school achieved the greatest number of higher levels in science. More pupils achieved the expected Level 4 in all three subjects compared to all schools. The picture was very mixed in mathematics with one pupil at a very high level but a third of the class working below the expected level. There were ten boys and twenty girls in this class.
4. When compared to similar schools, as measured by eligibility for free school meals (20-35 per cent), at age seven the school did as well as might be expected in reading, was well below the national average in writing and below in mathematics. At age eleven the school did very well in English and science and satisfactorily in mathematics.
5. The school puts a great deal of time and effort into providing pupils with a revision programme to enable them to achieve such results. For example, the headteacher supported Year 2 pupils in writing to help them improve their basic skills.
6. Trends over time are very variable. In the year after the last inspection the school had its best set of results when standards in all subjects at the end of both the infants and the juniors were either above or well above average. Since that time the characteristics of pupils entering the school have changed and numbers are now falling. More pupils are moving in and out of the school than at the time of the last inspection. For instance, school information shows that higher attaining pupils are leaving the school because of concerns about transfer at age eleven. The number of pupils with special educational needs has risen by ten per cent in the last year to the national average. These changes in the characteristics of the school account for the unfavourable comparison with earlier attainment at Year 6 in 2001.
7. There is a significant imbalance in the number of boys and girls in school at present. There are 101 boys and 81 girls. This pattern is particularly marked in Years 3 and 5. This imbalance has also occurred in the number of boys and girls who have undertaken the standard assessment tests in the past two years. Analysis of boys and girls' performance at age seven over the last three year (1999-2001) shows that girls do better than boys in reading and writing and they are almost

equal in mathematics. Analysis of boys and girls' performance at age eleven over the last three years shows that boys do better than girls in all subjects. The inspection team observed no difference in the attainment of boys and girls except where pupils' behaviour or special educational needs had an impact on their performance.

8. There are 45 pupils on the register of special educational needs, about a quarter of the school population, which is average. Two thirds of these pupils are boys. There are six pupils in the current Year 6, who are on the register of special educational needs. This does not take into account the number of pupils who are exhibiting difficult behaviour who have not been placed on the register. All pupils in this class have progressively learnt to be more disruptive during the junior stage because of the inappropriate behaviour of a significant number of pupils, mainly boys. This disrupts their learning and slows the pace of lessons.
9. There are a number of travellers who move in and out of the school which has an effect on overall standards attained by the whole class. At present there are 18 children identified as travellers, with the greatest numbers in the reception class and Year 4. They are placed on the register of special educational needs if appropriate. Such pupils receive an appropriate range of support, and so they achieve in line with their abilities.
10. There are a few pupils with English as an additional language. They attain in line with their ages and abilities.
11. The school has begun to analyse assessment information since the present headteacher joined the school. The pattern in achievement has, however, been put together retrospectively. Since the last inspection, the school has not routinely used data to plot why certain pupils have not been making the expected progress. The lack of confidence in developing and using assessment data is shown in the results of teacher assessment in 2001 when, for instance, the school predicted that 87 per cent of pupils would attain the expected level in mathematics, but only 63 per cent did so.
12. The school has now taken effective action. It is using data to examine trends in attainment by boys and girls, by groups of minority pupils and to identify areas of weakness in standard assessment papers. For example, the mathematics co-ordinator identified that there was a weakness in mental arithmetic and there is now more practice of this skill in timed sessions. Staff training is also being linked to areas of weakness, for example in writing.
13. The school almost achieved its target in mathematics in 2001 and exceeded its targets in English. The school's targets are very challenging in 2002, and on present evidence the school looks unlikely to achieve them. The school hopes to extend the target setting for individual pupils as soon as the computerised assessment program is fully in place.
14. In English, inspection evidence shows that standards are below average in Years 2 and 6. Reading is nearer to the national average than other aspects. The government initiative has had less of an impact on improving basic skills than in some schools, but matters are improving. Too much use of write on / wipe off boards leaves too little trace of pupils' achievement. Standards in English affect what pupils can and cannot do across the curriculum.
15. In mathematics, inspection evidence shows that standards are below average. The government initiative has been introduced successfully but work is not always well matched to pupils' needs.
16. In science, standards are average, but work in books is very similar for pupils of all abilities. There is little evidence of individual pupils' own writing within their books. From interviews held with pupils from Years 2 and 6, it was clear that the higher attaining and average pupils in both years were at the average level of national standards. They were able to give orally the information that was missing from their written work. This evidence, however, implied that potentially higher attaining pupils, especially in Year 6, are not being afforded opportunities to

develop independent learning skills by investigating problems and working out fair tests for themselves.

17. In all other subjects pupils are broadly in line with what might be expected for pupils aged seven and eleven. Occasionally, in art pupils are above the expected level. In geography, it is impossible to say what standards are for pupils aged eleven because there was no evidence available to the inspection team. Standards in physical education are not good enough, because pupils do not spend sufficient time on it as they go through the junior stage. Pupils have too few opportunities to practise their skills gained in literacy, numeracy and information and communications technology in other areas of the curriculum.
18. This appears to be a less positive picture than at the time of the last inspection, largely due to deterioration in behaviour. However, the characteristics of pupils in the school have changed significantly since the last inspection.

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

19. Attitudes to learning are good overall. This supports parents' views that children like coming to school. Except where teaching is unsatisfactory, boys and girls show a lively interest in lessons and during school life in general. When interviewed, pupils were keen to show how much they knew, for instance, in history. They have a positive attitude to their work and try hard to complete tasks when they understand how much time is available. Pupils' attitudes tend to follow closely the quality of teaching; in the majority of lessons, when learning is made interesting, pupils are keen to answer questions and to offer their own thoughts. However, where learning is not planned well and pace is slow, attitudes are less secure; concentration drops away and lesson content is not valued. Similarly, when work is too easy and not well matched to pupils' needs they do not learn to persevere.
20. Children in nursery are confident and have positive attitudes. They concentrate for good periods of time. Few boys and girls in the reception class concentrate well or listen without interruption.
21. Throughout the school pupils with special educational needs, and travellers have positive attitudes to learning. They generally behave well when teaching is good, activities are well matched to their needs and they are well supported.
22. Behaviour follows the same general pattern as attitudes. Because most lessons are satisfactory or better, behaviour is usually satisfactory or good within lesson times and inside the building. In the most unsatisfactory lessons seen, pupils carried on private conversations with pupils sitting at the same table and at other tables across the room. This disrupted their learning and that of other pupils. Behaviour deteriorates amongst older pupils, especially the boys, during outside playtimes. Footballs are kicked, and quoits thrown, indiscriminately and with little thought for the safety or comfort of other pupils. These actions are not malicious but do show that the idea of social well being does not always extend to others. No incidents of overt oppressive behaviour were seen during the inspection. Pupils do report that acts of bullying take place, both physical and verbal. They also report that they know that their teachers will deal with incidents quickly and successfully. No evidence of racism was apparent; all children in the school are integrated and mix together amicably during lessons. Visitors are generally treated with respect; doors are opened, greetings exchanged and pupils are helpful and friendly. The majority of parents believe that behaviour in the school is good, although a significant minority dissent from this view. There have been five instances of boys being excluded during the current school year.
23. Pupils' personal development is satisfactory. There are generally positive relationships between boys and girls, and between the adults that support them. For example, when the inspection team interviewed a group of pupils they were polite and agreed to abide by the rules for taking turns. Pupils enjoy doing simple tasks, for instance returning the class register or looking after younger

pupils at playtime. Older pupils do not have sufficient opportunities to take responsibilities or to develop their skills in citizenship, for example, by being prefects or being part of a School Council. They have too few opportunities to develop independence or to show initiative.

24. This appears to be a less positive picture than at the time of the last inspection, largely due to a deterioration in behaviour.
25. Attendance is satisfactory. There has been recent improvement. The attendance of travellers is variable, especially at the beginning or end of the week. There are a small number of boys and girls who are not punctual at the beginning of the day and this does not aid their learning.

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

26. Teaching and learning are overall satisfactory. However, teaching is too variable. It ranged, in lessons seen during the inspection, from very good to poor. Nine out of ten lessons were satisfactory or better. Half of the lessons seen were good and occasionally very good. Members of the senior management team consistently provide good teaching in Years 2 and 5. The very best teaching was seen in Year 3 when its own teacher taught the class.
27. The school has no problem recruiting teachers. However, two of the most difficult classes to manage (Years 4 and 6) are shared between three part-time teachers and a newly qualified teacher. The school tries to ensure that teachers teach to their strengths in order to raise standards, so there is some specialist teaching in information and communication technology, music and geography. It is effective in taking pupils' learning forward in information and communications technology and music, but is less secure in geography.
28. The quality of teaching in the Foundation Stage is satisfactory overall. This reflects good teaching and learning in the nursery and unsatisfactory teaching and learning in the reception class. The nursery staff make sure that the planned activities are not only relevant and based in structured and interesting play activities but also are matched appropriately to the individual learning needs of the children. They do not as yet track the children's access to the self-chosen play activities but they make sure as far as possible that all children take part in the focused tasks. This is not always the case in the reception class. Although planning is detailed and follows school procedures, the children often have too much freedom in whether to take part in a planned activity. There are insufficient procedures for organising learning so that the use of time is unsatisfactory. There is an unsatisfactory use of assessment information to match learning to children's needs, such as when higher attaining children learnt nothing from a mathematics activity, because their counting skills were already good.
29. Teaching for boys and girls with special educational needs is usually at least satisfactory. The special needs co-ordinator has a clear timetable for support. She withdraws small groups of pupils to work on their basic skills and also supports them in class. Classroom support assistants give good one-to-one support to specific pupils, for instance, in helping them to form their letters. Similarly, they take small groups of pupils to assist with learning to read.
30. Where teaching is successful in the main school, pupils learn well, there is good classroom management and lessons are well prepared and organised. Activities motivate pupils effectively, such as when Year 5 pupils annotate a playscript prior to putting on a performance. Teachers tell pupils what they are going to learn, explaining any difficult words, so that they can fix in their mind what they have to do. They use endings of lessons well to aid pupils' learning, such as in a Year 2 history lesson which allowed pupils to evaluate their own and others' work. Teachers keep the pace brisk so that boys and girls are kept on their toes and tell them what is expected by the end of the lesson, for example, in a Year 3 lesson on story setting. In some successful lessons the computers are used effectively to reinforce pupils' learning. Questions are sharply focused and make pupils review their ideas and consider their responses. Extra adults are used well. They ask questions of a similar quality to the class teacher, as was seen in a Year 2 science lesson.

31. However, where teaching was unsatisfactory or poor in the main school it was most likely to be seen when a teacher was not in their own class or when they were sharing a class with another teacher. Unsatisfactory or poor lessons occurred in English, art and geography. Such lessons are usually associated with weak management of pupils' behaviour and this is linked to the fact that the school has no overall effective whole school behaviour management programme in place. In these lessons and in some lessons which were otherwise broadly satisfactory, the pace is often slower than in the more effective lessons. Activities are not as interesting. The purpose of the lesson or the teacher's expectations are often not shared with pupils. An example was observed in a Year 3 art lesson when many pupils began their investigations inappropriately. Extra adults are not always used as effectively to support pupils' learning or to manage their behaviour.
32. Analysis of pupils' previous work, and features of weaker lessons, show that work is not matched effectively to pupils' abilities. This does not aid their learning effectively. For example, in a Year 6 science lesson higher attaining pupils filled in words on a worksheet instead of showing what they could do in their own words. In a Year 4 mathematics lesson, some groups of pupils needed very directed help to complete their tasks. This is because assessment procedures are not embedded and linked securely to teachers' planning and so to pupils' learning.
33. In the past, basic skills have not always been well taught in English and this is still shown in pupils' spelling and punctuation. The school is attempting to deal with the matter by introducing a range of new resources, so improving pupils' learning. Basic skills in mathematics are taught appropriately. The biggest impact on pupils' learning has been the improvement in basic skills in information and communication technology, due to successful implementation of government initiatives. The school needs to be more aware of the need to teach and use cross-curricular skills in order to move pupils' learning forward at a faster pace.
34. Pupils' work is usually dated and is almost always ticked. The quality of marking is variable and is not always subject specific, for instance, remember to use capitals and full stops in geography. The best marking is seen in Year 5 in English books, where the co-ordinator is linking her comments to pupils' targets. This is an effective strategy in helping pupils to know what they have to do to improve their work. The school is aware that marking remains an area for improvement, as at the last inspection.
35. The school recognises the need to review homework and is aware that at present it does not meet government guidelines. Pupils are given good opportunities to take a range of books home, which are changed weekly. This aids pupils' learning and encourages their enthusiasm for reading. Spellings are sent home and Year 6 pupils get two pieces of mathematics homework per week. A minority of parents are dissatisfied with homework.
36. Despite the fact that the staff have largely changed, since the last inspection, the inspection team saw a similar number of lessons which were satisfactory or better. Likewise there was a similar proportion of very good lessons.

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

37. The school provides a curriculum that is broad and balanced and meets statutory requirements. All National Curriculum subjects are included and philosophy has been introduced as one means of delivering a programme of personal, social and health education and improving pupils' speaking and listening skills. These lessons are supplemented, in Year 6, when the school nurse gives suitable attention to sex education. The community policeman talks about the dangers of smoking and drugs and staying safe from physical assault.



38. In most respects there is a suitable balance between and within the different subjects. The school's Catholic status means that more time is allocated to religious education than in local authority primary schools. There is, therefore, less than the average time available for some other subjects. This arrangement leaves physical education with insufficient time to be satisfactorily delivered, especially when there is a lack of balance between the different elements of the subject. In particular year groups, science, art, design and technology, geography, history and music all have a below average allocation of time. Some class timetables have unspecified activities assigned and there was evidence of time slippage during the inspection. For instance, lessons started late, and teachers did not teach lessons which were specified on the timetable.
39. The school has introduced the National Literacy Strategy satisfactorily. It has reviewed the use of time during the literacy hour. There are some positive innovations such as separating the guided reading session away from the main lesson. This is effective in allowing both the class teachers, the support assistants, and in some classes the special educational needs co-ordinator, to support pupils' reading. Standards are nearer the national average in reading at both key stages. The National Numeracy Strategy has been introduced successfully and has been given an appropriate amount of time, but there is insufficient match of work to pupils' needs in work given to higher attaining pupils.
40. All subjects have a scheme of work, which is an improvement on the position at the last inspection. The school makes appropriate use of a variety of supportive materials, including national guidance. There is an outline 'curriculum map' and subject co-ordinators assign topics to be covered in each class during the year. Teachers plan work for each half term and these plans are monitored by both the headteacher and subject co-ordinators. Teachers plan lessons in more detail, but these plans are not monitored. This leads to a lack of rigour with some lessons not having clear purposes so that learning is not sharply focused.
41. The school has a suitable policy for equal opportunities in line with its mission statement. There is a climate of inclusion. No pupil is barred by gender or funding from taking part in any activity.
42. The quality of the curriculum is satisfactory in the Foundation Stage. There are particular strengths in the provision in the nursery. The outdoor area is used particularly well to develop the children's personal and social skills as well as their imaginative play. They also have good opportunities to develop their knowledge and understanding of the world.
43. The curriculum for boys and girls with special educational needs is satisfactory. The school makes good use of the slots at the beginning and end of sessions to work on the basic skills of reading and writing. Pupils who are withdrawn in these slots receive an equivalent entitlement to those working in class. However, the curriculum for the youngest pupils with statement of special educational needs too often consists of withdrawal to other areas of the school to work on individual programmes. Better use could be made of the classroom in most cases.
44. Traveller children often share the provision for pupils with special educational needs. However, in addition some pupils receive one-to-one provision from peripatetic teachers to enable them to catch up with very basic skills. Traveller children, who miss a lot of school, do not achieve as well as they should do.
45. The curriculum for higher attaining pupils does not offer sufficient opportunities for such pupils to show what they can do. Too often activities do not offer sufficient challenges as when they complete worksheets.
46. There is a satisfactory range of extra-curricular activities, mostly for older pupils, open to both boys and girls. Most of these are sporting, with good use being made of competitions organised at the Armley Centre. There are also some opportunities for recorders, dance and information and

communication technology. A quarter of parents who responded to the parental questionnaires do not feel that there is a sufficient range of extra-curricular activities.

47. The community makes a satisfactory contribution to the pupils' learning. The school maintains links with Holy Family and St. Wilfrid's parish churches where the pupils make regular visits during Catholic celebrations. The West Yorkshire Playhouse hosts children's activities at the school on one evening a week. A local councillor has established links with the school and attends fund-raising events. Adults from the local community freely give their time to come into the school and talk to the children about their life and past events. Visitors to the school have included an Indian music workshop and a theatre group. The school participates in inter-school sports competitions and the school football strip was sponsored by a local business. Funds have also been donated towards the creation of a nature garden. Links with the local secondary schools are satisfactory. The secondary staff visit the primary school prior to admission and some schools hold a 'taster day' at which the pupils can sample lessons. Some of the secondary schools have also loaned resources.
48. The last report stated that provision for pupils' spiritual, moral and social development was good. There was satisfactory provision for cultural development. Evidence seen during the current inspection shows that provision for spiritual development remains good, and that provision for moral, social and cultural development is satisfactory.
49. As was stated following the last inspection, clear spiritual values underpin the curriculum and teaching in the school. A calm, reassuring beginning to each day is afforded pupils in each class as the lighting of candles, morning prayers, and focused reflection on an aspect of God's care, set the tone for the day. Whole-school assemblies offer occasions for the celebration of individual pupils' achievements and to consider together how each may help and benefit others. Spiritual development is further supported by giving opportunities for pupils to compose and read out their own prayers and to gain comfort in times of personal distress by asking for prayers from their schoolmates.
50. Provision for moral development is carried out effectively. Pupils are helped to understand the difference between right and wrong as opportunities occur in classrooms and around the school. In this respect adults provide good role models. Philosophy discussions are intended to contribute further to pupils' understanding. There is no evidence of vandalism of any kind within the school buildings; rather pupils look after the displays of work and artefacts, for they appreciate that these are the outward sign of their teachers' appreciation of their efforts. Pupils are aware that the school rules are in place to ensure an orderly school life. This understanding is enforced as pupils are given the opportunity to negotiate their own class rules and, once accepted, they try hard to obey them. There is, however, a significant lapse in moral development when older pupils, usually boys, are allowed to dominate play times by kicking or throwing balls indiscriminately around the play areas. By these actions they show little awareness of the effect that their actions may be having on other, often younger, pupils. Adult supervisors are missing opportunities to point out the results of these anti-social actions. Pupils make collections for chosen charities and give generously of their own time to organise sales to raise further funds.
51. Provision for social development includes some good features as teachers arrange for changing pairings and groupings in classrooms that promote social interaction. Arrangements for visits and visitors offer pupils opportunities to meet and talk with unknown adults in a safe environment. Residential visits for older pupils widen their social contacts as teachers ensure that they meet pupils of their own age from other schools as an integral planned part of the total experience. Whilst Year 6 pupils do not benefit from being able to carry out regular duties as prefects or monitors, they do gain occasional experiences of caring for younger pupils as they accompany them to church or care for them during wet lunchtimes.
52. Provision for pupils' cultural development has undergone some improvement since the last inspection. Links with the local community remain in place and provide knowledge of local history

and culture to be gained through contact with elderly persons who talk with pupils. They learn of Britain's past history and cultural background and, in geography lessons, something of the life styles of people in other countries. Studies of western European culture through art and music are in place but development is needed for pupils to gain further insights into cultures from further afield. The school has begun to make sound arrangements for pupils to meet and visit members of the other ethnic communities that are an integral part of the rich cultural and faith diversity of modern Britain. A visit to a Sikh temple is arranged for the near future.

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

53. This is a school where the staff have a good practical knowledge and understanding of the pupils and their needs. All the pupils, including the traveller children, are well cared for by the teachers and staff. The school maintains strong links with the school nurse and health professionals at the local clinic.
54. Procedures for child protection and for ensuring pupils' welfare are good and have been maintained since the last inspection. The deputy headteacher is the named person responsible for child protection with the support of the special educational needs co-ordinator. There is a suitable child protection policy in place and all staff, including lunchtime ancillary assistants, are aware of procedures and have received recent training. The school follows the procedures in the local authority's health and safety policy. Fire precautions, electrical checks and whole-school risk assessments are carried out regularly. There are good arrangements in place for dealing with accidents and two members of staff are fully trained in first-aid procedures.
55. Procedures for monitoring and improving attendance are good. The class teachers keep the headteacher informed if problems arise. The educational welfare officer visits the school every two weeks and monitors the attendance registers with the headteacher. Attendance information regarding the traveller children is forwarded to Traveller Services. The school takes a firm line on attendance matters and requires parents to write an absence letter when a pupil is away. Parents are informed of the school's expectations for good attendance and punctuality in the school prospectus. Suitable letters are sent home to parents discouraging holidays in term-time and during national tests. The secretary closely monitors punctuality and medical appointments. Certificates are awarded for good attendance.
56. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are satisfactory. There is a discipline policy in place, which incorporates strategies for dealing with bullying. The pupils have also established their own class rules in co-operation with their teacher. The pupils are rewarded with badges and merit points for good behaviour and achievements are celebrated at the weekly celebration assembly. Parents are given a copy of the discipline policy, which is also incorporated into the home/school agreement. Most staff deal with incidents of challenging behaviour well, but there is no whole-school approach for managing behaviour. Most pupils behave well in lessons but the behaviour of the older pupils deteriorates in the playground and whilst moving around the school. This is because the lunchtime ancillary assistants have had no training in behaviour management. The headteacher has acknowledged the need to review the discipline policy to provide a more consistent whole-school approach to managing behaviour. No bullying was seen during the inspection. When bullying does occur discussions with pupils and parents are held to resolve the issue. Parents have confirmed that the pupils are aware that they must inform a member of staff if bullying occurs. Any serious incidents of challenging behaviour or bullying are recorded by the headteacher who informs the parents and takes action as necessary.
57. Procedures for monitoring and supporting the pupils' personal development are satisfactory. Personal, social and health education are taught and are supported by the school nurse and the local police. The 'Growing Up' programme for Year 6 pupils includes sex education and drugs awareness. The pupils are just beginning to become involved in setting their own targets for improvement in co-operation with their teachers. The school maintains effective links with outside

agencies, such as the behavioural support unit, educational psychologist and Traveller Service. The success that the school achieves in the support and guidance of pupils has a positive effect on learning and contributes to the school's efforts to raise standards.

58. Induction procedures are good for children in the Foundation Stage. Two organised visits are planned in order that the children can see the nursery at work and the nursery staff make home visits so that the children get to know the adults in a familiar setting. This helps to raise their self-confidence before starting. Parents are encouraged to stay with their children for the first session, slowly withdrawing as the children become more confident. This ensures that the children soon settle to the routines and gain in confidence quickly. The nursery and reception class staff have produced two booklets, which give parents useful information about routines in nursery and school and help to settle the children quickly into their new class.
59. There is a commitment to inclusion. Pupils with special educational needs are catered for appropriately. The local education authority audits the school's procedures. Pupils at Stage 2 have suitable group education plans, and the remainder have individual education plans which are broadly tailored to their needs. The co-ordinator is clear how pupils are placed on the register. She carries out much of the assessment herself, for example, screening Year 2 pupils and discussing their needs with the class teacher.
60. Procedures for assessing pupils' attainment and progress are unsatisfactory. Much work has been done recently and procedures are not yet embedded in the day-to-day life of the school. The school acknowledges that this is an area for development. The school has signalled the importance of this area by publishing an assessment calendar for the school year. Optional national tests are used for Years 3, 4 and 5. Reading tests are used for Years 1 to 6 and phonics tests for Years 1 and 2 and any other pupils who need them. There are now regular writing tests and also assessments of pupils' speaking and listening skills. Results are analysed by cohort and by gender. A computerised program for assessment management has been introduced which enables individual targets to be set. The recording of pupils' academic progress is being developed. Work has been sampled in literacy, numeracy, science, information and communication technology and religious education, but not in foundation subjects. Only in English is there a portfolio of moderated work. No moderation has been undertaken with teachers from other schools that would extend teachers' knowledge and understanding of what can be achieved. Teachers' files do not contain sufficient information to move the curriculum forward so the use of assessment to guide curricular planning is unsatisfactory.
61. Procedures for monitoring and supporting pupils' academic progress are unsatisfactory. Where lessons do not have a clear learning purpose then marking can not assess progress made. The result is that higher attaining pupils do not have sufficient opportunities to work at a challenging level.
62. Regular assessments are made in the nursery and the information is used well to plan the next steps in learning. Careful observations of the way the children approach the tasks are recorded in their records of achievement and shared with parents. Photographs are taken as often as possible and these are displayed in the nursery for parents to see and added to the children's individual records afterwards. Baseline assessment is carried out in the reception class seven weeks after the children have started school. The nursery has just introduced their own assessments to provide a baseline when the children first start in the nursery. Although not yet used well enough the information collected allows the school to measure the amount of progress the children have made and to plan work, which is matched to their particular learning needs.
63. This is a less positive picture overall, but strengths such as procedures for attendance and the practical knowledge of pupils' needs remain.

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

64. The school's partnership with parents is satisfactory. The parents who attended the pre-inspection parents' meeting and those who were spoken to during the inspection, were very supportive. However, a less positive response was evident from the parents' questionnaires. Some concerns were expressed particularly regarding the information parents receive about the children's progress and the ease of approaching the school with questions or concerns. The inspection team agrees with parents and judged that, although the pupils' progress reports are satisfactory, they lack information on subjects other than English, mathematics and science.
65. The school maintains satisfactory links with parents. Frequent letters are taken home and there is a newsletter each term. There is a parents' notice board inside the main entrance to the school. A suitable home/school agreement has been distributed and the majority of parents have signed and returned it. School productions and parents' meetings are well attended. Parents are also welcome to attend school assemblies.
66. Parental involvement has a satisfactory effect on the life of the school. The Holy Family Parents Association provides suitable help by organising social and fund-raising events, which are well supported. Money raised by the association is used to benefit the pupils through the purchase of additional resources. Furniture has recently been purchased and a donation has been given to support the development of the nature garden.
67. The quality of information for parents is satisfactory. The school has hosted sessions for parents to help them to understand the National Literacy and Numeracy Strategies. Most class teachers provide written information to inform parents what their children will be studying in the coming year. The school prospectus and governors' report are informative and contain all the required information. Parents have the opportunity to consult the staff formally in the spring and autumn terms to discuss their child's progress. An appointment with the class teacher can be made after the issue of progress reports in the summer term should parents have any concerns. The pupils' progress reports are satisfactory. They include all the required information and also report on personal, social and health education. Targets are given for English, mathematics and science to tell the pupils how to improve their work and a section is available for parental comments. However, there is no whole-school approach to report writing. Reporting of subjects other than English, mathematics and science is too brief.
68. There are good links with parents for children in the Foundation Stage. The parents' notice board on entry to the nursery is clear and gives a wide range of useful information to parents. Each child has a pocket into which the latest newsletter is placed and this makes sure that parents do not miss an important piece of information. Regular formal meetings are held in the nursery and reception class to discuss each child's progress with parents and this incorporates targets for improvement as well as celebrating what the children have achieved. The records of achievement are available at any time for parents to see the many new skills and knowledge that their children have learned and these are regularly updated by staff.
69. Parents of pupils with special educational needs are suitably involved with their children's learning. They usually attend formal reviews.
70. The contribution that parents make to their children's learning at school and at home is satisfactory. At home, some parents help their children with homework tasks and listen to their children read. The headteacher has acknowledged the need to review the school's homework policy. The pupils' homework diaries are a valuable channel of communication between home and school. Some parents use these well. The school has hosted an accredited computer literacy and information technology course for parents, which has the potential to assist parents to help their child learn.

71. The judgement on the school's partnership with parents appears less good than the statement in the last inspection report. However, parents now have some information about how pupils should improve their work as targets are now set for pupils in some subjects

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

72. Overall, since the school was inspected in September 1996 it has made barely satisfactory improvement. The rate of improvement has stepped up considerably in the last four terms when the present headteacher took over. This headteacher has provided clear educational direction for the work of the school. Staff are hard working and now have a commitment to improvement. She has 'kick started' many systems that should have been in place long since. Because she has had so many areas to address, initiatives are only just becoming embedded in the day-to-day life of the school. Nevertheless, the school is on the way up.
73. The role of the senior management team is now slowly improving. They provide the most consistent good teaching, which aids pupils' learning. They have taught in both key stages which gives them a reasonable knowledge of the demands of the curriculum throughout the school. They appreciate that when the senior management team make decisions they are now implemented, so that they can steer staff in the right direction. However, lack of any management training means that they cannot take over key areas of the school which would enable the pace of change to be implemented faster.
74. The role of the curriculum co-ordinators has also improved in recent months. They now have simple action plans, but these are not sufficiently linked to driving standards upwards. Co-ordinators are beginning to put together folders of pupils' work to illustrate positive achievement and coverage of the curriculum. However, co-ordinators of important subjects do not benefit from sharing practice with other schools, to gain a clearer idea of what pupils routinely achieve at all levels. There has been some limited scrutiny of work in pupils' books to ensure curriculum coverage, but this lacks the rigour to highlight good and less effective practice.
75. The co-ordinator for special educational needs is non-class based. She has a clear role in assessment, teaching and managing a small number of support staff. The school has not yet adjusted to the increasing number of special needs pupils and staff do not maintain special needs files containing all relevant information about the pupils in their class.
76. The quality of teaching and learning is beginning to be monitored. The new headteacher has instituted a rolling programme whereby co-ordinators are monitoring standards and teaching and learning in classrooms. Co-ordinators in important subjects have already had the opportunity to observe lessons. A teaching and learning policy would be helpful to enable all staff to discuss and agree what makes effective practice and the school recognises the importance of this.
77. The school has a set of very simple aims that have not yet been revised; a welcoming atmosphere, a love of learning, a respect of discipline, an acknowledgement of the part played by family and Church in each child's development and an appreciation of their help. The school is partially successful in meeting these aims. There is insufficient attention given to promoting pupils' standards and achievement.
78. The school improvement plan correctly identified the following priorities for this academic year - the cross-curricular use of assessment and information and communications technology and raising standards and improving the rate of progress in English. The plan has suitable success criteria and arrangements for monitoring.
79. Appropriate arrangements are in place to enable Performance Management appraisal to take place. Whole school targets have been negotiated together with a range of individual targets. In-

service training is linked to the requirements of the school improvement plan and, later, will be linked to teacher appraisal.

80. The governing body has changed completely since the last inspection. There are no problems in recruitment and the governing body is largely stable at present. The governors were, however, without a chair for half a term recently. The governing body's role in managing the school is just satisfactory because it has improved since the arrival of the present headteacher. However, the governing body is too reliant on the headteacher for what it should do, rather than being a well-informed independent body who can provide advice and support. The headteacher's reports to governors show that too little time has been spent considering standards because so many practical issues have needed time spent upon them. The governing body have a sufficient range of committees. There are link governors for important subjects but little liaison has taken place as yet. The school's self-evaluation recognises this fact.
81. Financial management is satisfactory. Expenditure is increasingly determined by educational priorities identified in the school improvement plan. Principles of best value are applied as quotations are obtained for large items of expenditure and suppliers are chosen carefully for smaller orders. Specific grants are used for their designated purpose. Appropriate use is made of new technology to support the administration of the budget. Members of the finance committee receive regular reports when they meet to monitor spending. Given the high level of spending, the standards of achievement and the overall level of provision, the school provides just satisfactory value for money. The school secretary makes a strong contribution to supporting the headteacher in day-to-day administration.
82. The school has had no difficulties in recruiting staff, although seven teachers have moved in and out of the school in the last two years. The school, including the Foundation Stage, is generously staffed with appropriately trained and qualified teachers. There is a suitable mix of experience in the staff and this provides a good mix of youth and maturity. All members of staff, including the part-time and newly qualified teacher, have responsibility for, or share, a curriculum subject.
83. The last report stated that there were no procedures in place to support the induction of new staff. The school has adopted the guidelines made available for the local education authority. The current newly qualified teacher has a mentor and a lighter-than-average teaching timetable to enable planning to be undertaken and checked during the school day. Time has also been made available to attend in-service training courses. This is an improvement made since the last inspection.
84. There is a larger than usual number of support staff, including a learning mentor. Teachers and non-teaching assistants have specific job descriptions and receive satisfactory opportunities to attend in-service training courses. Support staff meet regularly with classroom teachers; they are well informed and make significant contributions to the progress of pupils they support. Support assistants are generally used well. However, where teachers do not have a good awareness of how to use extra adults to support pupils' learning, especially where they could actively support behaviour management, they are too often underused.
85. On arrival at the school, the headteacher spent a great deal of time and effort on improving the quality of the classrooms in order to raise the morale and expectations of both staff and pupils. This has been largely successful. However, overall, the accommodation is unsatisfactory, because of the impact it has on the care of pupils and their behaviour. The changing rooms for physical education are in a poor state and in need of refurbishment. The school roof, along the main corridor, is leaking badly. This is because of vandalism. Tiles have been displaced which has allowed water to enter. This has caused damage inside the building, which has resulted in paint peeling off the woodwork, falling ceiling tiles and significant damage to displays. The playground outside the nursery is in a dangerous state of disrepair with uneven flags and the drain is in danger of collapsing. The playground is too small for the number of pupils and this and the

lack of a playing field causes some friction at playtime. The playground for the infant pupils is in need of re-surfacing. The boys' toilets and the disabled toilet both need refurbishment. The relocation of the disabled toilet would allow more space for wheelchair access and lifting equipment. There are insufficient toilet facilities for the number of staff working at the school. The school is aware of these shortcomings and is actively pursuing funding to continue refurbishment. Despite these problems the caretakers and staff work hard to keep the building safe and clean.

86. The resources in the school are satisfactory overall. Resources for design technology, information communication technology and science are good. However, limited use is made of the school hall and library and Years 5 and 6 do not make effective use of the overflow teaching areas outside their classrooms. The climbing frame for physical education is unsafe and in need of replacement, this does not aid pupils' learning. Effective use is not made of the school's information communications technology equipment. Although the school benefits from computers in all the classrooms and a computer suite only limited use of the equipment was seen during the inspection week.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards, the headteacher, staff and governors should

- (1) Improve pupils' progress and learning, especially in English\*\* and mathematics.  
Paragraphs 102 - 108 and 116 - 120 by;
  - Continuing to put in place planned assessment routines and use the information gained to support day-to-day planning.  
Paragraphs 11, 16, 19, 32, 40, 60, 114, 121, 131, 132, 139, 159, 165.
  - Improving teachers' awareness of how to set learning purposes for individual lessons, Paragraphs 31, 61, 111.
  - Continuing to put target setting into place, Paragraphs 125.
  - Improving marking +, Paragraphs 34, 121, 132.
  - Creating opportunities for pupils to practise their skills in other areas of the curriculum\*\*\*. Paragraphs 14, 17, 33, 124, 130, 148, 154, 164.
- (2) Improve pupils' progress and learning in physical education by;
  - Ensuring that older pupils have more opportunity to study all elements of the curriculum throughout the year, Paragraphs 17, 38, 172.
  - Ensuring all resources are fit to use. Paragraphs 85, 86, 176.
- (3) Improve the teaching and provision in the reception class by;
  - Continuing to put in place planned assessment routines and use the information gained to support day-to-day planning in line with the early learning goals, Paragraphs 28,62,88,95
  - Improving teachers' awareness of how to set learning objectives for individual lessons, Paragraphs 88, 90, 93, 95.
  - Integrating children with special educational needs fully into the classroom. Paragraph 43
- (4) Improve the roles of the senior management team, curriculum co-ordinators and governing body\* so that they are more effective, and standards are raised by;
  - Putting into place further training for all roles, Paragraphs 73, 80
  - Establishing effective action plans linked to raising standards, Paragraphs 74, 114,125, 132, 140, 145, 152.
  - Monitoring lessons, and pupils' work rigorously and sharing information so that everyone is focused on raising standards. Paragraphs 76, 80, 124, 125, 145.
- (5) Improve behaviour in certain classes and in the playground by;
  - Putting effective behaviour management strategies and training in how to use them in place in classrooms and the playground,
  - Paragraphs 8, 20, 22, 31, 50, 56, 90, 95, 150.
  - Improving the playground environment \*. Paragraph 85.
- (6) Improve pupils' opportunities for independence and initiative by;
  - Making better use the library and computer room for instance for research, Paragraphs 85, 114.
  - Introducing more opportunities for pupils to show responsibility. Paragraphs 23, 51, 164.
- (7) Improve the quality of the accommodation when funds permit by;
  - Addressing the quality of the roof, and toilets. Paragraph 85

In addition the governors may also wish to consider

- Improving the use of time, Paragraphs 38, 103, 111, 151, 172.
- Improving homework + Paragraph 35

The improvements marked \* are already listed in the school improvement plan.

\*\* Literacy only \*\*\* information and communications technology only.

The school has identified those improvements marked + but they are not formally in the school improvement plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	40

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	22	18	2	2	0
Percentage	0	6	47	38	4.5	4.5	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two, percentage points.*

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

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	182
Number of full-time pupils known to be eligible for free school meals		42

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	3	39

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	2

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	11

### *Attendance*

#### **Authorised absence**

	%
School data	3.1
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.0
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 1 (Year 2)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	20	14	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	20
	Girls	13	14	12
	Total	29	26	34
Percentage of pupils at NC level 2 or above	School	85 (78)	76 (83)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	20
	Girls	12	13	14
	Total	28	31	34
Percentage of pupils at NC level 2 or above	School	82 (83)	91 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

***Attainment at the end of Key Stage 2 (Year 6)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	10	20	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	8	10
	Girls	15	11	19
	Total	24	19	29
Percentage of pupils at NC level 4 or above	School	80 (72)	63 (75)	97 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	9
	Girls	16	17	17
	Total	26	26	26
Percentage of pupils at NC level 4 or above	School	87 (53)	87 (72)	87 (78)
	National	72 (70)	74 (72)	82 (79)

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

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	6
Black – African heritage	0
Black – other	7
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	149
Any other minority ethnic group	0

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

### *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	5	0
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.*

### *Teachers and classes*

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	28:1
Average class size	26

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

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

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	10:1
Total number of education support staff	13
Total aggregate hours worked per week	309
Number of pupils per FTE adult	15.1

*FTE means full-time equivalent.*

### *Financial information*

Financial year	2000
	£
Total income	503722
Total expenditure	523443
Expenditure per pupil	2424
Balance brought forward from previous year	23080
Balance carried forward to next year	3359

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.5

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*



*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	221
Number of questionnaires returned	36

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	30	3	3	0
My child is making good progress in school.	56	36	8	0	0
Behaviour in the school is good.	37	40	11	6	6
My child gets the right amount of work to do at home.	41	38	12	3	6
The teaching is good.	58	36	3	0	3
I am kept well informed about how my child is getting on.	36	33	25	6	0
I would feel comfortable about approaching the school with questions or a problem.	63	14	11	9	3
The school expects my child to work hard and achieve his or her best.	56	42	0	2	0
The school works closely with parents.	33	33	28	6	0
The school is well led and managed.	50	25	17	0	8
The school is helping my child become mature and responsible.	57	31	6	3	3
The school provides an interesting range of activities outside lessons.	26	20	17	8	29

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

87. Children usually start nursery in the term following their third birthday as room becomes available. Most attend part-time although a few children stay for a full day. The majority of the children move to the reception class in the September after their fourth birthday. Those children born in the summer months start in the January after their fourth birthday. Meetings and home visits mean that children and parents have good opportunities to get to know about the nursery and school before the children start.
88. There is a range of attainment when the children start nursery, but overall the children start with skills, that are below average in all areas of learning. Children make good progress in the nursery, especially in their personal, social and emotional development and are achieving expected levels by the time they start in the reception class in many areas of learning. However, this good progress is not maintained in the reception class and provision during this year is unsatisfactory. By the time the children start Year 1 they are not achieving the early learning goals in four out of six areas of learning area of learning. Most children are likely to achieve the early learning goals in creative and physical development.
89. The quality of teaching is satisfactory overall across the Foundation Stage. Good teaching in the nursery is reflected in the children's strong development of self-confidence, independence and self-esteem. The adults in the nursery work very well as a team and, as they know the children very well, provide a suitable curriculum well matched to their individual needs. Play forms the basis of much of the learning and astute questioning ensures that the children develop their skills well. The use of the outdoor environment is particularly strong and this, coupled with role-play, makes sure that the children develop their language and personal skills well. Teaching in the reception class is currently unsatisfactory. Children are given too little direction and are left to access too many self-chosen tasks too often and for too long a time. Planning lacks focus and, although relevant activities are planned, there is no clear picture of when these will take place during the day and who will take part in them. Consequently, some children do not take part in any focused activities and their learning is therefore unsatisfactory.

### **Personal, social and emotional development**

90. Children gain in confidence quickly when they start nursery and due to the wide range of suitable activities on offer soon develop their personal, social and emotional development and achieve expected levels. As soon as they come in the morning or afternoon the children are all busy with their chosen task. They take care of the toys and other resources, play with friends and share equipment willingly. As soon as they are asked, the children come together and listen quietly for their name to be called. They all answer the register with a polite 'Good morning' or 'Good afternoon' before going to their designated task. The children are very confident due to the strong relationships with adults. They approach new tasks and concentrate for good periods of time. Activities are interesting and suitably based in play so that the children are interested and keen to do well. A small group of children worked very well together building with plastic crates to create first a house complete with outdoor swimming pool and then a bonfire party. They responded to the teacher's good questioning which directed the children's work and kept them interested in the activity. The quality of teaching in the nursery is good in this area of learning.
91. This initial good progress is not maintained in the reception class. The children have difficulty concentrating due to the lack of focus given to activities. The children are allowed to play for too long on tasks, which lack precise learning intentions, or they flit from task to task. Therefore their development in personal, social and emotional skills is unsatisfactory. The children are not used to listening for concentrated periods. Therefore when they are asked to do this, very few manage it

without interrupting and calling out. Despite the good progress in the nursery, most children are unlikely to achieve the early learning goals in this area of learning by the end of the reception year.

### **Communication, language and literacy**

92. Strong emphasis is given to the development of communication, language and literacy in the nursery and the children make good progress. The quality of teaching in the nursery is good. The development of imaginative language through very well organised and planned role-play is particularly good. Adults 'model' appropriate language for the children and join in with their play giving them ideas to support their acting out of imaginary situations. The children in the nursery enjoy listening to stories they know. When the learning assistant read 'We're Going on a Bear Hunt' she did so with such good expression and created suspense so well that the children smiled just before she got to the 'We're not scared bit' every time. This reflects their enjoyment and how engrossed they were in the story. The children are able to recall the order of this story and are familiar with the structure. The writing table is well organised and inviting so that the children are already making marks in an attempt to write down their ideas. Some children are already beginning to write their names and most can form at least the first letter correctly.
93. The teaching of reading in the reception class is satisfactory. Early reading skills are developing fairly well and the higher attaining children are beginning to read simple stories. The children are invited to read individually when they wish and this enables them to make satisfactory progress in developing early reading skills. A commercial scheme is used to teach the children about letters and the sounds they represent. They are therefore happy to 'have a go' at unknown words using the pictures and their knowledge of sounds to help. Those who have not yet made a start with formal reading are confident to read what they think the words say and their attempt matches the content fairly well due to their close reference to what is happening in the picture. Although the children are unlikely to achieve the early learning goals by the end of the reception year, they have positive attitudes to reading.
94. Pupils' writing is below expected levels. However, they are beginning to make marks on paper and can tell the difference between pictures and writing. The office area in the reception class gives the children good opportunities to 'play write'. The range of writing implements available allows them to use their imagination to write for different purposes in their own way. When adults visit the reception class the children invite them to join in with the activities. One girl offered advice on how to complete a worksheet marking the attempt afterwards with ticks and giving praise both verbally and by writing 'Well done' almost correctly. Most children can write their name and form most letters correctly. The teaching of writing is not structured enough, however, to allow the children to make satisfactory progress and too much is left to chance that the children will choose to go to the writing area. Therefore many children do not develop their writing skills well enough and their progress is unsatisfactory.

### **Mathematical development**

95. The teaching of children's mathematical development is satisfactory in the nursery but unsatisfactory in the reception class. The children make a good start with counting in the nursery through practical activities and singing counting rhymes. They count in familiar situations and already recognise numbers to five. This is reinforced in the 'café' role-play area where all of the items cost from one to five pence. The children are given many opportunities to use money in this way and apply their counting skills to counting out the correct amount of money.
96. Numeracy lessons in the reception class rely too much on children listening and watching and they are not involved in practical activities enough. Whole class teaching is not appropriate at this time of the year as the children are all at different levels of development. Many therefore lose interest quickly. The teacher does not address their inattentiveness and continues to work with only those who are still listening. At the end of the taught input, the children are allowed to choose whether to join in with the planned number activity and many choose to opt for other activities instead.

Focused groups are taught how to add totals by counting how many altogether, but all children work on a formal worksheet at the same level regardless of their previous knowledge and learning. Much of the work is not relevant especially for pupils with special educational needs. Therefore, although numeracy activities are planned appropriately, the children do not take part regularly enough to make sufficient progress. They are therefore, unlikely to achieve the early learning goals in this area of learning by the end of the reception year.

### **Knowledge and understanding of the world**

97. The quality of teaching is good in the nursery and unsatisfactory in the reception class. The children in the nursery enjoy making models and playing with 'small world' toys. They make model towns from bricks and can name the types of buildings they have made. They are learning about colours and shapes through suitable practical activities. They are thrilled with the patterns made in a kaleidoscope and talk about the patterns they have made in terms of the colour and shapes that they can see. The adults in the nursery encourage the children to talk about their experiences at every opportunity to develop their knowledge and understanding of the world. The children were fascinated as they watched the vapour trails created by aeroplanes as they criss-crossed the sky. Their vocabulary was extended well by the teacher who probed their understanding and modelled the words for them as they tried to describe the pathway the aeroplanes were making. During a cooking activity, the children mixed yellow and red colouring to make orange icing for their orange biscuits. They were challenged by the adult to think about whether they needed to add more water or icing sugar to make the icing thicker. They were amazed at the outcome and talked about how the icing changed its thickness and whether it spread easily on the biscuits they had made previously.
98. The children in the reception class are particularly keen to play with the toy animals and dinosaurs to the extent that often a small group of boys spend their time doing little else during the day. Although there is a suitable autumn display in the reception class for the children to explore, the use of the outdoor environment is not used sufficiently well by the reception class to develop the children's knowledge and understanding of their world. Little work was evident that this aspect of learning was being taught well enough. The weekly cooking activity in both the nursery and the reception class makes a strong contribution to developing the children's understanding of food and hygiene. Reception children are very clear on why it is important to wash hands regularly when making their mincepies. The adult constantly reinforced their aspect of the activity and the children listened intently to the instructions.
99. The children in the nursery and the reception class use the computers confidently. They move the mouse with good control and select the pictures they want to use. The children in the reception class are familiar with 'Dazzle' and explore the colours and shapes they can make using a simple tool menu.

### **Physical development**

100. The children make good progress in their physical development in the nursery and satisfactory progress in the reception class. The quality of teaching is satisfactory overall and the majority of children are likely to achieve the early learning goals in their physical development. Children have good opportunities to take part in gymnastics, dance and games activities and are learning to use space safely. When outside at play, they all enjoyed playing with the range of toys and showed that they are able to throw and catch fairly well. The nursery children are learning to use scissors through suitable well-planned activities. Following a recent assessment, the adults in the nursery planned a series of activities, which developed the children's cutting skills progressively. The activities were relevant and set within a familiar and fun context so that the children related well to the task. Most children in the reception class have a suitable pencil grip and their paintings of themselves playing outside show they can control a paintbrush and apply paint carefully.

## **Creative development**

101. The nursery and the reception class provide effectively for the children's creative development and they make good progress. There is a good range of materials from which the children can choose to create their works of art. The children are learning to mix colours through producing autumn paintings in the nursery and in the reception class through printing leaves in relevant colours to produce a picture of a tree shedding its leaves. The children in the reception class talked about the texture of the clay as they moulded it successfully into a hedgehog shape. The adult showed them and explained clearly how to make the spines look sharp. In the nursery, dance activities are linked to the stories and rhymes that the children are familiar with. The focus on developing the children's imagination is very strong and as a consequence the children make very good progress in the nursery in this aspect. By the end of the reception year due to the good teaching, the children are likely to achieve the early learning goals in their creative development.
102. Overall, improvement since the last inspection is only just satisfactory because of the weaknesses in provision in the reception class.

## **ENGLISH**

103. Standards are below average for pupils aged both seven and eleven. The majority of boys and girls are beginning to achieve what they should do, but it will take time for recent initiatives to show an effect on standards.
104. Speaking and listening skills are weak in the infants. Pupils in Year 2 are beginning to be aware of how to frame suitable questions, for example, after reading 'Not Now Bernard'. They are moving away from asking simple questions such as 'Why did the monster sit on the television?' to four boys asking 'Why did the monster eat Bernard for no reason?' Pupils are very patient with others' stumbling attempts to frame a response and obey their class rules to listen well. Many pupils do not speak audibly when talking in a big group. This weakness in using formal language is evident when they are discussing a diary format in a writing lesson, although higher attaining pupils use interesting vocabulary such as 'powerful' and 'damage'. Using one session of the literacy hour to study philosophy is helpful in supporting pupils' social and moral development. It is, however, too long and half the time could be more usefully used to develop pupils' literacy skills.
105. Year 2 pupils are confident readers, and in this aspect they are nearer the national average. Parents are happy with standards in reading. The literacy hour has had a positive effect on teaching pupils about authors and illustrators and how to talk about the books that they like. Higher attaining pupils are accurate, fluent readers who appreciate the humour in what they are reading. They are able to predict correctly what might happen next. They use their phonic skills well to work out unfamiliar words correctly. Lower attaining pupils use their knowledge of sounds to work out three letter words accurately.
106. There is little written work in Year 2 pupils' books. This is because much work is carried out on 'write on / wipe off' boards which means that it is difficult to track individual pupils' progress. Pupils' work shows little evidence of punctuation although work in philosophy lessons and discussion with a sample of pupils shows that they can recognise a range of punctuation, including question marks and exclamation marks. Higher attaining pupils know about 'talking marks' (speech marks). Pupils are not being given sufficient opportunity to show what they can do in interesting, lively tasks. All pupils have been taught a secure pencil grip. When doing handwriting practice the majority of pupils are at an early stage in joining up their letters and are pleased with their achievement. However, this skill is not evident in day-to-day work. Overall, writing skills are below expectations.
107. Speaking and listening skills continue to be weak in the juniors. Pupils in Year 6 do not listen well

enough, although they are more responsive with one part-time teacher than with the other. In one lesson seen many girls and boys did not listen to either their teacher or other pupils who answered questions but talked to each other throughout the lesson. When interviewed, individual pupils provide rational explanations, for instance of 'fair testing'. However, too few pupils put much effort into providing well considered or detailed responses in class. Pupils in Year 5 were given good opportunities to use their speaking and listening skills when they interviewed a group of adults about life since the 1930s.

108. Pupils in Year 6 are suitably aware of a range of authors and can say what they like about their books. They are fully familiar with the layout of fiction and non-fiction books. They discuss how to choose books in the library and say they have looked up information in history and science lessons. These skills reflect the impact of the literacy hour and suggest that again this is the strongest aspect. The higher attaining pupils read expressively and with good attention to punctuation and characters' voices. The lower attaining pupils are still struggling to work out unknown words, but they persevere and enjoy the book that they are reading.
109. Most Year 6 pupils are beginning to use joined up writing when tackling day-to-day tasks. Higher attaining girls write in a good range of styles, for instance reports and diaries. They use an appropriate range of punctuation but spelling is weak. Other pupils cover the same range of writing but have a careless attitude to both spelling and punctuation. Work in Year 5 shows similar strengths and weaknesses. The school has put in new resources but this means that all pupils in Years 5 and 6 are doing the same range of spellings regardless of need. Overall, writing skills are not good enough to meet the national average.
110. Pupils with special educational needs are supported by a variety of teachers and support assistants. This is usually effective and pupils make at least satisfactory progress in line with their ages and abilities. When Year 1 pupils are withdrawn to work with the special needs co-ordinator during a guided reading session, they work on flashcards of words that many pupils learn in the reception class. Their teacher has a good knowledge of their needs and organises activities and keeps the pace brisk to match their short concentration span. In Year 2 a pupil with an individual programme worked well one-to-one with a support assistant and this was effective. In Year 4 a group which consists of special needs pupils and travellers is taken by the headteacher on a daily basis. They use special books matched to their ages and interests. They make sound progress in relation to their abilities.
111. Teaching seen during the inspection is too variable. It ranged from very good to poor and this does not allow learning to progress smoothly. Both the best and the worst teaching were seen at Key Stage 2. The overall judgement is that teaching is broadly satisfactory. Basic skills have not been taught appropriately in the past and this is still seen in pupils' work. The school is taking steps to address identified problems, but this sometimes means that everyone does the same regardless of need. The very good lesson seen in Year 3 was successful because the content was interesting and learning was made fun. The brisk pace of the lesson gave no time for 'off-task' behaviour. The teacher was very clear about what he expected in the way of a story setting and boys and girls worked very hard to achieve this.
112. Although planning follows the government guidelines and is cross-checked against coverage, all teachers do not have sufficiently clear purposes for day-to-day lessons. Too often in these classes planning is activity based. This frequently means that endings to lesson are used for 'show and tell' rather than allowing pupils to evaluate what they have learned. In lessons seen during the inspection, pupils in Year 6 studied stories from Africa, factual writing linked to science and wrote a new fairy tale. This hotchpotch in five days does not allow them to refine their skills over the week.
113. There is some limited use of information and communication technology, for instance, Year 3 pupils word-processed their work in a lesson on story setting.

114. The co-ordinator has been in post since the headteacher arrived at the school. She has worked hard on English since that time. Last year she also carried the heavy burden of managing information and communication technology. Resources have been overhauled so they now are in line with what is seen in schools nationally. The large library has been well organised and contains a suitable selection of books. This is important because few classrooms have individual class libraries. All classes are timetabled for an individual slot to change their books but there were no examples of independent use of the library seen during the inspection. Lessons have been monitored to check the quality of teaching and learning. Assessment is carried out but is not yet sufficiently linked to planning. A portfolio of work has been compiled and moderated.
115. This is not such a positive picture as at the time of the last inspection. However, the ability of the cohort of pupils is very different.

## MATHEMATICS

116. Inspection evidence based on lesson observations, scrutiny of work and discussion with teachers indicates that standards are below average at both seven and eleven. At the last inspection, standards were above average throughout the school so progress over time is unsatisfactory. The school is unlikely to meet its target for eleven year olds in 2002.
117. Although many pupils are reaching the average level, fewer than are usually seen are at the higher levels and therefore it is unlikely that pupils will reach the national average. In Year 2, pupils know that multiplication is repeated addition because the teacher's explanation is clear. Pupils investigate which number will divide equally into 12 or 20 and half of them are able to manage with the higher number. Pupils focus well on odd and even numbers as they work out whether they will land on 20 from a given starting point. Scrutiny of pupils' previous work shows that they have covered a great deal of work but with a heavy emphasis on number. There is little match of work to pupils' individual needs.
118. Pupils with special educational needs are suitably supported. For instance, in Year 2 two pupils worked with a support assistant to try to work out if two cakes could be divided equally. They were helped effectively as they used a number line to work out the answer.
119. In Year 6, pupils are suitably introduced to plotting co-ordinates in all four quadrants. They know that co-ordinates are written in brackets with a comma between the numbers. One pupil recalls the name of the two axes, but about a quarter of pupils struggle to identify the horizontal axis without support. All pupils are hesitant in counting in halves from two and a half. Scrutiny of pupils' previous work shows that there is a heavy emphasis on number, but with little evidence of pupils using and applying their mathematical skills. Their lack of stamina limits pupils' learning. In both lessons seen, pupils started to 'flag' in the middle section, for instance, when they were asked to understand such concepts as  $900 \text{ divided by } ? = 100$  or  $100 \times ? = 900$
120. Progress as pupils move through the school is variable. For instance, in Year 4 all pupils need help to complete the task of making a bar chart about litter. Attainment is below average in this class, for instance, even the highest achieving pupils have difficulty in counting accurately in five's and only one pupil realised that 27.5 is halfway between 25 and 30.
121. Teaching ranged from very good to satisfactory. Teachers work hard to ensure that pupils know and understand the vocabulary relating to the lesson and that classroom displays support pupils' understanding. Assessment procedures, including marking, need a sharper focus because at present marking is too encouraging. All lessons do not have a precise purpose that is addressed when pupils' work is marked. Teaching is therefore judged to be satisfactory overall.
122. Where teaching and learning are good or very good, then lessons have a brisk pace, teachers have

secure subject knowledge and questions extend pupils' learning. For instance, the Year 6 teacher points out to pupils how their mental work has prepared them to number the axes in the four quadrants. The endings to lessons are used variably to support pupils' learning. In an effective lesson in Year 3 the pupils were set time limits for their tasks and the plenary was used very well when pupils discussed what they had learnt about fractions. Pupils respond well to the good and very good teaching. Discussion with them indicates that they enjoy these lessons and have good attitudes to the subject. In successful lessons they like the challenge of quick-fire mental sessions. They answer questions eagerly and concentrate well.

123. Where teaching is broadly satisfactory, then the pace of the lesson is slower. The purpose of the lesson is not shared with pupils so they can fix in their minds what it is they have to do and appropriate match of work to higher attaining pupils is missing. Sometimes, resources used are too small for pupils to see, which doesn't aid pupils' concentration. In some lessons teachers talk over pupils instead of ensuring that all are listening.
124. Computers are occasionally used effectively to support pupils' learning. For instance, in a Year 5 lesson higher attaining pupils use the computer to record the conversion of the 24 hour clock times to 12 hour times. The co-ordinator is aware that links to information and communication technology need to be developed. Mathematics is used to enhance some lessons in art and geography but more links could be planned for in order to enhance pupils' learning.
125. Leadership and management of the subject are satisfactory. The co-ordinator monitors planning, which follows the national strategy. Some teachers have been monitored and received formal feedback on their teaching and pupils' learning. The co-ordinator has analysed carefully the results of the national tests but assessment procedures are not yet securely embedded. There is a tracking system that is used to set targets. The oldest pupils are aware of their targets, but not what they must do to achieve them and this does not aid their learning as well as it could do. The co-ordinator has introduced the numeracy strategy to parents and produces termly booklets to encourage parents to support their children's learning.

## **SCIENCE**

126. Standards at both the age of seven and eleven are at national average levels. The progress that pupils make is satisfactory overall but could be better than this given the good headway made in the nursery where pupils are already covering some aspects of the National Curriculum requirements. Pupils who have special educational needs make satisfactory progress.
127. Pupils in Year 2 have satisfactory knowledge of how particular materials may change shape by being stretched, squashed or twisted. They give examples of other materials that cannot be changed by these actions. They know that heat changes some materials permanently whilst heating does not alter other materials. During a lesson based on the effect of heat on bread, pupils used their earlier knowledge effectively to make predictions of what changes might occur. They know the five senses and can explain how each is accessed. External body parts are named, together with a few internal organs. They are clear about the basic requirements of animals and green plants in order to survive and flourish.
128. Pupils who were interviewed in Year 6 had variable knowledge of the requirements for a fair test. Discussion revealed that they had carried out fair tests but had not, in all cases, realised the significance of the process. Higher attaining pupils were able to design a fair test when given a simple problem. Once clear on the requirements of fair testing, pupils were able to give examples of other investigations they had carried out, explaining why they believed the tests to be fair. They had sound knowledge of the content of recent lessons, especially where these had involved practical examinations of anatomical models. From these experiences they had gained satisfactory knowledge of the functions of the skeleton, of voluntary and involuntary muscles and



of the positions of the body's major organs.

129. Pupils observed during lessons, and those who were interviewed, showed a good level of interest and curiosity in science activities. When carrying out investigations they concentrate carefully, obey safety instructions and try hard to explain their observations. During a Year 6 lesson on the circulation of blood, pupils tried hard to find out information as they investigated the size of their heart and the number of times it pumped blood every hour.
130. Pupils sometimes use computers to record their findings, for example, as pupils in Year 2 used collected data to produce block graphs following an investigation. Other opportunities are missed to practise both scientific and computer skills.
131. The quality of teaching is satisfactory overall. During the inspection some lessons were good. The programmes of study are followed closely and this gives all pupils a suitably broad scientific background. In good lessons teachers plan to build upon previous learning, use time and questioning to keep pupils focused on the task, and proceed with a lively pace. Scientific vocabulary is introduced and explained and pupils are encouraged to talk about and explain what they have observed. Effective use is made of learning support staff to ensure that pupils in their care make appropriate progress. Whilst teachers ensure that pupils' recorded work reflects the tasks carried out in lessons, this too often entails copying out and writing to directions. The product of this system does not provide a secure basis for the assessment of individuals' understanding of what has been presented. Pupils of all abilities require more opportunities to record what they know and understand in their own words. Higher attaining pupils, especially in Years 5 and 6, need opportunities to use their accumulated knowledge to develop independent learning skills in the solving of problems. This was a weakness in provision through teaching stated in the last report and remains an area for development.
132. Leadership and management are satisfactory. Since the time of the earlier inspection the school has adopted the national guidelines for science. The co-ordinator has worked hard to ensure that the sequence of topics is carried through in all classes. She has audited the resources for science and made sure all necessary equipment is in place. A good relationship with a local hospital enables pupils to benefit from the loan of specialist models to enrich understanding. Recording sheets are available for individual pupils' progress and coverage of topics. This data is not being used with sufficient rigour to plan individual lessons and tasks to suit the needs of pupils and to allow them all to do as well as they should do. There is a requirement for closer monitoring of short-term planning to ensure this aspect of teaching is in place. The last report mentioned that marking of pupils' work did not often indicate how work could be improved. This use of marking as an assessment tool is still an area for improvement; it is, however, difficult to access until pupils receive more opportunities to record their work in their own words.
133. There is good practice in compiling a portfolio of assessed, levelled and annotated examples of pupils' work against which teachers may make considered judgements of standards.
134. Overall, this is not such a positive picture as at the time of the last inspection. However, the ability of the cohort of pupils is very different.

## **ART AND DESIGN**

135. Standards at the ages of seven and eleven are broadly at the expected levels. As was stated during the last inspection, work occasionally shows attainment above the average. Learning is steady in Key Stage 1 but is not consistently built upon in Key Stage 2 to raise standards above the average.
136. At Key Stage 1 pupils meet a variety of media, both two-and three-dimensional. They develop

drawing skills begun in the Foundation Stage so that in Year 2 pupils' full-face portraits show sound observational skills allied to their drawing. Facial features are in proportion and enhanced by examples of paint mixing of flesh tones that are carefully applied.

137. Sound drawing techniques are apparent in Year 3 where large insect drawings are in proportion. Paint is applied with attention to accuracy and with an interesting range of colour and textures. In Year 4 pupils' investigations into the mixing of tones and shades of a single colour showed developing skills that were sometimes above average. Good drawing skills were apparent in the work of three pupils as they produced lively pencil studies of full-size figure portraits; their teacher is aware of their ability and they are encouraged appropriately. Collages in the style of 1960s' pop art, carried out by Year 5 pupils as part of a history topic, often showed good understanding of the genre and techniques of the period. Year 6 pencil drawings of a range of artefacts are of a sound standard but have not developed effectively from earlier drawing standards. In the same year the handling of clay in the making of both slab and coil pots, demonstrates a sound understanding of the medium.
138. The quality of teaching ranges from good to unsatisfactory but is overall sound. Subject knowledge is variable; where it is secure pupils are taught techniques that enable them to work with more knowledge and confidence. Information and communication technology is occasionally used to support pupils' learning. A feature of good lessons was the involvement of pupils in evaluating their own work; this needs to become a built-in part of all lessons. Pupils enjoy art and are eager to show their work. They are very appreciative of the manner in which their work is displayed around the school. Pupils who were interviewed in Year 6 were keen to share their knowledge of the lives of the painters whose works they had studied.

139. Leadership and management are satisfactory. Since the last inspection, when there was no scheme of work or policy, the school has adopted national guidelines for the subject and put in place a satisfactory subject policy. All pupils now have a sketchbook. These are used well to enable pupils to investigate media and to carry out preliminary studies. Pupils have not yet begun to annotate the results of their investigations in order that they have the information available to reproduce earlier work. Assessment arrangements remain an area for development so that teachers plan for pupils to be suitably challenged by being given learning tasks matched to their abilities. A sound range of media resources is available together with a good collection of illustrations and books to support the study of famous painters. This needs to be balanced by support materials for the study of other types of artist.
140. The co-ordinator now has opportunities to scrutinise medium-term planning but does not yet check short-term planning for progressive development of skills that build on earlier learning. Plans are now in place for the co-ordinator to monitor standards of teaching and learning in classrooms as part of a rolling programme organised by the headteacher.

## **DESIGN AND TECHNOLOGY**

141. At the ages of seven and eleven, pupils attain standards that are in line with the national expectation. This reflects the position of the last inspection. Boys and girls including those with special educational needs and those for whom English is an additional language, make satisfactory progress.
142. Pupils aged six and seven make puppets and use a range of methods to join materials. Their skill levels are appropriate and most are able to use scissors satisfactorily to cut accurately. A small number have immature sewing skills and they are supported appropriately by a classroom assistant. A group who are using evaluation sheets are aware of the parts that they have done well. They find it less easy to identify areas for improvement.
143. Pupils aged eight and nine design Christmas cards in which one part will move. They use appropriate vocabulary confidently when talking about pivots, levers and sliders. Groups of nine to ten year old pupils tackle a difficult spatial problem when they work out how to pin the pattern for their hats on to fabric with minimal wastage. Older pupils with special educational needs work at the level of younger pupils. The teacher has cut out their puppets from a template and they have had no opportunity to design their own product. A small group use mark-making tools, like the paintbrush on a computer, to design and colour their ideas for a Christmas card.
144. In lessons seen, teaching and learning are good. Lessons have clear objectives and good use of adult support enhances pupils' learning. Teachers are confident in their subject knowledge and in their class management. Suitable opportunities are taken to reinforce the language needed to explain the activity. Pupils respond to this with good attitudes and behaviour. Scrutiny of work indicates that teaching is only satisfactory overall, because some series of lessons do not lead to pupils clearly evaluating their work.
145. Leadership and management are satisfactory. There is a policy in place and the school has adopted a suitable scheme of work. The lack of a scheme was noted at the last inspection. The co-ordinator is aware of the need to use information and communication technology to make links to other subject. There is no overall assessment of standards and the co-ordinator wishes to develop a portfolio of levelled work to guide teachers in what should be achieved. Resources are good and used effectively in lessons.

## **GEOGRAPHY**

146. Standards at the age of seven are average, but no judgement is possible for standards at the age of eleven. Year 6 pupils will not be taught any geography until after the spring half-term break in 2002. The school has retained too little work carried out by the previous Year 6 class to ascertain standards in that year. Pupils' attainment at the time of the last inspection were judged to be above average. Based on the evidence available for the present inspection, this is no longer the case.
147. Interviews revealed that Year 2 pupils' knowledge and understanding had been gained in the summer term in Year 1 because no geography had been undertaken during the autumn term. They were able to name the countries that make up the British Isles – including southern Ireland. They also knew the names of a number of European countries. Directional language was satisfactory when they explained how to go to, and return from, positions in the school. Pupils can name features in a landscape relating to water and topographical features and can say which are larger or smaller in size and scale. They are able to talk about similarities and differences between an urban and a rural environment.
148. Scrutiny of work in pupils' books shows that insufficient writing and recording is undertaken until Year 5. In this class a fieldwork study of Armley shopping centre, was of sound average standard. It included map-work allied to off-road parking and traffic volume. Pupil-designed questionnaires for shoppers gave information that aided pupils' understanding of geographical relationships. There were good links with numeracy, whilst tallying and producing graphs - some using a graphics program. Pupils also gained practice in speaking and listening skills when completing questionnaires.
149. Evidence gained from interviewing Year 6 pupils, who had covered no geography for almost four months, was inconclusive and did not enable an end of key stage judgement to be made.
150. No judgement is possible on the overall quality of teaching undertaken in the school. Evidence gleaned from interviews suggests that teaching carried out in Year 1 was at least satisfactory, as was teaching in Year 5 earlier in the term. The only lesson seen during the inspection was not taught by the class teacher and was very unsatisfactory with regard to learning, attitudes and behaviour. Year 2 pupils claimed to like geography and engaged enthusiastically in the interview discussion. Year 6 pupils were neutral overall, but enjoyed work carried out during fieldwork trips.
151. The use of time in geography needs to be reconsidered to ensure the smooth progression in pupils' learning. Geography is taught in blocks. For instance, Years 1, 2 and 6 do not study any geography in the autumn term, Year 1 pupils begin to learn geography at the beginning of the summer term, Year 2 at the beginning of the spring term and Year 6 in the second half of the spring term.
152. There are joint co-ordinators, one of whom is a newly qualified teacher; both are newly appointed to the school and have been in post for two months. Since the last inspection the school has adopted national guidelines for the subject. Successful aspects of the school's own scheme have been sensibly retained and built into the guidelines. Although the co-ordinators are able to see teachers' medium-term planning they do not see the short-term planning to check that it provides the necessary progress built upon pupils' earlier learning. The last inspection report called for development of the use of collected assessment data in planning future work. This remains a priority area for development. The previous report also stated that marking was rarely used to indicate how pupils might improve their work; this too remains an area for development. There was praise in the last report for the use of the local area to enrich pupils' understanding through fieldwork. This good practice remains in place. However, the use of a residential visit to promote fieldwork in a contrasting area for Year 6 pupils has been discontinued. Resources are adequate for the work currently undertaken. The co-ordinators are carrying out an audit with the intention of removing out-of-date stock and to appraise what equipment needs to be replaced.

## HISTORY

153. The last inspection report stated that standards were at nationally average levels at the ages of seven and eleven. The present inspection shows that these standards have been maintained and currently meet national expectations.
154. Work in pupils' books does not reflect these standards either in quality, depth of knowledge or coverage. There is little written work and in some classes an over-use of commercial worksheets also includes time wasted in colouring in. Teachers' medium-term planning shows that the national guidelines for history are covered conscientiously, but pupils' workbooks do not always indicate the same coverage. In order to be able to make a secure judgement about what pupils actually know and understood, pupils from Years 2 and 6 were interviewed. What pupils had to say showed that their knowledge and understanding was significantly greater than that suggested by the content of their workbooks.
155. Pupils in Year 2 have satisfactory knowledge of the historical characters they have studied. They use the past tense when talking about historical events and use the ideas of similarity and difference, change over time and evidence when discussing the Great Fire of London. They refer to a time line when placing the lives of people and events that they have studied in chronological order. Boys and girls are able to offer simple reasons for why they prefer a particular historical figure.
156. Pupils in Year 6 often displayed detailed recall of periods of history covered in earlier lessons. They could name the Tudor monarchs in order of succession, sometimes with a date; gave major events, such as Drake's voyage around the world and the Armada, and say why some events were more important than others. They stated similarities and differences between historical periods and between Roman times and today. They use historical vocabulary effectively and are aware that some evidence may be untrustworthy.
157. Pupils enjoy history. The pupils interviewed were eager to display their knowledge, were proud of their use of historical language and vocabulary and were keen to ask questions in order to gain additional information. During discussion both groups showed good listening skills and social awareness in waiting for others to finish speaking before talking themselves. They are appreciative of the fieldwork visits arranged for them by their teachers.
158. Teaching is satisfactory overall. The quality of teaching observed during the inspection ranged between satisfactory and very good. Where teaching was very good the lessons were built upon sound earlier learning, the purposes for the lessons were clear, pupils were briefed effectively and expectations were high. There was good, planned use of literacy skills and good contributions to the development of pupils' social skills. Teachers' good subject knowledge was noted in the last report and this still remains good. Lessons are well planned in terms of content, but do not offer sufficient opportunities for pupils to develop individual learning skills by investigating information sources in order to collect evidence. For example, although pupils in Year 2 are taught about different forms of evidence, this knowledge is not built upon progressively as pupils move through the school.
159. Leadership and management are satisfactory. Since the last inspection, when there was no scheme of work or policy in place, the school has adopted national guidelines for the subject and has produced a policy. This good practice has not yet been matched by improving the use of assessment to inform the planning, or work that is appropriately matched to pupils' abilities. This remains an aspect of planning requiring development. The co-ordinator scrutinises medium-term planning which is derived from the programmes of study. However, this does not inform her of how teachers plan to ensure progression of the development of skills and concepts as pupils move

across the school. At present there is no agreed checklist to inform teachers what skills and concepts pupils should have covered at any given time in their school life.

160. Sound use is made of visits and of visitors to enable pupils to assess the value of oral history. Resources are satisfactory and there is good practice in obtaining additional books, materials and artefacts from colleagues and elsewhere.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

161. By age seven and eleven, standards are in line with what is expected nationally. All boys and girls, including those with special educational needs make the progress that might be expected. Standards have risen since the last inspection due to the impact of government initiatives and considerably improved resources.
162. Pupils in Year 2 use 'flood and fill' tools effectively to create a picture of the great fire of London. They decide to paint the sky black to create a greater impact. They are enthusiastic and settle quickly to work. Higher attaining pupils produce very attractive pictures, using a good range of colours that show clearly their enchantment with the video that they had watched previously.
163. Last year pupils in Year 6 used their word processing skills successfully to produce the 'Armley Mills Daily' that recorded their educational visit to a Victorian schoolroom. Imported black and white pictures from the school's digital camera added extra interest. They produced colourful stories, which cover several screens in their multi-media presentation. During the inspection half of the present Year 6 pupils created spreadsheets using formula to work out the energy of cereal bars. They created their own formula, inserted a table and enlarged cells as necessary. Boys tended to persevere more readily in this session and girls more readily asked for help. Typing skills in both Years 5 and 6 are variable; they tend to be more efficient when pupils have computers at home. Year 5 pupils use a database to access information in a real life shopping scenario. This activity makes effective links to numeracy and three different worksheets matched the activity to pupils' needs.
164. Teaching is satisfactory overall. Teachers are confident in teaching basic skills. Training is up-to-date which has given staff confidence. There are plans to ensure that all support staff are trained to make better use of the computers. Half the class of pupils usually uses the computer room at a time, which allows them to be given more help and also to create more space at each computer workstation. Teachers are beginning to use information technology to support lessons and to aid pupils' learning. This aspect is stronger in some classes than in others. There are missed opportunities such as when pupils completed a worksheet on Greek theatres when they could reasonably have been expected to go and use the Internet for research. Similarly, although the digital camera was used well to record Year 5 pupils talking to visitors, the classroom assistant operated it and not a pupil.
165. Leadership and management are satisfactory. The co-ordinator is fairly new in post. The previous co-ordinator covered a lot of ground in the previous year. She set up the computer room, ensuring all computers were networked and everything was up and running. Resources are now good. In addition to the computer room there are now banks of computers in each room. The school is about to purchase a projector to use with the computer and this will make it easier for teacher and pupils to demonstrate what is to be learnt in lessons. There is a well presented portfolio of previous work which shows clearly which programs and tools pupils used to achieve the results. This demonstrates that the curriculum is fully covered. There is a computer club for pupils in Years 5 and 6 with each class receiving one session a week. This group has assembled a school newspaper after receiving articles and photographs from key school events. The co-ordinator has good plans to assess pupils' skills.

## MUSIC

166. At the ages of seven and eleven the majority of boys and girls attain broadly in line with the standards expected nationally. Pupils achieve as well as they should do in lessons. Standards have improved since the last inspection when music was a key issue.
167. All pupils aged six and seven, including those with special educational needs, sing familiar songs such as 'Baa, Baa, Grump!' with enthusiasm. They remember to put pauses into songs at vital moments. They sing the 'Good News Calypso' tunefully, expressively and with clear diction.
168. Most boys and girls ages ten and eleven enjoy singing. They sing with suitable understanding of the terms 'staccato' and 'forte' and tackle a two part 'round' in 'Underneath the Sea' satisfactorily. Pupils persevere in learning how to sing the difficult phrasing of 'The Angels Song' and their performance visibly improves. Small groups of older girls and a mixed group of boys and girls are happy to sing to their two classes. They sing tunefully and are rewarded with applause for their efforts. However, a group of older boys took few opportunities to show what they could do. Despite an interesting choice of songs noise kept 'bubbling up' in this lesson.
169. Teaching of singing is good. The quality of the pupils' learning is enhanced by the school's use of a peripatetic pianist. Her lively accompaniment and clear knowledge and understanding of music make learning effective. A number of staff and classroom assistants also sing well and provide good role models for pupils. Lessons proceed at a brisk pace and pupils make notable progress in singing and refining songs for their Christmas performance. Teaching of other aspects of music is satisfactory from the limited evidence seen.
170. Leadership and management are satisfactory. The school put time and effort into addressing the key issue in music. It has adopted the government guidelines and a local scheme of work. This ensures that all aspects of music are now taught. Staff confidence in teaching music has improved. There are sufficient resources to teach composing and performing, including instruments from other cultures. A recorder group has recently been formed. Pupils play during school hours. There are no extra-curricular activities in music. Opportunities are lost to promote pupils' knowledge and understanding of music from a range of composers and cultures, as the whole school does not meet daily for worship. No evidence of the use of information and communications technology was presented.

## PHYSICAL EDUCATION

171. At the age of seven, pupils attain standards that are in line with national expectations. Standards for pupils aged eleven are below what is expected. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in lessons. However, progress over time is unsatisfactory. At the time of the last inspection, standards were in line overall.
172. The amount of curriculum time allocated to the subject is less than average. In practice this means that pupils have one lesson a week. When two groups of pupils have swimming lessons for three consecutive terms, they do not have the opportunity to practise other skills during this time. Almost all pupils are able to swim 25 metres at the end of their course.
173. Pupils aged five and six 'warmed up' appropriately to aboriginal music at the beginning of a dance lesson. They had good recall of the dialogue of the story which was the basis of the lesson. They performed a sequence of movements within the given space, and crept, stalked and balanced and jumped like cats. Boys and girls were co-operative and work together well in pairs. Towards the end of the lesson they did not focus as well as they should do.

174. Ten to eleven year old pupils worked in pairs and in fours practising ball skills. They knew about the need to retain possession and talked of marking and blocking opponents. They had appropriate skills for their age.
175. Teaching and learning are satisfactory. Teachers are clear about what is to be achieved. They begin with 'warm up' activities and build up skills gradually during the lesson. Pupils respond to this with satisfactory attitudes and behaviour, but without the sustained concentration which might have more impact on standards and progress.
176. The school has adopted a suitable scheme of work. There is a good range of extra-curricular clubs and activities. Pupils are able to take part in, and gain a greater understanding of, rugby, football, dance, short tennis and athletics. The school has taken appropriate steps to increase staff knowledge and understanding of how to teach the subject. Resources are satisfactory except for the climbing frame, which has been unusable for a considerable period of time. The surface of one of the playgrounds is poor and uneven and there is no playing field. She is striving to achieve an all-weather surface, which would benefit both the school and the community. The co-ordinator is aware that there is no monitoring of standards and this needs to be done if further improvement is to be achieved.