

# INSPECTION REPORT

**CARLINGHOW PRINCESS ROYAL  
PRIMARY & NURSERY SCHOOL**

Batley, West Yorkshire

LEA area: Kirklees

Unique reference number: 107636

Headteacher: Mr J S Birkett

Reporting inspector: Parveen Raja  
6282

Dates of inspection: 27 – 30 March 2000

Inspection number: 190970

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

© Crown copyright 2000

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

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior, Infant & Nursery
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Ealand Road Batley West Yorkshire
Postcode:	WF17 8HT
Telephone number:	01924 326371
Fax number:	01924 326373
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Hellowell
Date of previous inspection:	1 July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Parveen Raja	Registered inspector		What sort of school is it
			What should the school do to improve further
			The school's results and pupils' achievement
			How well are pupils taught
Vicki Lamb	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils
Jim Billington	Team inspector	English	How well is the school led and managed
		English as an additional language	Equal opportunities
Peg Houghton-Hill	Team inspector	Science	Special educational needs
		Design and technology	
Bill Indian	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils
		Information technology	
		Physical education	
Chris Minton	Team inspector	Art	Under fives
		Music	
Jenny Hughes	Team inspector	Geography	
		History	
		Religious education	

The inspection contractor was:

Staffordshire and Midlands Consortium

Mr I H Jones  
Kingston Centre  
Fairway  
Stafford  
ST16 3TW

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

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

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7-12</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>13-16</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>16-19</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>20-23</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>23-25</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>25-26</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>26-29</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>30-31</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>32-35</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>36-57</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Carlinghow Primary School, with pupils aged 3-11, is bigger than the average primary school nationally. It serves the community of Batley, a small township near Huddersfield. Pupils mainly come from families who live in council owned housing in the two nearby housing estates with most of the other families living in owner occupied housing. There is a high level of unemployment and social disadvantage in the district. Some families are transient; 23 pupils joined school at other than the usual time of admission, while 45 pupils left during the last school year. The majority of children start nursery at age four with below average attainment levels and some start with well below average. Baseline assessments show that attainment of children starting in the Reception class at age five is also below average as it was at the time of the last inspection.

There are 522 pupils on roll, including 73 children who attend the nursery part-time and one full-time, which shows a slight increase from the last inspection. The proportion of pupils eligible for free school meals at 45 per cent is very high compared to the national average of 20 per cent. The school has an integrated resource provision for 24 physically disabled pupils, currently there are eighteen full time and three part-time pupils in the resource provision. The school has registered 154 pupils as having special educational needs. This represents over a third of all pupils and is well above the national average of twenty-one per cent and above that for similar schools. Thirty-four pupils, including twenty-one in the resource and four children in the nursery, have statements of special educational need. This is well above the national average. There are 23 pupils from a range of ethnic backgrounds, two of these pupils are new to English. There are 17 classes; some of these classes are housed in de-mountable classrooms. The school has been selected as one of the 20 schools in the local authority to benefit from the Public and Private Partnership initiative.

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

This is an effective and happy school. The aims and values of the school are demonstrated in practice by the very good relationships between staff and pupils. The headteacher and the staff consistently show a high level of care and concern for the pupils. The positive and caring environment of the school enables pupils to take full advantage of the educational opportunities provided. The pupils from resource provision are very well integrated into all aspects of school life and make good progress. Pupils under the age of five progress well and achieve average levels in all areas of learning in the Reception classes. By the age of seven, pupils attain average standards overall. For the eleven year old pupils, the school has set achievable targets to raise standards in English and mathematics. Standards in English are currently below average and in mathematics standards are broadly average. Teaching is generally good. An appropriate range of activities is planned in Key Stage 1, but on occasions in Key Stage 2 the range of activities provided has narrow objectives. The school shows commitment to raising standards for eleven year olds in particular. It uses its resources efficiently and gives satisfactory value for money.

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

- It reflects very well its aims and values in all its work.
- It makes very good provision for special educational needs pupils in the resource provision. This is a significant strength of the school. Pupils with special educational needs throughout the school are well provided for and generally make good progress.
- Pupils are taught well.
- It provides well for children under the age of five. Teaching is good and children make good progress.
- Pupils are well supported in maintaining good standards of behaviour and discipline and sustaining good attitudes to work.
- It provides well for pupils' moral and social development and offers a good range of extra curricular activities.

### **What could be improved**

- The standards of attainment in English and mathematics in Key Stage 2.
- The challenge provided in work for higher attaining pupils to ensure it matches their needs.
- The quality and range of experiences and activities provided in Key Stage 2.
- Arrangements for keeping a check on pupils progress.
- Systems for checking the quality of the curriculum, teaching and learning.
- The range of opportunities which enables pupils to develop their spiritual awareness and self-knowledge.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION**

The school's response to the issues identified in the previous inspection has generally been satisfactory. The school has made progress in raising standards in English and mathematics at Key Stage 1. At Key Stage 2, the proportion of pupils reaching the average standards in English and mathematics has also improved slightly. It has sustained average results in science at Key Stage 1 but at Key Stage 2 there has been good improvement in the proportion of pupils reaching Levels 4 and 5. More challenging work for the higher attaining pupils has resulted in improving standards since the last inspection but there is need for further improvement. The effectiveness of the monitoring procedures that the school has introduced is varied. Although, the head teacher, deputy head and some co-ordinators are now monitoring the quality of teaching and learning, there is little evidence of this impacting on learning opportunities as yet. Year group planning is now linked effectively to medium term plans in English, mathematics and science. This is working better for the under fives and in Key Stage 1 but this has not been extended across the whole curriculum. Satisfactory progress has been made in improving the information and communication technology provision. Little progress has been made in using the assessment data available to inform planning to ensure that appropriate challenge is provided for all the pupils.



## STANDARDS

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E	D
Mathematics	D	E	E	C
Science	E	D	D	B

<i>Key</i>	
well above average	A
above average	B
average	C
below average	D
well below average	E

The results for 1999 are an improvement over 1998 for the 11 year olds. Pupils attained well below average standards in English, well below average in mathematics and broadly average standards in science.

The inspection of lessons and pupils' work and discussions with pupils' show that eleven year olds in the current Year 6 reach standards of attainment in English that are below average. Pupils achieve average standards in speaking and listening. The reading programme is under developed and often lessons are narrowly focused on developing skills in isolation of other work. In mathematics standards are broadly average. In science, pupils achieve standards that are in line with the national average. In information technology, pupils make satisfactory progress as they move through the school but the current Year 6 are not likely to achieve standards expected nationally by the time they leave the school. Generally, higher attaining pupils are not always provided with extension tasks or sufficiently challenging work and consequently on occasions they make unsatisfactory progress.

The 1999 test results for seven year olds show that attainment in reading was below average and in writing and mathematics it was close to the national average. In lessons and in work seen, seven year olds' attainment is in line with the national average for mathematics. Their attainment in writing is average; standards of attainment in reading are broadly average. Compared to standards nationally, attainment in reading is below the national average. In science, information technology, religious education and other subjects, pupils are achieving the standards expected for this age. Although progress is satisfactory and sometimes good, in some lessons the higher attaining pupils are capable of learning more and making better progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are good. They are generally keen to learn and work with concentration for long periods.
Behaviour, in and out of school	Behaviour is good. Pupils behave well in lessons, in the playground and around the school.
Personal development and relationships	Pupils make good relationships with each other and with adults in the school. They take the responsibilities given to them seriously and approach the tasks with maturity but opportunities for independence in learning and taking initiative are limited.
Attendance	Attendance is satisfactory.

The pupils with special educational needs in the resource provision are exceptionally well integrated in the school. They are active participants in school life and demonstrate a high level of self-confidence. There is a strong sense of respect for each other in the school and relationships throughout the school are very good. Pupils participate enthusiastically in the good range of sporting, musical and dance activities provided by staff after school hours and take advantage of the residential trip offered by the school.

## TEACHING AND LEARNING

Teaching of pupils	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Good	Good	Good

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

The good quality of teaching contributes effectively to children's learning overall. The evidence of this inspection shows that the quality of teaching was very good in 14 per cent of the lessons seen, good in 40 per cent, satisfactory in 44 per cent and unsatisfactory in just over two per cent of the lessons seen. It was outstanding in one lesson. Good teaching was seen in classes across the age range but the most significant strengths are demonstrated in the nursery, Reception and in Years 2 and 3. The teaching of literacy and numeracy is generally good. Teachers use good teaching methods and manage their pupils well, which results in pupils' good behaviour and good attitudes to learning. They give clear explanations and set appropriate expectations for most pupils but do not always stretch the higher attaining pupils. They provide well for pupils with special educational needs. In Key Stage 2, the quality of teaching was good in most of the lessons seen and this resulted in pupils making good overall progress in these lessons. However progress overtime was judged to be satisfactory overall. Teachers planning of lessons is not sufficiently supported by clear school guidance in some subjects to ensure that pupils learn systematically through the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a variety of good learning opportunities for children under the age of five. In Key Stage 1 pupils are offered a broad and balanced range of activities but in Key Stage 2 pupils are generally provided with a narrow range of activities in English and mathematics; higher attaining pupils are not sufficiently challenged in some lessons.
Provision for pupils with special educational needs	Provision for special educational needs pupils in the resource is very good; throughout the school pupils are well provided for. Appropriate individual education plans are generally followed effectively by teachers and most pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' development is good in social skills and understanding of moral issues. What is provided for cultural development is satisfactory but there is some weakness in provision for spiritual development.
How well the school cares for its pupils	There is a significantly high level of care for pupils with special educational needs in the resource provision. There are very good systems for monitoring and promoting good behaviour and discipline. The overall systems for assessing and monitoring pupils' progress are satisfactory but this information is not used consistently to improve what and how pupils are taught.

The school works effectively in partnership with parents to support pupils' personal development. Parents are well informed about the work of the school. Opportunities for parents to support their children's learning process are underdeveloped. Lack of a structured approach to homework limits the opportunity for parents to systematically supports their childrens' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Is very effective in creating a warm and caring environment in which all pupils and adults are valued. There is strong commitment to raise standards; appropriate targets are set but strategies for achieving these objectives need to be sharply focused.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities and makes effective contribution to the leadership and management of the school.
The school's evaluation of its performance	Processes for monitoring and evaluating the work of the school are generally in place but lack clear focus. The impact of the findings on the curriculum and learning is too varied.
The strategic use of resources	The school targets resources appropriately to its identified areas of need. It applies 'best value' principles in purchasing its resources thoughtfully and provides value for money it spends.

The school is well staffed. The school has used its reserve funds well to appoint a temporary teacher and increase the number of support staff. The support staff are effectively deployed and make good contribution to the pupils' learning, particularly those with special educational needs. Overall resources for learning are adequate in all subjects except English where the range of resources is narrow. The school is well prepared for a major refurbishment scheme as part of the Public and Private Partnership proposals.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• Behaviour in the school is good.</li> <li>• Children are well taught.</li> <li>• They are kept well informed about their children's progress.</li> <li>• It is easy to approach the school with questions or a problem.</li> <li>• Staffs expect pupils to work hard and achieve their best.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> <li>• The school helps pupils to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like their children to have homework regularly.</li> </ul>

The findings of the inspection confirm all the positive views expressed by parents. Where teachers use homework effectively, it makes good contribution to pupils' learning, as in reading. A systematic implementation of the school's homework policy would impact well upon pupils progress. The school has recently sought parents' views on homework and introduced Home-School Agreements. However, parents have mixed views about homework, some feel that their children should not be expected to do more work at home. Whilst others want more regular work to be given to pupils, in particular to upper Key Stage 2 pupils.

## **PART B: COMMENTARY**

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

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

- 1 On entry into the nursery, most children demonstrate poor language skills and below average skills in their personal and social development, mathematical development, knowledge and understanding of the world, creative and physical development. Good teaching and access to a broad curriculum in the nursery and Reception classes ensure that most pupils make good progress through the early years phase. However, due to their low baseline in the nursery, children start in the Reception classes with attainment levels that are below the expectations for this age. Children make good progress and most reach the nationally recommended desirable learning outcomes in the Reception Year. This was confirmed by baseline assessments and inspection evidence. The current seven year olds started with below average attainment at the age of five.
- 2 In the 1999 National Curriculum tests for seven-year-olds in English, the proportion of pupils reaching the expected Level 2 or higher was below average in reading, and close to the average in writing. The proportion of pupils reaching Level 2B and the higher Level 3 was well above the national average. In mathematics, whilst the number of pupils reaching the expected Level 2 was below the national average, the proportion of pupils reaching the higher Level 3 was above the national average. In the assessments conducted by the teachers at this age, the proportion reaching the expected level in science was above average. When the average level reached by seven year olds is compared to that attained by similar schools at this age, pupils' performance in reading is average, it is very high in writing and mathematics. In line with the national trend, there has been very good improvement in writing and steady improvement in reading and mathematics over the last three years.
- 3 Inspection evidence based on lessons seen, scrutiny of work in books and display and teachers' plans shows that by the end of Key Stage 1, attainment in English overall is average; some pupils achieve above average standards in writing. In reading pupils achieve standards that are broadly in line with expectations for this age. Pupils make good progress in developing their speaking and listening skills. They listen attentively and respond appropriately to questions in lessons. They read simple texts from commercial reading schemes with growing fluency and accuracy and use an appropriate range of strategies to decode new words. Reading is generally limited to reading scheme books, although they hear teachers read a variety of stories and other texts. Opportunities to read for pleasure are limited. In mathematics pupils generally make good progress in all aspects of the subject as they move through the key stage. Pupils have ample opportunities to consolidate their learning, which forms a good basis for future learning. Numerical and other mathematical skills are applied in other curriculum areas, for example, singing number songs. In science, progress is generally satisfactory with a significant minority making good progress. Progress is good when pupils are involved in investigations.
- 4 In all the other subjects progress is satisfactory and pupils achieve average standards. In physical education, pupils make good progress in relation to their capabilities. In information technology no lessons were seen, but discussions with pupils and observations of their work with the computers showed that they attain levels that are in line with the

expectations for this age. No lessons were seen in history or design and technology, so judgements about attainment levels are not made. In religious education, attainment is at the level expected in the Locally Agreed Syllabus. However, pupils' awareness of the spiritual dimension in religious education and experience of awe and wonder in nature are under developed.

- 5 In the 1999 National Curriculum tests for 11 year-olds in English, the proportion of pupils reaching the expected Level 4 and above was well below average; in mathematics it was well below average and in science it was close to the average. Comparing the averages of the school's test data with the attainments of all schools, attainment in English and mathematics is well below average and below average in science. When these averages are compared with those of similar schools, they show that attainment is above average in science, average in mathematics and below average in English. Taking all three subjects together, the performance of pupils aged 11 is well below average for their age group but average in relation to what is achieved in similar schools.
- 6 In lessons and work seen, 11 year old pupils' attainment in English is generally below average. The progress was satisfactory overall but progress is better in lower Key Stage 2. They make satisfactory progress in speaking and listening and achieve average standards. Pupils have limited experience of reading and writing for a range of purposes in meaningful contexts. Work in Year 6 pupils' books showed hardly any examples of pupils' writing at length. There was little differentiated work for pupils of differing attainment with examples of incomplete work by lower attaining pupils. In mathematics, pupils make satisfactory progress and achieve standards that are broadly in line with the national average. In science, progress is good in Years 3 and 4 where pupils are provided with opportunities for carrying out investigations. Pupils enjoy this work and make good gains in consolidating their understanding of scientific concepts through practical application in familiar situations. In Years 5 and 6 there is more emphasis on the knowledge aspect of science and progress, although satisfactory is not as brisk. In the lessons seen in Key Stage 2, pupils made satisfactory progress and standards of attainment were generally in line with expectations. The current Year 6 pupils are not likely to reach average standards in information technology. No teaching was seen in history and only one lesson was seen in design and technology, so no judgements on standards have been made. In physical education lessons, pupils with physical disabilities are well supported in gymnastics and swimming programmes that are well matched to their needs, consequently they make good progress. The implementation of the literacy and numeracy is having a positive impact on teaching and learning across the school. Teachers are using the frameworks consistently and effectively across the school. However, there is insufficient challenge in activities for higher attaining pupils and on occasions although lessons are satisfactory, they are less inspiring. Attainment in art, geography, music, physical education and religious education is average.
- 7 Trends in attainment over the last three years show that attainment in English and mathematics has been steadily improving, in line with the national picture. In science the improvement in the proportion of pupils reaching Level 4 or above has accelerated from a very low level to broadly meeting the national average in 1999 test results. Overall, taking the average points for all core subjects the trend in the school's average is broadly in line with the national trend. The school has set challenging targets for improvements in English but targets for mathematics are more modest. The three per cent increase in the proportion of pupils reaching the average standards is realistic and is in line with the targets set over the past three years. It is making progress towards them. The good quality of teaching and

smaller than average number of pupils in Year 6 classes is having some impact on the steady gains in the percentage of pupils reaching the average standards. Overall, girls' standards of attainment on leaving the school are rising more rapidly than those of boys.

- 8 The children, under the age of five enter the nursery with the attainment level that is below average and for some children it is well below average. They make good progress and sometimes very good progress. On entry into Reception classes most children are still, however, below average in all areas of learning. Good progress is maintained in the Reception classes. This results in the majority of pupils attaining average levels in all the areas of experience set out in the national guidelines for this age in the Reception Year. Children are provided with a good range of well thought out activities. They are taught well. Interaction between children and adults is good. They soon become well settled in the nursery and the Reception classes, form good relationships and develop good attitudes to work within a secure environment.
- 9 The progress made by pupils with special educational needs in the resource provision and in classes is generally good. The rate of progress is accelerated when these pupils are supported by classroom learning assistants. Pupils who are at Stage 3 on the register of special educational needs and who are withdrawn from lessons for special support make good progress in most aspects of the work they cover. The pupils in the resource provision, in the nursery and in classes for whom a statement of special educational needs exists make good progress towards the targets set for them in their individual education plans. This is due to the good specialist teaching they receive.

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

- 10 The consistently good standards of the pupils' attitudes, behaviour and the good relationships make significant contribution to their progress.
- 11 Throughout the school pupils, have good attitudes to work and are motivated to learn. In class pupils' concentration is good and pupils persevere, for instance during individual work in the literacy hour. They generally persevere with tasks presented to them, even when occasionally in lessons, introductions are too long and they listen for long periods. They are keen to answer questions and most hands are raised. They follow instructions carefully and generally use their time well in the classes. However, when activities are less stimulating or they finish the work early, some pupils use the extra time for discussions that are unrelated to work. Most pupils like to come to school and are interested and enthusiastic about the activities offered.
- 12 Pupils' behaviour in lessons overall is good; and on occasions it is very good. Standards of behaviour generally have a positive impact on lessons and enable pupils to engage actively in learning. Pupils in all classes throughout the school work well together, sharing resources and co-operating when necessary. Pupils of all ages play well together. Although younger pupils have their own area, when they mix with older pupils such as the prefects at playtime, they are supported well and enjoy themselves. In the main playground, pupils make good use of the space available for team games and imaginative play. No bullying was seen during the inspection period; there have been no recorded incidence of bullying. There have been no permanent exclusions from school in recent years. Parents acknowledge the endeavours of the school in setting the right standards of behaviour and positive attitudes and believe that it achieves its aims.

- 13 Pupils' personal development is satisfactory. Pupils are willing to take responsibility for jobs around school. Older pupils approach their role as prefects conscientiously and enjoy the tasks allocated to them. Pupils are encouraged to take part in a range of extra-curricular, sporting and fund raising activities and whole-school events. Pupils respond well to the limited opportunities provided for independent learning and responsibility around school. Although, pupils are willing, there are limited opportunities for individuals to show initiative and undertake responsibility in the school. Few pupils were seen showing any initiative in lessons and seldom raised their own questions.
- 14 Pupils form very good relationships both with each other and adults. Positive relationships are sustained through the many extra-curricular activities. There is a good sense of community amongst the pupils and the adults; everyone shows regard and respect for each other. Adults act as positive role models, demonstrating fairness and consideration in their dealings with the pupils in their care. In Year 4's 'circle time', for instance, pupils were thoughtful in considering ways in which they could help reluctant people to join group activities. During personal and social education lessons, religious education and assembly in particular, pupils demonstrate that they respect the values and beliefs of others, as when they learned about the work of Mother Theresa and responded with interest and understanding. Pupils particularly enjoy showing their school and its work to visitors. They are polite and engage in a friendly and courteous manner with adults in school.
- 15 Levels of attendance at school are satisfactory but the rate of unauthorised absence is well above that in schools nationally. The school is taking appropriate steps to act on these concerns.

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

- 16 Pupils are organised in single age group classes throughout the school. In Key Stage 1 and lower Key Stage 2 classes, a small number of pupils stay in the lower age group to support their learning. Class teachers are responsible for teaching all the subjects in their classes with the exception of some variation in Years 5 and 6. In the upper Key Stage 2, pupils are grouped by ability in three bands for English and mathematics, with the special educational needs pupils placed in the lower bands. Some specialist teaching of information technology is provided for Year 6 pupils by the information technology co-ordinator in the central information technology resource area. The deputy head provides some additional support in a team teaching situation to the lower mathematics band in Year 6 that has a positive impact on the quality and pace in learning. Pupils with special educational needs in particular those from the resource provision are mostly taught in age group classes. They are withdrawn for additional support both individually and in small groups. This organisation works effectively for the special educational needs pupils and generally they make good progress.
- 17 The quality of teaching overall is good in Key Stage 1 and for the under fives. In Key Stage 2, the quality of teaching was mostly good in the lessons observed during the inspection. The school has successfully sustained the quality of teaching since the previous inspection where it was judged to be good. The evidence of this inspection shows that the quality of teaching was very good in thirteen per cent of the lessons observed, good in 41 per cent, satisfactory in 43 per cent and unsatisfactory in two per cent. Teaching was outstanding in one of the lessons seen. The proportion of unsatisfactory teaching is an



improvement from the previous inspection when unsatisfactory teaching was judged in ten per cent of the lessons. The most significant strengths are demonstrated in the nursery and Reception for the under fives and in the Year 2 and Year 3 classes. The good quality of teaching in lessons is evenly spread over both key stages. Teachers have sound subject knowledge in what they teach but are less confident in developing pupils spiritual awareness and self-knowledge.

- 18 The teaching of under fives is good. A calm, purposeful and orderly environment is maintained. The good planning, particularly in the nursery, is based on detailed plans that identify learning objectives clearly and links these well to activities including, for younger pupils' structured play. Teachers have high expectations of the children. Staff use their time efficiently to support individual and small groups of children; interaction with children is good. Teachers and support staff, use every opportunity to extend and consolidate children's learning through explanations, repetition and good use of resources. However, on occasions this practice limits the opportunities for pupils to explore their ideas and draw own conclusions; subsequently on these occasions, children listen for longer periods and have less time to develop their oral language. Good procedures are well placed for assessing the children's progress. Assessment data is well used to inform planning. Consequently children make good progress and a few make very good progress. Children with special educational needs are well integrated in the nursery and Reception. Their individual needs are well catered for and they make good progress. The support staff and the teachers work very well together to promote optimum learning. As a result children develop good attitudes to learning, form very good relationships and feel secure and confident.
- 19 The quality of teaching is generally good in Key Stage 1. The good quality of teaching in lessons seen was also reflected in the evidence from teachers' records of their work and from the work seen in pupils' books. Of the 24 lessons seen at this stage, teaching was very good in four, good in seven and satisfactory in 13. No unsatisfactory teaching was seen. Teaching is good in English, science, geography and physical education. In mathematics, art, music and religious education teaching is satisfactory. No lessons were seen in history, design and technology and information technology during the inspection period for a judgement to be made. Teachers have sound knowledge of what they teach in all subjects and religious education. They generally set appropriate expectations for attainment, plan well and use a satisfactory range of different ways of organising lessons and of using time and resources. They manage pupils well and channel their energies into productive work, which results in good standards of behaviour. However, on occasions work is not sufficiently challenging for the higher attaining pupils. Few pupils are given extension work on completion of tasks. In some classes there is more emphasis on completing worksheets at whole class level. These are generally aimed at the average attainment level in class. They work well with support staff who are kept well informed about the class work and contribute effectively to pupils' learning. In the best lessons teachers make good use of open questioning to check previous learning and deepen understanding. Teaching is better in some classes than others. The use of homework is variable.
- 20 The overall quality of teaching in Key Stage 2 is good. There is substantial good practice in all classes, but particularly with the younger pupils. There are, however, some weaknesses in the range and challenge of activities that teachers use, in some of the lessons seen, particularly with older pupils. The quality of teaching in the lessons seen in Key Stage 2

was good overall. Of the 54 lessons seen at this key stage, one was outstanding, eight very good, 21 good, 24 satisfactory and two unsatisfactory. The highest proportion of very good teaching and outstanding teaching in one lesson occurred in one of the Year 3 classes.

Some very good teaching was also seen in a Year 5 and a Year 6 class. Teaching is good in science, geography, physical education and in some of the English and mathematics lessons. Short term planning is sound but not well linked to medium term plans. Planning generally does not take account of prior learning in order to build steadily on the progressive development of skills, knowledge and understanding. This adversely affects the rate of progress over time in particular for the higher attaining pupils. Consequently, the proportion of pupils attaining the average standards in English and the higher Level 5 in the core subjects at the end of the key stage does not match the national picture. Objectives are made clear and well communicated to pupils at the start of the lessons. The key strengths in teaching at this stage are the range of methods and teaching strategies used to manage pupils; this helps to maintain their good behaviour and enable pupils to work with sustained concentration. Teachers make appropriate demands of most pupils in their lessons. They try hard to ensure that pupils understand what is required and give detailed explanations. However, on occasions they take too long and pupils spend higher proportion of lesson time listening to the teacher. Most teachers use good questioning techniques, which generate thoughtful responses from the pupils. Good teaching is undermined by a lack of sufficient challenge for the higher attaining pupils in some lessons. What teachers teach is taught well but over a period of time the depth and breadth of what is taught is narrow. This was clearly evident in the work seen in books. Consequently this constrains the rate of progress over time for the higher attaining pupils. Teachers provide few opportunities for pupils to exercise initiative and develop independence in their learning.

- 21 The school has successfully implemented the literacy strategy across the whole school. This has impacted well on the quality of teaching. Some effective practice was seen during the inspection period. Teachers have established confidence in managing the literacy hour. Younger pupils are taught well how to use initial letter sounds for decoding new words. They write common words phonetically, for example, 'can sea sum snow outside'. Through Key Stage 1, pupils make good progress in developing their skills in decoding texts and many make good progress in writing in different forms for a range of purposes. This development is extended well into Years 3 and 4. However, as pupils move to the upper Key Stage 2, they are taught literacy skills in too much isolation of other work which constrains the opportunities to apply their language skills in a variety of situations. For example, pupils are taught new vocabulary using extracts from texts in direct teaching to the whole class but experiences of new and challenging vocabulary in other situations like reading a variety of texts independently were rarely seen. However, the quality of teaching in the lessons is generally good. The reading programme is narrow in the school with over reliance on commercial reading schemes. Teachers give too little emphasis to skimming and scanning skills in reading throughout the school. Opportunities for research are rare. Teachers pay insufficient attention to fostering the habit of reading for pleasure. These aspects of teaching have a negative impact and contribute to standards of attainment by the end of Key Stage 2 being generally below average.
- 22 The school is well launched into implementing the numeracy strategy and uses the framework to guide development in mathematics and in particular, numerical skills. Throughout the school pupils' numerical skills are developing well. Teachers provide well-

planned work in Key Stage 1. The introductory activities give due regard to pupils' mental and oral work and to developing mental calculation strategies. They offer a good range of activities to consolidate and extend knowledge, skills and understanding in mathematics. Pupils start with below average attainment in Reception and by the end of the key stage, they attain standards that are broadly average. In Key Stage 2, good provision is made in developing pupils' numeracy skills but in their effort to improve basic numeracy skills in order to address under achievement, teachers place insufficient emphasis on other aspects of mathematics. Consequently pupils make less progress than they should in their work on shape and space and data handling is under developed. The lack of sufficient challenge for higher attaining pupils limits their progress. Pupils have too few opportunities to apply what they know across the curriculum or in investigative situations. This is a weakness in the teaching of mathematics that adversely affects progress and subsequently standards by the end of Key Stage 2 are low.

- 23 The quality of teaching provided for pupils with special educational needs is good. Specialist teachers and class teachers have high expectations of these pupils, both those on the school's main-stream register of special educational needs and those allocated to the special resource provision. Teachers apply early identification procedures effectively. Pupils' statements of need identify clear learning objectives and targets. The specialist teachers link these targets very well to planning for lessons. Individual education programmes (IEPs) are drawn up by class teachers for pupils on stages one and two of the needs register, the special needs co-ordinators for each key stage draw IEPs for pupils on stages three and above. The quality of these IEPs is variable; in some cases the objectives are too general and the suggested activities lack a sharp focus. However, there is a need for setting specific targets and clear achievable objectives, agreed with the co-ordinator and explicitly communicated and reviewed with the pupils, as some pupils are unaware of the content of their own IEPs. Classroom support assistants and teachers work well together. Classroom support assistants provide effective support to pupils who make good progress. Teachers use a range of appropriate methods with sensitivity to manage the pupils. In one of the lessons two pupils with special educational needs, worked closely with the higher attaining pupils who explained the tasks and gave help when it was needed. This enabled those pupils to complete their work. There is good support in most lessons and the pupils who are withdrawn from lessons for special help are taught well.
- 24 Teachers know their pupils well and often use this knowledge to adapt their teaching and response in lessons to the different levels of attainment. They provide evaluative feedback and make constructive comments in lessons, which help pupils to improve their work. These informal assessments are generally used to inform planning which is often focused on the average attainers. Marking is generally kept up to date by most teachers but the outcomes are not used consistently to inform planning. Some homework is used in both key stages effectively.

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

- 25 The curriculum for children under five is broad and balanced and forms a good basis for the National Curriculum. It is planned with reference to the six areas of learning and links well into the programme of work for Key Stage 1 pupils. The good quality and range of experiences provided contribute effectively to the good progress made by the children. There is smooth transition from nursery through Reception into Year 1. Pupils in the nursery were observed in a structured play activity, which required them to use their

knowledge and understanding of numbers up to five in a posting activity.

- 26 At Key Stages 1 and 2 the school teaches the requirements of National Curriculum subjects and religious education. The requirements of the National Curriculum, and the Locally Agreed Syllabus are generally met. This provides a satisfactory breadth and balance overall, although there are some weaknesses in aspects of English and mathematics, particularly in Key Stage 2 and in religious education. In reading, skills of information retrieval are not taught systematically through the school. In mathematics, the school continues to provide insufficient coverage of programmes of study related to data handling and shape and space, identified as a weakness in the last inspection. In religious education insufficient opportunities are provided for developing pupils awareness and understanding of the spiritual dimension in religious beliefs. The quality and range of learning opportunities for pupils with special educational needs are good.
- 27 The curriculum consists of at least an hour per day for literacy and an hour for numeracy. History and geography are taught in alternate terms. There are timetabled lessons for teaching other subjects but the time allocated for music is limited. An emphasis on English, mathematics and science at Key Stages 1 and 2 reflects the priority of raising standards in the core subjects. The school has implemented the literacy strategy satisfactorily, and this is having positive effect on standards. Teachers use the planning framework appropriately. The numeracy strategy is well launched through the school and impacts well on progress in the development of numeracy skills. However, there is a lack of emphasis on work involving investigation in mathematics and science in some year groups, which constrains progress.
- 28 The school does not have a satisfactory overall plan that shows when each aspect of the different subjects of the National Curriculum and religious education will be taught to the pupils. The school's frameworks for planning are insufficiently detailed to ensure that realistic learning targets can be set which build steadily on previous learning. There are policies for most of the subjects, some with brief guidance about how they should be taught. These policies are set for reviewing as a development priority but without any timescale. The school has decided to adopt nationally recommended guidelines for geography, history and physical education when these become available. Where subject co-ordinators have adopted nationally recommended guidelines, as in science and information technology, planning is beginning to build steadily from term to term and year to year. This is not yet being achieved consistently across subjects. Consequently, curriculum planning in all but literacy, numeracy, science and information technology lacks continuity and progression. The literacy and numeracy strategy frameworks and the published subject guidelines have been set in place as a first stage in improving curriculum provision. This is generally successful. The school is well placed to make further improvement.
- 29 Most curriculum planning is matched to the age range in each class but is not always matched to the needs of all the pupils in the class. Curriculum planning in Key Stage 1 is of satisfactory quality with more clearly defined links between half-termly and weekly plans across subjects. In Key Stage 2, opportunities for pupils to apply what they have learnt in practical, problem solving or investigative tasks are under developed. In Year 6 the range of activities and experiences provided are too narrow reflecting a strong emphasis on English, mathematics and science. Opportunities for research and inquiry are under developed. Rarely were pupils seen using the library, book corners in classes or CDROMs to gather information on any topics. Planned opportunities for developing independence and initiative in learning are under-developed. During the inspection the teachers' day-to-

day planning was of a satisfactory quality in meeting the needs of most pupils, including those with special educational needs, but did not always pay sufficient attention to the needs of the higher attainers. The best planning was based on prior attainment and identified learning objectives clearly. Lessons moved at a good pace and as a result pupils made good progress.

- 30 A good range of extra curricular activities, including a residential opportunity, sport dance and music enriches the curriculum. Some of these activities involve competition with other schools. The Ukrainian dance team is a popular annual feature in the school. A well-established programme of visits to places such as Filey, Bretton Sculpture Park and Batley Museum extends the curricular experience of pupils throughout the school. Booster classes in literacy and numeracy are well supported by enthusiastic Years 5 and 6 pupils who are making good progress. An inconsistent approach to the implementation of the school homework policy through the school means that opportunities for parents to support the learning process are under developed. The lack of a formal structured approach to homework results in parents not having enough opportunity to systematically support their children's learning and enhance their progress.
- 31 The provision for pupils with special educational needs is generally good and very good for pupils in the resource provision, especially those with physical disability. The school fully implements the national code of practice. Focussed analysis of specific individual need is reflected in their individual teaching and learning programme and pupils are well supported by learning assistants, these pupils make good progress. The inclusion of pupils with special educational needs in a wide range of activities is a strength of the school and reflects productive relationships with outside agencies.
- 32 The school has an appropriate programme for personal, social and health education including sex and drugs education programmes. This is reflected in pupils' knowledge and understanding of health issues and their ability to make appropriate choices relating to health. Some Year 3 pupils were able, for example, to explain why eating fresh fruit was good for them.
- 33 Links with the local community are satisfactory. The links with two residential centres for the elderly contribute to the personal and social development of pupils whilst the 'reading friends' from the local church support the reading development of some pupils. The school is beginning to explore and utilise links with industry and has recently benefited from a donation of information technology hardware from a local chemical company. The school has yet to exploit the potential of the Internet to establish links beyond the immediate community.
- 34 The school has established satisfactory links with other local primary schools, which are mainly related to sport or special educational needs. The pyramid links for special educational needs co-ordinators are particularly productive and active. Links with the two local high schools are well established. The school has also established links with a large number of schools from a wider area. This is to prepare and ensure a smooth transition on transfer for the pupils with special educational needs in the resource provision to different secondary schools.
- 35 Within a supporting and caring ethos, the school successfully promotes the pupils' moral, social and cultural development but is less effective in making provision for spiritual development. Spiritual development is chiefly promoted through assemblies and religious

education. Daily acts of collective worship provide some opportunities for pupils to reflect on their own experiences and those of others but few planned opportunities are incorporated into the daily life of the school for pupils to experience awe and wonder of the natural world. The pupils are taught Christian values by providing opportunities to think of other people and their difficulties through raising funds for charities and giving out food at harvest festival, but have few opportunities to reflect on matters of deep concern in their lives. Religious education provides a secure foundation for the study of the Christian faith. Pupils are taught about respect for other religions and develop understanding of religious beliefs but have less experience of the spiritual traditions.

- 36 Provision for moral development is good. The consistent application of the school rules by all the staff ensures a good framework for the pupils' moral development. The school provides clear teaching on what is right and wrong and behaviour of the pupils is good. They are encouraged to understand the consequences of their actions, to be honest and contribute to the welfare of others in the immediate and wider communities. Stories are used to illustrate moral issues and pupils show a good understanding through them. The code of conduct is displayed prominently and pupils are aware of its contents. Parents recognise that these values have a positive effect on their children and believe that pupils generally show good standards of behaviour. Adults working in the school provide good role models. They are friendly, helpful and supportive and caring towards the pupils in their classes.
- 37 The provision for social development is also good. The inclusion of pupils with special educational needs is reflected in a high degree of consideration and empathy shown to these pupils by fellow pupils. There is a strong sense of community identity in the school. Tasks set in lessons encourage pupils to co-operate well in lessons. Pupils, in a Year 1, mathematics lesson productively worked in pairs and small groups using a dice-based mathematics game. Older pupils in their role as prefects do much to support the administrative procedures of the school and the social development of younger pupils. Opportunities for pupils to demonstrate their initiative in lessons are however limited. An over-reliance on teacher directed activities means that opportunities for pupils to use their initiative in applying their learning are restricted. However, during the week of the inspection, pupils in a Year 6 information technology lesson were provided with an opportunity through a graphic simulation of a crystal rain forest to develop their problem solving capacity and were judged to be making good progress.
- 38 Provision for cultural development is satisfactory. Many aspects of cultural development have been successfully developed through visits. The Year 3 visit to Batley Museum, and the Year 1 visit to Bretton Sculpture Park were particularly productive in assisting pupils explore their own cultural heritage. Art and music play a prominent part in extending pupils' cultural awareness. Studies of Lowry and Mondrian have had an impact as have the experiences of music from New Zealand and India. Islamic and African artefacts are prominently displayed and add to pupils knowledge of other cultures. The Ukrainian dance team performs annually in the summer fete. Aspects of Judaism and Islam are considered as part of the school's approach to religious education and widen pupils' understanding of other faiths.

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

- 39 The satisfactory provision for pupils' well being, health and safety has been

successfully maintained since the last inspection. The school provides a caring, friendly and secure environment where teachers know pupils well, seek the views of parents and carers on a range of issues and work in partnership with other agencies to secure pupils' welfare.

- 40 Overall, the school provides effective support, advice and guidance for all its pupils; however, the monitoring of their academic progress does not always clearly identify the pupils' academic needs. The school has recently introduced target-setting in English and mathematics for individual pupils in all the classes. Targets are identified by the teachers and set for the academic year. These targets are generally not known to pupils and not developed in consultations with the pupils. There is some evidence of good practice of target-setting in literacy and numeracy in some classes and for the under fives, overall it makes little contribution to pupils' personal and academic development. A programme of personal, health and social education is sensitively taught within 'circle time'. Pupils look at personal responsibility, caring for close friends and family, enabling them to consider issues of importance and developing their confidence and self esteem.
- 41 The school has very good procedures for promoting discipline and good behaviour. Pupils are encouraged to act responsibly in the classroom, at lunch and in the playground. The behaviour and bullying policies are implemented effectively through the school. Supervisors have established good relationships with pupils and are supported by very clear guidance on how best to manage the care of pupils, promote a good standard of behaviour and respond to any unacceptable conduct. Some older pupils who are chosen as prefects by teachers ably assist them. There are clear guidelines and procedures for promoting and rewarding good behaviour, and systematic approaches for dealing with any disruptive and unsociable behaviour or bullying. Pupils are well aware of the code of conduct and school rules and respond positively to them. On the few occasions when stronger action is needed the school enforces detention, when pupils work on tasks assigned by teachers, and fixed term exclusions, either for whole days or lunchtimes. No pupil has been permanently excluded in recent years.
- 42 The school's approach to the care and protection of pupils is firmly underpinned by a commitment to placing pupils' well-being first through encouraging a climate of confidence and trust which provides pupils with a known and caring adult to turn to in times of need. Staff know pupils very well and show a genuine interest in them on a day-to-day level which contributes to the cultivation of mutual respect. Day-to-day advice and guidance, formal lessons in personal and social education, as well as the very good procedures for monitoring and promoting good behaviour, all provide a high level of practical support for pupils by enabling them to explore health and welfare issues. Pupils are encouraged to express their views and ideas, for instance during 'circle time', and they are listened to. However, there is no whole-school system, such as a school council, to formally seek pupils' ideas for new developments.
- 43 The school has thorough policies for health and safety and child protection, which are based on locally agreed procedures. There are very good systems for dealing with the medical needs of all pupils but especially those with special educational needs in the resource provision. The pupils with physical disability are very well cared for in the school. Good working relationships are maintained with appropriate agencies. The headteacher

has been suitably trained and knows individuals very well. He is fully aware of what the school is required to do to support any child considered to be at risk. Training received by the headteacher in this respect is shared with teachers who are familiar with the school policy and local procedures.

- 44 Pupils are given the opportunity to take on responsible positions in school but they are not provided with enough scope within lessons to practise initiative and the skill of working independently. Some Year 6 pupils are selected as prefects to help supervisors, staff the office and look after younger pupils, all during lunchtime. A very good feature of provision is the way in which Year 6 pupils undertake a half-week session of work experience in the nursery and infant departments, coinciding with a residential trip. This means that all pupils have the opportunity to take part in the week-long residential trip allocated to the school and their time remaining in school is also put to very good use in promoting and rewarding personal skills. Pupils receive merit marks, on a day-to-day basis, which encourage them to work towards success, both academically and in their personal conduct. These marks and their culminating awards, publicly presented, are displayed in classrooms and very prominently on notice boards in shared areas, the main one being at one entrance to the assembly hall. Notices with slogans on how to approach aspects of school life in a positive and constructive way are strategically placed around the buildings. This contributes very effectively to raising pupils' self-confidence and esteem.
- 45 Procedures for assessment are generally satisfactory. Sound procedures are in place for assessing English, mathematics and science but practice in assessment of other subjects is under developed. Regular assessments to inform short and medium term planning are an inconsistent feature of general practice in Key Stage 2. Work for higher attainers is not always matched and this adversely affects their rates of progress. Baseline assessment procedures and data are used effectively to inform planning. The school's current arrangements for the end of key stage assessments and reporting to parents meet statutory requirements. However, there is little effective moderation of pupils' work. Although there is an English portfolio with some pieces of work, there are no other portfolios of pupils' work to aid moderation.
- 46 Profiles of pupils' achievements are maintained and passed from class to class as pupils move through the school. Examples of pupils' work contained as part of their records do not always include comments and grades from staff to show at a glance what levels are achieved nor are targets recorded and shared with pupils. Pupils' personal developments are not well illustrated in these files. However, annual reports to parents show that teachers know individuals very well and contain specific information on progress and difficulties, especially in English, mathematics and science. A detailed section of general comments show an awareness of pupils' attitudes to learning and how they are getting along in school, although targets to promote further progress are not always given.
- 47 There are satisfactory procedures in place for monitoring attendance and punctuality. The school has taken part in a local survey of attendance and is currently exploring ways of extending the recording and monitoring procedures at present in place. Monitoring of absence takes place on a daily basis, with teachers noting the reasons for absence where these are sent from home. Rates of absence are recorded as a weekly total for each pupil; records are kept of pupils who arrive late for school. However, not all teachers consistently record absence data for individuals in their class and not all registers show attendance percentage for the class as a whole. The school is taking effective measures to promote



good attendance and improve punctuality such as sharing class data for attendance with pupils in assembly. This has contributed well in raising parental and pupil awareness of what is expected and required of them. Attendance requirements and duties are appropriately highlighted in the Home-School Agreement. Initial responses indicate that pupils are now beginning to realise the importance of good attendance and getting to school on time.

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

- 48 The school has satisfactory links with the parents and works in an effective partnership with them.
- 49 Parents are supportive of the school and what it aims to achieve for their children. In particular they feel well informed about the school; their children's work and progress and appreciate the hard work which staff put into promoting a good standard of behaviour. A significant number of parents would like to see a more effective homework system.
- 50 The school works effectively in partnership with parents to support pupils' academic progress and personal development. Parents are provided with a wide range of good quality information about the life of the school in general and about how well their children are doing in particular. The prospectus provides a good range of information on day-to-day procedures. The school sends parents numerous friendly newsletters about special events and any new developments. Parents are invited to see the school in action when their children receive merit certificates, perform in concerts and assemblies and have been invited to attend information evenings about new developments such as the literacy hour. Parents are invited to meet teachers formally to discuss their children's progress once each term, and informally at any other time as the need arises. One of the formal consultation meetings is in order to discuss the annual report on children's progress. However, the school does not yet share targets for pupils' academic progress with parents as part of annual written reports. Opportunities are not provided for parents to contribute to these documents. The school has sought parents' views on homework and has recently introduced Home-School Agreement.
- 51 The school's links with parents make a satisfactory contribution to pupils' learning at home and at school. Parents are very supportive of events, which allow them to see their children perform, such as nativity plays, concerts and pantomimes. Similarly, many parents and friends of the school attend fundraising events such as the Halloween Disco and Summer Gala. Involvement of parents in their children's learning through discussions with teachers on progress and attendance at information evenings about aspects of the curriculum is not so high. Parents have differing views on the value of homework. Some would like to be more constructively involved whilst others do not like the pressure on them to support work at home. The school's homework policy is implemented inconsistently. A regular and consistent practice in homework, particularly at Key Stage 2 would enhance pupils' learning. Parents are well involved in supporting the school through links in connection with their children's conduct and the aims of the school. Virtually all parents have now signed the Home-School Agreement which clearly states the ways in which school and home can work together to support pupils in various aspects of school life. In particular, constructive communications take place between home and school when individual pupils need additional guidance to behave well.

- 52 Parents are encouraged to come into school to speak to teachers whenever they feel the need. In particular, the parents of the youngest pupils make use of the open access at the beginning and end of the school day. Parents have the opportunity to ask questions or pass on information informally. The school is taking part in a local programme that supports pupils to read through providing bags containing story books to take home to share with parents.
- 53 The school maintains efficient records that enable staff to get in touch with parents very quickly and good use is made of this system when pupils are ill or should anything need to be discussed urgently. The school is able to send information in the main language spoken at home if this is necessary.

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

- 54 Overall leadership and management of the school are satisfactory. The leadership of the school ensures that the school's aims, values and policies are reflected throughout its work. The governing body and headteacher have a shared sense of purpose which focuses on the establishment of a caring community where mutual respect and good personal relationships flourish. The school has a number of pupils who have a wide range of physical and learning difficulties. It is the aim of the headteacher and governing body to enable these pupils to be fully part of the school community. The school has amply succeeded in this. The excellent planned support provided by the school enables them to thrive and make effective gains in learning.
- 55 The headteacher provides leadership, which is effective in encouraging and supporting staff in their work. The aim of making staff feel valued and of encouraging co-ordinators to take responsibility in the curriculum is given a high priority. The initiation of new ideas and methods are positively encouraged but overall leadership in curriculum management is less effective. The supportive pastoral care, the very good provision for promoting good behaviour and procedures for eliminating oppressive behaviour indicate how well the school's social aims are achieved. The school is a strong community in which pupils are well behaved, respecting each other and property. Relationships are good and values such as honesty and fairness are fostered. Parents appreciate the guidance provided by the school and its impact on pupils.
- 56 Educational and personal support and guidance for pupils are good. Pupils are confident in being able to turn to their teachers for support when this may be necessary. The school's ethos is positive and there is a learning environment in which pupils are happy. Equality of opportunity is a mark of the school.
- 57 The school, in partnership with the local education authority has set targets for improvement in English and mathematics for the year 2001. This is a challenging target in English; the school hopes to improve the numbers of pupils attaining Level 4 or above in the national tests from forty-nine per cent presently to fifty-eight per cent. The target set for mathematics is more modest since sixty-two per cent of pupils already attain Level 4 or above in national tests. A target of sixty-five per cent has been set for 2001. Currently there is not sufficient explicit emphasis in the school's management plan as to how these might be achieved. Although, the school has introduced target setting at individual, class and year group levels to move towards achieving end of key stage attainment targets; it is at an early stage of setting objectives and devising strategies to meet these targets.

- 58 The management of the curriculum is overall satisfactory. Being a large primary school, most teachers carry a heavy burden of responsibilities for the pastoral care of pupils and for other aspects of the school's life. The management of the subjects is generally satisfactory but the monitoring aspect in some of the foundation subjects is under developed. The curriculum co-ordination in the early years is satisfactory. The Key Stage 1 co-ordinator effectively uses the planned opportunities for the oversight of the curriculum in the nursery and the Key Stage 1 classes. However, there are weaknesses in the overall management of the curriculum in Key Stage 2. There is no clear framework to ensure the quality, breadth and balance. This adversely affects pupils' progress and standards of attainment. The Key Stage 2 co-ordinator, also responsible for English, assessment and implementation of the National Literacy Strategy, does not have regular time allocated for the over-sight of the curriculum in the Key Stage 2 classes.
- 59 Some monitoring of standards of pupil's work and the quality of the curriculum they experience has been undertaken by the senior management team and core subject co-ordinators. This has taken the form of observing teaching and learning and monitoring pupils' work. Insufficient attention is given to linking this monitoring to teachers' weekly and half-termly plans. Some of the observation notes do not identify specific strengths and weaknesses of these plans with sufficient precision. Consequently the time and energy spent on useful monitoring activity are not effectively used to spread good practice in planning and eliminate weaknesses.
- 60 The school's monitoring processes do not as yet provide sufficient information to teachers on how best to improve teaching and learning. Although the school has gathered a large body of information about its performance it is not used to inform development planning so that weaknesses can be appropriately addressed and strategies for raising standards established. Monitoring of pupils' attainment is insufficiently specific to provide clear advice to teachers on how to improve learning.
- 61 The governing body carries out its roles and responsibilities effectively and conscientiously. It is effectively organised into committees so that responsibilities are shared and expertise appropriately used. Governors fulfil all their statutory duties and ensure the school has an appropriate range of policies to guide its work. They work hard to keep up-to-date with educational changes and are kept well informed by the headteacher about the life and work of the school. Occasionally, the governing body spends time in the school to evaluate progress collectively. Governors are keen to improve standards. They question the school about the annual performance in the national tests, measure the school's performance against national results and set appropriate targets for English and mathematics.
- 62 Overall, governors have some clear principles that underpin their decisions. These focus upon fulfilling the school's aims and maintenance of a positive ethos, which provides a secure learning environment where pupils are happy and able to consider their values and beliefs carefully. Governors are supplied with relevant financial information to support the exercise of their responsibility for ensuring that spending is appropriately directed. Governors consider carefully the implications of important decisions affecting the future of the school such as the current proposal for a Public and Private Partnership scheme to refurbish the building. The school applies best value principles in planning the use of its resources, and gives value for money.

- 63 The school's development plan is seen as an important management tool by the headteacher. It is used to address the implementation of curriculum initiatives, policy development and general school development. However, it does not identify how standards will be improved and does not clearly show how the school will develop over the next few years. Teamwork among teachers in year groups is strong, but links across key stages to ensure a coherent curriculum are not sufficiently well developed. The development plan does not contain a structure to develop the necessary coherence. Progress in implementing the plan is evaluated but criteria for success do not explicitly emphasise the impact on pupils' learning.
- 64 Staff have up-to-date job descriptions but these are often too general and do not take account of specific tasks that may need to be done. Most subject co-ordinators are managing their curriculum areas largely effectively, particularly in providing support for colleagues through clear documentation and advice. Their role in monitoring the quality of what goes on in their subject, and acting on the findings, is not sufficiently clear and consequently some, though not all, are focusing upon raising standards. Four teachers do not have a subject co-ordination responsibility but work as a team member such as the team of three teachers who together take some responsibilities for art and presentations.
- 65 The school is effectively managed on a daily basis. All support staff are committed to the school and its pupils and provide effective and efficient service. The staff handbook is comprehensive and detailed. It gives clear guidance for staff about policies and procedures and contributes to the smooth running of the school. The most recent auditor's report contained a number of recommendations that have been acted upon.
- 66 The school has enough teachers and other staff to meet the needs of the pupils in the school. The teachers and other staff are well qualified and they are effectively deployed within the school. The school has appointed an additional temporary teacher to provide extra support to pupils in Year 6. This has enabled the school to create an additional Year 6 class; subsequently in the Year 6 classes the number of pupils have reduced considerably. This has improved the provision for pupils with special educational needs but higher attaining pupils although working in sets for English and mathematics are not sufficiently challenged. The specialist teachers for the pupils in the special resource provision work well with other staff and provide specialist knowledge and expertise in meeting the needs of all the pupils with special educational needs. The contribution made by classroom support assistants and nursery staff is good; they work closely with the teachers and play a full and active part in the life of the school. The school spends more than most on support staff. This investment has a positive impact on the standards achieved and is appropriate and necessary given the high percentage of pupils with special educational needs.
- 67 There are good procedures for the induction of new teachers; these are well implemented. Appraisal procedures are in place but these are currently on hold since the school is awaiting guidance from the local authority. In-service training opportunities have generally focused on the implementation of the National Literacy and Numeracy Strategies. However, overall staff development is not clearly linked to the school's development priorities and is based more on individual interests of staff. Appropriate procedures for disseminating training outcomes are in place.
- 68 The school's accommodation is generally satisfactory. Four classes and the nursery are housed in temporary de-mountable classrooms. The school makes good use of a difficult

layout. Throughout the school, purposeful displays are an attractive feature and enhance the visual environment. The school's accommodation is kept very clean. The outer area includes grassed and hard surfaces, which are used effectively. There is ample provision for outdoor play for the under fives. The building is used well with the exception of the library, which is housed in a corridor.

- 69 Resources for learning are adequate. The quantity and quality of resources for all the subjects are satisfactory, except for English where the range is too narrow. There are generally an adequate number of books in the classes but in the library there are too few books for the number of pupils in the school. Many of the books are outdated and need reviewing. During the course of inspection, no classes were seen using the library. Its use is not timetabled for pupils to use this resource for private study or for researching information.
- 70 A number of the key issues from the last inspection are still high on the school's agenda, particularly raising attainment in English and mathematics at Key Stage 2 and using assessment data effectively in improving teaching and learning. Insufficient progress has been made in these areas in securing improvement.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 71 Raise standards of attainment in English at Key Stage 2 by providing more opportunities to: (6, 21, 26, 29, 99, 102, 105, 107)
- Read regularly, a wider range of literature for a variety of purposes in meaningful contexts;
  - Write at greater length for a range of purposes and audiences;
  - Develop higher order reading skills systematically through the key stage and support pupils in applying these independently in research for topics and projects.
- 72 Raise standards of attainment in mathematics at Key Stage 2 by providing more opportunities for: (6, 22, 26, 27, 29, 111, 112)
- Pupils to investigate and apply what they know in practical, problem solving situations;
  - Pupils to develop their skills, knowledge and understanding in data handling, shape and space and measures programmes of study.
- 73 Improve arrangements for keeping a check on pupils' progress by: (24, 40, 45, 46, 51, 57, 60, 102, 130, 146, 149)
- Developing procedures for setting and sharing individual targets with all pupils including those with individual education plans;
  - Providing pupils with opportunities for checking what they have achieved;
  - Further developing marking strategies which clearly identify what pupils have done well and what they need to do to improve, as well as identifying and disseminating existing good practice in school.
- 74 Improve the range and quality of the curriculum particularly in Key Stage 2 and in English and mathematics by: (20, 28, 29, 58, 59, 60, 105, 111, 119, 127, 131, 145, 153, 155, 158, 167, 171)
- Providing a wider range of activities that cover the appropriate programmes of study and develop skills in research and enquiry;
  - Ensuring that weekly, termly and long-term teachers' planning are well linked to secure continuity within and through key stages;
  - Implement arrangements for the management and the co-ordination of the curriculum in Key Stage 2;
  - Ensuring that teachers' planning is based on prior learning;
  - Monitoring more systematically what pupils in all classes are learning and how this is affecting standards;
  - Increasing the skills of senior managers and teachers in monitoring;
  - Ensuring that the findings of monitoring are acted on.
- 75 Improve provision for higher attaining pupils by: (114, 116, 119, 130)
- Providing appropriately challenging work in all the subjects;
  - Further developing teachers' skill in using open-ended and challenging questions;
  - Raising and sharing high expectations with the higher attaining pupils;

- 76 Promote spiritual development by: (19, 26, 35, 176)
- Increasing teachers' knowledge and understanding of promoting spiritual development;
  - Ensuring time is allocated for reflection and self-expression in assemblies and less.
- 77 Additionally in order to address less significant weaknesses the governors and the school should include the following in their action plan. Develop initiative and independence in some of pupils learning by: (13, 20, 29, 44, 103, 105, 138)
- Ensuring that opportunities for pupils to chose and organise their own activities as part of their daily experiences;
  - Providing opportunities for pupils to initiate discussions and explore their own ideas in a range of situations;
  - Ensuring that pupils throughout the school have a wider range of responsibilities.

*The numbers in brackets relate to the main paragraphs of this report where these issues are mentioned.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	48

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	12	38	40	2	0	0

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

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

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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	38	448
Number of full-time pupils eligible for free school meals	0	175

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	4	30
Number of pupils on the school's special educational needs register	3	119

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

	No of pupils
Number of pupils with English as an additional language	28

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

	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	14

#### *Attendance*

<b>Authorised absence</b>	%
School data	6.2
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	1.4
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***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	39	31	70

<i>National Curriculum Test/Task Results</i>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Numbers of pupils at NC level 2 and above	Boys	31	34	34
	Girls	24	28	28
	Total	55	62	62
Percentage of pupils At NC level 2 or above	School	79	89	89
	National	82	83	87

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	30	33	34
	Girls	25	26	27
	Total	55	59	61
Percentage of pupils At NC level 2 or above	School	79	84	87
	National	82	86	87

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	36	35	71

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	17	25	30
	Girls	18	19	24
	Total	35	44	54
Percentage of pupils At NC level 4 or above	School	49	62	76
	National	70	69	78

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	12	22	25
	Girls	12	13	14
	Total	24	35	39
Percentage of pupils at NC level 4 or above	School	34	49	55
	National	68	69	75

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	1
Indian	6
Pakistani	5
Bangladeshi	0
Chinese	3
White	367
Any other minority ethnic group	6

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

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

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	
Other minority ethnic groups		

*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: YN – Y6**

Total number of qualified teachers (FTE)	23
Number of pupils per qualified teacher	26
Average class size	26

**Education support staff: YN – Y6**

Total number of education support staff	23
Total aggregate hours worked per week	552

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	22.1
Number of pupils per qualified teacher	25.5:1

Total number of education support staff	23
Total aggregate hours worked per week	552

Number of pupils per FTE adult	9.5:1
--------------------------------	-------

*FTE means full-time equivalent.*

***Financial information***

Financial year	98/99
----------------	-------

	£
Total income	915218
Total expenditure	900137
Expenditure per pupil	1728
Balance brought forward from previous year	55217
Balance carried forward to next year	70298

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

**Questionnaire return rate**

Number of questionnaires sent out	486
Number of questionnaires returned	128

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67.0	30.0	2.0	1.0	0
My child is making good progress in school.	63.0	32.0	2.0	1.0	2.0
Behaviour in the school is good.	41.0	47.0	10.0	2.0	1.0
My child gets the right amount of work to do at home.	35.0	41.0	18.0	4.0	2.0
The teaching is good.	64.0	33.0	2.0	0	2.0
I am kept well informed about how my child is getting on.	48.0	40.0	9.0	2.0	1.0
I would feel comfortable about approaching the school with questions or a problem.	61.0	32.0	3.0	2.0	2.0
The school expects my child to work hard and achieve his or her best.	73.0	25.0	2.0	0	0
The school works closely with parents.	46.0	44.0	8.0	1.0	1.0
The school is well led and managed.	61.0	34.0		2.0	4.0
The school is helping my child become mature and responsible.	50.0	45.0	2.0	1.0	2.0
The school provides an interesting range of activities outside lessons.	30.0	35.0	10.0	3.0	22.0

**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**

- 78 During the inspection six hours and forty minutes were spent observing lessons where pupils under five years of age were being taught. In addition time was spent on scrutiny of teachers' planning, assessment and record data, evaluation of pupils' work and on extensive discussions with pupils.
- 79 Children attend the nursery for up to three terms prior to beginning statutory education. Two children have remained in the nursery for a fourth term. Their specific needs are being met well in this setting. There are two intakes into both Reception classes, one in September and one in January. On entry into the nursery most children demonstrate poor skills in their personal and social development, language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development. Good teaching and access to a broad and balanced curriculum in the nursery and Reception classes, ensures that most pupils make good progress through the early years phase. However due to their low baseline in the nursery, on entry into Reception class, most pupils are below average in all areas of learning. Good progress is maintained in the Reception classes. This results in most pupils attaining average levels in all areas of learning in the Reception Year.
- 80 Good liaison between the school and home help to ensure that the staff are well informed about the children's specific needs and capabilities. Home visits are used well to introduce parents and children to staff, to give information and to answer questions. Assessments made in the nursery are collated into helpful pupil profile records. On entry into the Reception class this information is used well to assist teachers in planning appropriate work for the children. The profiles are used as a starting point from which the teachers make subsequent baseline assessments.
- 81 The nursery is staffed by a nursery teacher and three nursery nurses. The nursery nurses make a good contribution to the teaching programme in the nursery. The teaching of the children who are under five is good, in both the nursery and the Reception classes. It is characterised by positive relationships and the effective use of praise to motivate and encourage. The curriculum is taught through an appropriate balance of direct teaching and structured play activities including role-play, sand and water play, the use of construction kits and a good range of creative activities. The children's work is planned well, and successfully meets the requirements of the desirable learning outcomes for this age. Equal access to the curriculum is provided for all children. Those children with special educational needs are supported well and make good progress.
- 82 The nursery is housed in two adjoining de-mountable classrooms. These buildings are old but are generally in a satisfactory state of repair. The staff work hard to ensure that the nursery and Reception classes are attractive and inviting. The nursery and Reception classes have reasonably sized, secure outdoor play areas. The accommodation for the Reception classes is of a satisfactory standard. Resource provision in both settings is satisfactory overall.

### *Personal and Social Development*

- 83 The teaching and provision for the children's personal and social development is good. Relationships between staff and the children are very good, and help to foster a calm, positive and well-disciplined learning environment. The children demonstrate growing confidence and self-assurance in their application to tasks. Most children settle quickly to their work, and show sound levels of independence. The children behave very well. Adults are deployed well, and encourage the children to interact by providing good levels of support. This level of intervention promotes good progress in the children's listening skills. Most understand what is expected of them and behave accordingly. They co-operate well and recognise the need to take turns. For example, when making sandwiches the children took it in turns to use the equipment. By the end of Reception most can concentrate and persevere for sustained periods. The children play and work well together. However, increased opportunities need to be provided for the children to collaborate together on a task, to solve problems and to use their own initiative. They make simple choices from a wide range of prescribed activities, but have few opportunities to review their choices. There is a need to develop this aspect of early year's provision, to ensure that the children are provided with regular opportunities to explain and justify the choices they have made. Structured play, including role-play is used well to support the children's social development. Good levels of intervention by adults ensure that these play activities are worthwhile and productive. This shows an improvement since the last inspection.

### *Language and Literacy*

- 84 The provision and quality of teaching in language and literacy is good overall. Time is set aside each day for the direct teaching of language and literacy. The proportion of time increases appropriately as the children move from the nursery into Reception. In both settings the children are given opportunities to recite rhymes and sing together. Good progress is made in the children's listening skills. The effective balance of whole class, group and individual work ensures that the children have opportunities to interact with their peers and adults in a range of contexts. Role-play is used effectively to develop children's communication skills. For example, a post office in the nursery provided valuable opportunities for the children to ask for items that were on sale. This supports the development of their language skills well. Adults model sentence construction well, and ask pertinent questions to extend children's vocabulary. However, questions are used less well to engage children in extended conversations, challenging them to explain what they are thinking, express preferences or give reasons.
- 85 The children show interest and enjoyment in books and shared reading sessions. They concentrate well whilst stories are being told to them. Some children identify the main events in a story and can name the main characters. For example, in the nursery class they answered questions about the three bears in the Goldilocks story with understanding. Most children are keen to answer simple factual questions related to the stories, which have been shared with them. However, most pupils' limited vocabulary means that they find it very difficult to discuss in detail the content of stories or to express personal preferences and opinions. Therefore, increased use needs to be made of questions that require the children to give explanations, express preferences and give reasons. Most children by the time they enter the Reception classes can handle books correctly. Good use is made of shared reading sessions in the Reception classes to develop the children's knowledge of initial letter sounds. For example, in reception the teacher effectively challenged the children to use

their knowledge of initial letter sounds to read the words 'pushed' and 'pulled'. Some pupils recognise a range of initial letter sounds independently. They make good progress through Reception resulting in the majority being able to recognise key words and phrases in their reading books, and use phonic and picture clues with growing confidence.

- 86 Few children write their own name independently on entry into Reception. Some are aware of and write the initial letter of their name. Most have a very limited knowledge of the letters of the alphabet and the sounds they make. They have limited understanding of the difference between lower case and capital letters, and find it difficult to read back their own writing with confidence. Good opportunities are provided for the children to write in role-play contexts, for example, the shop in the Reception class. For the youngest children writing is still at a very early stage. Most children on entry into reception continue to demonstrate difficulties in forming letters. In order to support the teaching of writing skills increased opportunities need to be provided for the children to see adults writing on a daily basis, both in formal teaching sessions and informally when supporting children in their activities. Overall, the progress made by most of the children in their writing is good, particularly by the end of Reception. Most of the older children make sound attempts at forming letters and writing words independently using their knowledge of letter sounds. They demonstrate a growing understanding of the use of capital letters and full stops.

### *Mathematics*

- 87 The quality of teaching and provision for children's mathematical development is good overall. Time is set aside each day for the teaching of mathematics. In the nursery daily group teaching time incorporates story and numeracy work. In the Reception classes a daily numeracy lesson is taught. Adults in both settings regularly count with the children and demonstrate mathematical language relating to shape and space. For example, the story of *Goldilocks and the Three Bears* provided a good context for the children to use the words small, medium and big. Effective links are made across the curriculum to support the children's mathematical development. For example, as part of their work on 'toys' the children in Reception produced graphs of their favourite toy.
- 88 On entry into the nursery the children show very limited understanding of number. As they begin Reception, despite the good progress they make in the nursery, most children are still working at levels that are below average. Good use is made of daily classroom routines, such as registration to consolidate numeracy skills. Appropriate emphasis is given to numeracy.
- 89 Good use is made across a range of curriculum areas to support the teaching of mathematics. For example, in a music lesson in Reception the children distinguished between large and small instruments. Songs and rhymes are used well to reinforce children's counting skills. The youngest children in Reception are mostly able to recite numbers to ten, and sometimes count objects accurately to ten. By the end of the term after their fifth birthday most children count accurately to ten. They use their knowledge of number to carry out simple addition and subtraction problems. On entry into Reception the children's knowledge and use of language to describe the properties of shapes and objects is limited. The children have access to a satisfactory range of mathematical equipment. Good use is made of practical contexts to develop the children's numeracy skills. For example, a group of children in Reception were involved in a game that involved using the terms 'less than' and 'more than' when counting bean-bags that they had thrown into a hoop. Role-

play is also used well to develop the children's understanding of numeracy. For example, the children priced articles that were for sale in the class shop. The children demonstrate positive attitudes towards mathematics.

### *Knowledge and Understanding of the World*

- 90 Provision and the overall quality of teaching in knowledge and understanding of the world is good. Effective use is made of planned themes to support this area of learning. For example, a theme on 'toys' led to the children investigating toys from the past. The majority of children make good progress. Good use is made of visits out into the school grounds and the locality to extend children's knowledge and understanding of the world. For example, a walk around the local streets resulted in the Reception children constructing a pictorial map of landmarks they had passed. Good use is made of display and demonstration to extend the children's understanding of the natural world. For example, as a result of teacher directed experimental work in Reception, the children understand that flowers need water to stay alive. Their understanding was then challenged further through the effective use of demonstration, as they investigated what would happen to a daffodil if it were left in coloured water. This activity provided a good opportunity to develop the children's awe and wonder at the world around them. Good use is made of daily classroom routines to develop a sense of time and sequence. For example, the completion of weather chart each day. Artefacts are used well to extend children's scientific understanding, for example, an investigation of forces using wheeled toys. Good use is made of the classroom computer to develop children's basic computer skills. The children demonstrate adept control of the mouse. Adults are deployed well in both settings to question children and develop their observational skills. For example, in the nursery the teacher effectively challenged the children to look closely at worms in order to describe their movement. However, increased opportunities need to be provided for the children to experiment for themselves. They solve problems and use their own initiative. Good provision is made to extend children's cultural awareness. For example, as part of their food technology the children make food from a range of cultures, including India.

### *Physical Development*

- 91 Children are developing their skills well in handling pencils, paintbrushes and scissors. On entry into Reception most are still demonstrating below average levels, despite the good progress they have made. Many show poor co-ordination when making marks on paper and when handling tools. Good contexts for learning are provided through the planned themes that are studied. For example, as part of their work on toys they made wheeled toys using a range of tools and materials. Good provision is ensured in the nursery as the range of activities that children can choose from on a daily basis includes cutting, gluing, drawing and writing. Good use is made of purposeful contexts to extend and consolidate children's skills, for example, making a puppet with moving joints. Good use is made of the teaching of specific skills to enable children to work with independence. This ensures that the children's progress overall is good. The effective deployment of staff results in good direct teaching of skills. For example, on a daily basis the children in the nursery are invited to make a piece of toast with adult supervision. In the nursery most pupils showed a limited awareness of others when playing outside. By the end of Reception most pupils move confidently and show an awareness of space. Access to a secure outside playing area provides good opportunities for the children to be engaged in daily physical activities.

### *Creative Development*

- 92 Good provision and teaching ensures that the children make good progress in their creative development. In the nursery the children have daily opportunities to become engaged in creative work. They paint, print, and create collage pictures using a variety of natural and man-made materials. Good opportunities are provided for the children to explore texture, colour and shape. For example, in Reception the children's drawings of daffodils show sensitivity and care. Frequent opportunities are provided for singing, which the children undertake with enthusiasm and enjoyment. Children's listening skills are developing well through the repetition of familiar songs, including number rhymes. Pupils' imaginations are developed well through the use of role-play. However, increased use needs to be made of questions that challenge the children to explain and justify their choices and personal opinions in order to extend their initial ideas.
- 93 The school has maintained the good quality teaching of the under fives which was identified in the last inspection. Improvements have been made in the provision of structured play, which is having a positive impact on the raising of standards.

### **ENGLISH**

- 94 By the end of Key Stage 1 standards of attainment in English are in line with national expectations. By the end of Key Stage 2 standards are below national expectations. This reflects improvement in standards at Key Stage 1 from the last inspection when standards in reading and writing were below expectations but judgements at Key Stage 2 are similar. The school has brought about substantial improvements in the standards in writing at Key Stage 1 since the last inspection, overtaking the rate of improvement seen nationally. More pupils are attaining the higher Level 3, than was seen nationally. In reading, the rate of improvement has matched that seen nationally but leaves the school well below national averages.
- 95 Overall, the standards attained by pupils in reading at the end of Key Stage 1 are close to those obtained by similar schools while standards in writing are well above those found in similar schools. Compared to standards nationally, attainment in reading is below the national average, while in writing, standards are above the average, with more pupils attaining higher levels than found nationally. Teachers' assessment of pupils performance at Key Stage 1 matched national tests in reading, but judged writing to be lower than national averages. Evidence gathered during the inspection confirmed that the standards now being attained by pupils in Year 2 are broadly in line with the school's recent national test results.
- 96 At eleven years, standards in English are below average compared to similar schools and well below the national average, reflecting the school's results in the most recent national tests. At Key Stage 2, the rate of improvement in English test results is similar to that seen nationally; standards have improved so that just over twice as many pupils attain Level 4 in the National Curriculum tests than when the school was last inspected in 1996. As in reading at Key Stage 1, school attainment in English at Key Stage 2 is well below national averages.
- 97 The performance of boys and girls in English is similar at the age of seven, but at eleven, girls attain higher standards than boys do.



- 98 In speaking and listening, standards at both key stages match those expected nationally. By the end of Key Stage 1, pupils make good progress. They respond well in class discussions and when working with others; pupils pay careful attention to instructions and advice in lessons and their listening skills are developing well. Pupils in Key Stage 2 talk confidently to adults and explain their ideas. They describe what they are learning about. They build on and develop these skills through everyday classroom work, although there are few planned opportunities to develop and practise these skills to a higher level. Opportunities to put forward their own questions or to initiate discussions are limited.
- 99 In Key Stage 1 reading is well taught and the pupils make sound progress. Teachers explicitly teach book-handling skills so that, pupils learn to anticipate what is in the text, they model reading so that pupils understand how to use voice and expression when reading aloud. Phonics is used effectively to enable pupils to decode new and unfamiliar words. Pupils read with increasing confidence and with increasing accuracy. The reading which pupils undertake is largely confined to the reading schemes, limiting pupils' experience of a range of authors and texts. Generally, pupils at Key Stage 2 continue to make some progress but this declines to an unsatisfactory level as pupils move through the key stage. Few pupils are confident in expressing their views about what they have read. The majority of pupils make little progress in acquiring the higher order skills of, for example, evaluating books and other writing and locating information by skimming and scanning. Their research skills are underdeveloped. Many pupils know the library coding system but no pupils were seen using the library for private reading or researching for topic work during the inspection period.
- 100 Evidence of current and recent writing done by pupils in Year 2 shows that they are making good progress. Comparisons of work done between September and the end of March show that they are making good progress. During this period many pupils had moved from National Curriculum Level 1 to work that matches the requirements for Level 2, with some working within Level 3. Pupils write for a range of purposes effectively. They write descriptive narratives, some work entitled *A Snowy Day* conveyed the feeling of the day as well as an account of making a snowman. Some pupils wrote their own sequel to *Mr Gumpy's Outing* which they called *Mr Gumpy's Next Outing* which was an imaginative development of the original and used dialogue effectively. Pupils use descriptive language well. In a piece called, *A Little Bit of Colour*, they used descriptive language and dialogue using speech marks accurately.
- 101 Many pupils show high standards of presentation in their work. They use joined script and handwriting is neat, and are beginning to use full stops, commas and speech marks consistently and accurately. There are some differences between classes in the range of work done and where pupils spend more time on completing worksheets which requires only a limited response and does not challenge pupils to use language for a clear purpose, standards are lower.
- 102 At Key Stage 2, pupils write descriptively and use direct speech effectively, correctly punctuating it. Some imaginative writing gave an entertaining description by an 'alien' of an 'earthling' going to the barbers and showed the ability to write about familiar things from another perspective. Most pupils use punctuation accurately and use direct speech. Overall, pupils at Key Stage 2 have too few opportunities to write at length and to draft and improve their work. Presentation and marking at Key Stage 2 is variable, some

comments do not give advice which is specific enough to enable pupils to improve. Marking of work with lower achieving pupils is often good, identifying clear targets for improvement.

- 103 The school has adopted the National Literacy Strategy and there are some examples of effective practice across the curriculum. Younger pupils have terminology made explicit in physical education and in science, in music phonetic clues were discussed when learning the words to a new song. Pupils generally use language appropriately across other areas of the curriculum. In mathematics, pupils' use of language through mental, oral and written work, particularly during the introductory and concluding activities makes a positive contribution to their development of literacy skills. However, pupils have fewer opportunities to explore some of their own ideas independently.
- 104 Pupils with special educational needs make good progress in relation to their abilities because of the effective support planned by the school and provided for them in the classroom by learning support assistants. Pupils for whom English is an additional language also make sound progress.
- 105 Teaching in both key stages is well planned with clear objectives within the narrow range offered to pupils. At the beginning of lessons teachers make the aim explicit to all pupils, helping them to focus effectively on their learning. However, there are some factors that limit achievement at Key Stage 2. While teaching objectives are clear and lessons are often conducted at a brisk pace, they are often too narrowly focused on the development of discrete skills without giving pupils the opportunity to apply them. The result is that there are insufficient opportunities for pupils to develop the skills of independent learning by using research skills. Additionally, the reading programme is under-developed. Pupils' experience of reading in lessons is too fragmented, concentrating largely on brief extracts of texts. The range of reading pupils are expected to undertake is narrowly based and too little in terms of quantity. Pupils do not read extensively for their own interest and pleasure, boys particularly read too little and this contributes to their lower performance in English compared to girls. A list of appropriate books has been produced but is not used sufficiently as a guide when planning pupils' reading programme. An additional limiting factor is the range and quantity of books that are available and the co-ordinator has plans to improve the stock
- 106 The school has set a target this year for the percentage of pupils in Key Stage 2 attaining Level 4 or above in English in the national tests, of 55%. The target for 2001 has been set at 58%. This represents a substantial increase over the results in 1999, where fewer than fifty per cent attained Level 4 or above. These targets are ambitious and reflect the determination of the school to succeed.
- 107 The curriculum fully meets statutory requirements and the co-ordinator has worked hard in establishing the National Literacy Strategy and in carrying out training and monitoring. Currently the school has a large quantity of information about pupils' performance and about teaching and learning from lesson observation. This has yet to be fully used to improve standards across the school, particularly in reading, and in writing at Key Stage 2.

## **MATHEMATICS**

- 108 Standards in mathematics in the previous inspection were judged to be average at Key

Stage 1 and below average at Key Stage 2. These are generally the same with improvement in standards at Key Stage 2. At Key Stage 1 standards of attainment in mathematics are in line with the national average. At Key Stage 2, standards are broadly in line with the national average. Progress overtime generally satisfactory. However, throughout the school, higher attainers do not always progress at an appropriate pace and the spectrum at the end of Key Stage 2 is not the same as that nationally.

- 109 The performance of pupils in Key Stage 2 national mathematics tests in 1999 was well below the national average for all schools. The proportion of pupils achieving Level 4 are above sixty-two per cent compared to the national average of sixty-seven per cent. The proportion of pupils achieving the expected Level 4 at fifty-two per cent was above the national average of forty-five per cent, but the proportion of pupils achieving Level 5 at ten per cent was well below the national average of twenty-four per cent. However, when the results are compared with pupils from similar backgrounds, the performance was broadly in line with the average for similar schools. This was also reflected in the teacher assessments. Analysis over the period from 1996 to 1999 shows that pupils attained levels well below the national average for their age group. There was no significant difference during this four-year period between the performance of girls and boys. The results for 1999 show an improvement on the 1998 results in the number of pupils achieving the nationally expected Level 4 and reflect an upward trend since 1996. Further to its analysis of the current Year 6 cohort the school does not expect to increase the number of pupils achieving the nationally expected level in the year 2000, but expects an increase in pupils achieving this standard in 2001 and 2002. The school's targets reflect this analysis.
- 110 Overall the pupils' results in the 1999 Key Stage 1 mathematics and teacher assessments are broadly in line with the national average for all schools and well above the average for similar schools. The test results for Key Stage 1 pupils for the four-year period 1996 to 1999 show that pupils' performance was close to the national average. There was no significant difference between the performance of boys and girls during that period of time. The performance of pupils in the 1999 tests and assessments shows a significant improvement on the 1998 results. Whilst the number of pupils achieving the nationally expected Level 2 in 1999 was below the national average, the percentage of pupils achieving the higher Level 3 was above the national average. The inspection evidence based upon lesson observations, scrutinising pupils' work, talking to pupils about their work and looking at teachers' planning, indicates a higher number of pupils in Year 2 working at or working towards the nationally expected Level 2.
- 111 Overall, in all the lessons observed, with the exception of one lesson, progress in lessons is judged to be never less than satisfactory. In Key Stage 1 progress in lessons is good. The examination of pupils' previous work at Key Stage 1 shows that they generally make good progress in all aspects of the subject as they move through the key stage. Progress in Key Stage 2 lessons is satisfactory. However, scrutiny of pupils' work over a period of time and teachers' planning reflect an over emphasis on the development of basic numeracy skills. The subsequent under development of other aspects of mathematics, particularly opportunities for pupils to apply their learning to investigations in Key Stage 2, constrains progress overall in Key Stage 2. Progress of higher attainers is limited. Pupils with special educational needs in both key stages make good progress towards achieving targets set for them due to the careful planning of their work by teachers and the support they receive during lessons.

- 112 On entry to the Reception classes, baseline testing shows that pupils' attainment is generally below average with a significant majority reaching average standards in the first term. By the time they reach the end of Key Stage 1 the majority of pupils are achieving or exceeding the nationally expected level. The end of Key Stage 1 tests and assessment results and evidence from work seen indicate that the pupils make good overall progress in mathematics as they move through the Reception Year and Key Stage 1. However, by the time pupils reach the end of Key Stage 2 the proportion of pupils achieving or exceeding the nationally expected level has declined. The end of Key Stage 2 test results and assessment results, evidence from work seen and discussion with pupils about their work indicate that when all aspects of mathematics are taken into consideration some pupils' make unsatisfactory progress as they move through Key Stage 2.
- 113 During the inspection period there was limited evidence of pupils' numeracy skills being effectively and consistently consolidated in other subjects. However, a good examples of pupils' use of numeracy skill were well demonstrated in Reception and a Year 3 class where in an art lesson during a discussion on repeat patterns pupils were asked to divide the paper into eighths.
- 114 Inspection evidence shows that pupils in the Reception classes count and order numbers to ten with confidence. Some higher attaining pupils in Year 1 recall addition and subtraction facts to ten and the majority count reliably at least 20 objects. Some higher attaining pupils recall the multiplication facts for the two times table, many Year 2 pupils understand the operation of multiplication. Pupils are systematically acquiring the skills of numeracy, particularly computation. This was particularly evident during the warm-up sessions at the start of most mathematics lessons. An examination of the Year 6 pupils' books, together with discussions held with individuals about their work indicates that by the end of the school year, a significant minority of pupils may not attain the standard typically expected for eleven year olds. A few will exceed it. Some higher attaining Year 6 pupils use a range of strategies to solve computation problems. Many pupils could multiply and divide decimals mentally by 10 or 100. However, many needed to consolidate their understanding of the difference between mean and median and their capacity to apply knowledge and understanding of co-ordinates, scale and direction to problem solving. Pupils' capacity to extract information from line graphs was limited. Observation of pupils in Year 5 revealed that higher attaining pupils classify two-dimensional shapes using properties such as right angles and reflective symmetry. Some Year 4 pupils identify and relate simple decimal and vulgar fractions; some pupils need support in order to identify alternative strategies to do this. Observation of pupils in Year 3 revealed an improving confidence and competence in adding strings of numbers at speed.
- 115 In lessons, pupils are generally keen to do well. This is reflected in good levels of sustained concentration, high levels of active listening and active involvement in the answering of questions and good co-operation in group activities. Their attitude to their work and their good behaviour has a positive effect upon the progress they make in lessons at both key stages. Pupils' in the booster class were keen and enthusiastic. The picture in Key Stage 1 is broadly the same as the last inspection although there has been an improvement in Key Stage 2 pupils' attitudes to mathematics since the last inspection.
- 116 The quality of teaching in the lessons seen, with the exception of one lesson, is satisfactory overall. At Key Stage 2 teaching is satisfactory. In Reception and Key Stage 1 teaching is judged to be good. This reflects a similar position during the last inspection. Good

teaching is characterised by a clear understanding of pupils' needs, effective behaviour management and positive relationships. Teaching in six lessons was judged to be very good. A common characteristic of the best teaching is the way the teachers use good questioning skills to ensure that pupils fully understand the work and the close match of the set task to pupil capabilities. This ensures an appropriate degree of challenge for pupils of all ability levels. For example, in a Year 3 lesson the teacher through challenging and supportive questioning helped more able pupils explain the alternative strategies they use to find a variety of coins for making up to two pounds. This process helps move forward the learning of other lower attaining pupils. All pupils respond well and pupils with special educational needs make good progress with their capacity to identify a variety of coins to make twenty pence. All pupils within the lesson made good progress. Teaching in some lessons in Key Stage 2 is undermined by a lack of challenge for higher attaining pupils and opportunities for pupils generally to use their initiative and apply their knowledge.

- 117 Teaching of mathematics makes a good contribution to the social and moral development of pupils in classes at both key stages. Well-designed tasks provide opportunities for pupils to co-operate in pairs and small groups. Pupils in a Year 1 lesson played a dice game requiring them to keep to the rules in order to consolidate their understanding of the concept of '*lesser than*' and '*greater than*'. Teaching of mathematics makes overall a satisfactory contribution to pupils' cultural development.
- 118 A pupil, with English as an additional language, in a Year 3 class was provided with an opportunity to explain to other pupils about Indian currency. Year 4 pupils have some limited discussion related to British currency before decimalization. The teaching of mathematics rarely makes any contribution to pupils' spiritual development.
- 119 The main area for development in teaching comes as a direct result of the school successfully introducing the National Numeracy Strategy and its careful integration up to Year 3 with a locally agreed pilot scheme with its focus on direct, whole class teaching. This has been particularly effective in meeting the needs and accelerating the rate of progress in basic numeracy for pupils of average and below average ability. Whilst the use of work books related to the pilot scheme is a feature of the programme, the increased emphasis on direct teaching of number strategies has been reflected in a reduction in teachers' reliance on commercial worksheets since the last inspection. The lack of differentiation and challenge for higher attaining pupils constrains their progress. This is also an issue in the setting structure in Years 4,5 and 6. Curriculum planning generally reflects the desire on the school's behalf to shorten the long tail of under-achievement with regard to basic numeracy skills and consequently there is insufficient emphasis on other elements of mathematics such as shape and space and data handling. Progression and continuity in these aspects is under-developed. This tends to isolate the impact of good teaching. Pupils in Key Stage 2 have too few opportunities to apply their knowledge in investigation situations. The school has addressed the issue about the quality and regularity of marking since the last inspection but it needs to do more to further address the issues relating to covering data handling at a high level and generally offering more challenge for more able pupils. Scrutiny of children's work throughout both key stages reflects an under emphasis on using and applying what pupils know in a problem solving situation.
- 120 The school has an appropriate range of easily accessible resources, which reflects the size of the school and the pupils' needs. The co-ordination of the subject is of a satisfactory quality. The co-ordinator is keen and enthusiastic, with secure subject knowledge, and has

a firm grasp on what the school needs to do to further improve its performance in mathematics. The school is aware of the need to design tasks for pupils of all ages for the investigative aspects of mathematical learning that consistently challenge pupils of all levels of ability, particularly the more able pupils. The co-ordinator has also identified through his monitoring of older Key Stage 2 pupils, the need for the school to widen its range of mathematical teaching. The co-ordinator has not had the opportunity to extend his monitoring programme into Key Stage 1 and Year 3 classes where good practice could be identified and networked.

- 121 The school has made some progress in addressing most of the issues raised in the last inspection but needs to continue to address the issues relating to standards, challenge for higher attaining pupils and the narrowness of the mathematical opportunities provided for pupils.

## SCIENCE

- 122 Standards in Key Stage 1 have been maintained since the last inspection. Overall attainment in the 1999 end of key stage teacher assessments was broadly in line with national averages with an above average percentage of pupils attaining the higher Level 3. In comparison with similar schools, the results were very high.
- 123 Standards in Key Stage 2 have improved since the last inspection. The end of key stage tests results have greatly improved over the last four years. In the 1999 end of key stage tests, the percentage of pupils attaining Level 4 or above was broadly in line with the national average and more pupils attained the higher Level 5 than in any previous year. The school achieved above average results when compared to similar schools.
- 124 At the time of the last inspection, girls were performing much better than the boys in the national tests, but the boy's attainment has improved since then and more boys than girls attained the national average in the 1999 tests. Pupils with special educational needs are generally well supported and enabled to attain in line with their capabilities. Pupils who have English as a second language are also supported well and make good progress. In the last inspection, the attainment of the higher attaining pupils was judged to be too low in Key Stage 2. The school has worked hard to raise standards for all pupils in science. Higher attaining pupils are well prepared for the end of key stage tests and generally perform well. In responding to the external pressures to achieve good test results, the quality of experience in science is sometimes limited in Years 5 and 6, children do not have sufficient opportunity to investigate their own testable questions.
- 125 On entry, pupils' attainment is broadly average. By the end of Year 2 most pupils' progress is satisfactory overall and a significant minority make good progress. Pupils in Reception learn through careful observations and practical tasks. For example, they observe and draw spring flowers and find out that they need water to live. When observing some of their own characteristics in relation to hair colour and eye colour, they record their findings in class pictograms. Pupils continue to learn through investigations in Year 1. When sorting material by its properties they are introduced to scientific terminology such as 'opaque' and are encouraged to use the word 'flexible' rather than 'bendy'. In Year 2 the rate of progress is sustained and is good when pupils have the opportunity to be involved in whole investigations. They investigate the rate of melting ice cubes, predicting outcomes, and testing fairly and carefully recording results. They are encouraged to find reasons for

the outcomes, one pupil noted, “the sun was in the window, it was hot and it made it melt”. Opportunities are taken to encourage pupils to understand scientific ideas through relating them to their own experiences. For example, they learn about pushes and pulls by thinking about how they make a playground swing move.

- 126 In Key Stage 2, pupils’ learning in science in Years 3 and 4 is based on acquiring understanding through investigations and progress is good for pupils of all abilities. Pupils use a planning board and start with a testable question. For example, pupils in Year 3 ask, “Which paper is the most absorbent?” and they note what they will change, measure and record in their investigation. Accurate measurement is required to judge the absorbency in a given period of time. A similar planning board is used in Year 4 with higher expectations of content and explanations. Pupils carry out an investigation into insulation and a pupil records, “bubble wrap has lots of air bubbles trapped in which keeps the cold or warm in”. Temperature is measured over time in degrees Celsius.
- 127 In Years 5 and 6, learning in science does not sufficiently stress the process of carrying out investigations. On occasions they are only required to prove a known outcome. For example, pupils in Year 5 are asked, “To prove that plants need water, light, soil food, warmth, space and air to grow”. They do not continue to develop the good progress made in Years 3 and 4 in setting testable questions and in analysing results. Practical activities are carried out; pupils in Year 5 find out about pitch through investigating a range of musical instruments and pupils in Year 6 make a variety of electrical circuits. However, pupils’ understanding of the process of science is not always secure. Learning in the knowledge aspects of the subject is addressed thoroughly by the teachers and is generally secure, particularly for pupils with average attainment.
- 128 The teaching of science is making a satisfactory contribution towards the development of pupils’ learning in literacy and numeracy. Teachers take care to use correct scientific vocabulary and writing frames are well used to structure scientific writing. Charts and graphs are used in both key stages and investigations use accurate measurement, for example in Year 6 where pupils accurately measure volumes of water when finding out about saturation. There is little use of information and communication technology to support science. A data logger has been purchased and the staff is shortly to be trained in how to use it.
- 129 Pupils have very positive attitudes towards science. They show enjoyment in the practical work and use resources sensibly. They collaborate together and focus on provided tasks. Most teachers have high expectations of behaviour and provide a structured and supportive learning environment for their pupils.
- 130 Teaching throughout the school is good overall and ranges from very good to satisfactory. Where the teaching is satisfactory, learning does not always build sufficiently on prior experiences and questions are based on a narrow range of knowledge and do not extend the higher attaining pupils. In the good teaching, the lesson content is carefully explained so that pupils know what they will be doing, pace is brisk and the activities are well chosen to support learning. For example, in a lesson on sounds in a Year 5 class, careful questioning is followed by clear explanations of the activities. Pupils test various instruments and then consider their findings. In the most effective teaching, for example, in a Year 3 lesson on magnetism, the teachers’ questions are focused on finding out what the pupils already know and understand. There are challenging expectations for pupils of all

abilities and pupils understand what they are learning about. Where classroom assistants are present, they support the pupils with special educational needs very well.

- 131 The school has recently adopted a new scheme of work to guide teachers' planning. It ensures continuity and progression in some aspects of science but does not give sufficient guidance on continuity and progression within scientific investigations. The new science co-ordinator has started a monitoring programme. She has correctly identified that the use of the scheme needs to be reviewed and that further support is needed in setting testable questions and in explaining findings. In addition she is aware of the need to develop questioning skills further.
- 132 The resources for science are adequate. More books are required to help teachers to plan for progression in investigations. The requirements of the national curriculum are met.

## **ART**

- 133 One art lesson was observed in Key Stage 1, and two in Key Stage 2. Together with a scrutiny of teachers' planning, an evaluation of pupils' previously completed work and through extensive discussions with pupils, the judgement is made that pupils in both key stages are working at standards expected for their ages and that progress is satisfactory overall.
- 134 In Key Stage 1 pupils undertake work using a range of media to create two-dimensional representations. Satisfactory opportunities are provided for pupils to use paints, inks, crayons and pastels. Pupils' work on display shows increasing control and sensitivity as they move through the key stage. For example, well developed observational drawing skills enabled pupils in Year 2 to produce some accurate and sensitive still-life drawings of fruit. Some opportunities have been provided for pupils to work in the style of famous artists. In Year 2, for example, the pupils have explored the style of Mondrian. Sound links have been made between art and literacy. For example, pupils in Year 1 have painted pictures of a character from a book combining the use of inks and paints. Sound links have been made between art and numeracy. For example, Year 2 pupils used paint to produce symmetrical butterflies. The computer has been used to develop pupils' artistic skills through the use of graphics software such as Reception pupils' drawings of faces. Good use is made of direct teaching to introduce pupils to specific skills. In Year 1, for example, the teacher clearly explained, via demonstration, how to produce a repeating pattern using a template.
- 135 In Key Stage 2, the pupils make satisfactory progress overall. Good progress is made in the pupils' knowledge of a range of artists. For example, the Year 6 pupils explained that Lowry's paintings usually contain people and buildings. However, they were less confident at expressing personal opinion using subject specific vocabulary, such as tone and texture. More opportunities are needed for pupils to evaluate their own work, and the works of famous artists, using appropriate vocabulary. The children apply their knowledge of a range of artists' styles to produce some good work, for example, the work completed in the style of Clarice Cliffe. An appropriate range of media is used to create two-dimensional representations including paints, ink, pencil crayons and pastels. The pupils demonstrate sound development in their use of line, shape, colour and texture. In a Year 6 class, for example, pupils experimented with a range of sketching pencils to create different tones. Sketchbooks are used in Key Stage 2 but not frequently enough to support and record



pupils' progress. Sound links have been made between art and literacy, mathematics and information technology. For example, in Year 3 pupils had used a graphics program on the computer to draw monsters to illustrate their creative writing. The pupils' cultural development is supported well through art, for example, Year 5 pupils made Islamic patterns.

- 136 Pupils with special educational needs make good progress, particularly those pupils with physical-disability. This rate of progress is largely due to the high level of good quality additional support they receive from the support staff in the classrooms. They attain levels commensurate with their capabilities. However, those pupils who demonstrate talent are not sufficiently challenged or extended. They are not provided with enough opportunities to work independently using their own initiative and imagination. More can be expected from these pupils.
- 137 Pupils enjoy art and work with enthusiasm when engaged in practical work. They listen attentively and follow instructions with care. They treat resources with respect, share and take turns readily. They behave well in lessons and are keen to answer questions.
- 138 The quality of teaching is satisfactory overall. In the lessons observed it ranged from satisfactory to very good. Where the teaching is very good the teacher ensures that time is used effectively to demonstrate skills, with an appropriate amount of time for pupils to do practical work. She provides evaluative feedback about how to improve their work. For example, in a Year 3 class effective questioning resulted in the pupils recognising that they needed to apply more pressure in order to make their print clearer. In both key stages insufficient opportunities are provided for pupils to use their own imagination. Generally the teaching of art is over directed, with few opportunities for pupils to show spontaneity and self-expression in their work. The direct teaching of skills has a positive impact on the quality of work but opportunities for pupils to apply their learnt skills in a range of imaginative contexts or to work in three-dimensional form are few. The co-ordinators are aware of this need and have invited a sculptor to work with the younger pupils. The outcomes and techniques will be disseminated through the school.
- 139 Art is co-ordinated by three members of the teaching staff. They have produced a detailed action plan that clearly identifies development points. They have effectively contributed towards improvements in the standards of display around the school. There is an appropriate policy, which is not as yet supported by a scheme of work in anticipation of national guidelines. This adversely affects continuity and progression through the school. Teachers need explicit guidance regarding year group expectations across all the elements of art. The co-ordinators have not had the opportunity to carry out their monitoring roles. There are sufficient resources to support the curriculum. The substantial time devoted to literacy and numeracy has resulted in less time allocation for art in Key Stage 2. Consequently there are fewer opportunities for pupils to apply their skills independently in a range of contexts. The school has satisfactorily addressed the issue related to the need for the pupils to experience art from "distant cultures". The school now borrows artefacts from an independent research service to extend pupils' cultural awareness; for example, artefacts from a Chinese opera.

## **DESIGN AND TECHNOLOGY**

- 140 During the inspection only one lesson of design and technology was observed. A limited

amount of work was available for scrutiny. Discussions were held with the co-ordinator and planning was taken into account. However, due to insufficient evidence, no overall judgement was made about quality of teaching, pupils' standards of achievement or progress in either key stages.

- 141 In the one lesson observed pupils' attainment was generally in line with national age-related expectations. Teaching was good. In a carefully structured environment, pupils used drills, saws and glue to construct a wooden frame for a wheeled toy. The teacher taught specific skills clearly, demonstrating the sequence of steps to be taken whilst providing an interesting context for learning. High expectations of behaviour helped the pupils to stay on task and organise themselves well for the different activities.
- 142 The school is currently trialing a new scheme of work for the subject but it is not yet fully in place. The co-ordinator is aware of the need to develop the subject further in the school to ensure continuity and progression and that the demands of the National Curriculum are met in full. The action plan for the subject clearly identifies areas for development. The resources for design and technology are adequate.

## **GEOGRAPHY**

- 143 During the inspection five geography lessons were observed, two at Key Stage 1 and three at Key Stage 2. Additional evidence was gathered from examination of pupils' work, teachers' planning and discussions with pupils and staff. Inspection evidence shows that standards of attainment are in line with the expectations in both key stages. Pupils make satisfactory progress, including those with special educational needs.
- 144 At Key Stage 1, younger pupils become aware of their own address and identify features of their house, school and the immediate locality. As they move through the key stage, they use the knowledge of their own locality to identify significant landmarks and other special features of the landscape. Many use a growing range of geographical vocabulary. In discussions Year 6 pupils show a satisfactory understanding of the technical terms for describing the features of a wide range of environments; they use graphs and other data to analyse and compare weather patterns and weather conditions. Pupils compare Batley and Chamonix in detail and learn about the key features of mountainous areas.
- 145 The quality of teaching in the lessons seen was good. It showed sound subject knowledge, an appropriate range of activities which were well supported by first hand experience and information from secondary source. Teachers selected topics designed to generate interest and enthusiasm amongst pupils. For example, focus on the geographical features of modern Egypt as a follow on from the history topic of Ancient Egypt covered during the previous term. Teachers' questioning techniques and timely interventions helped pupils to extend their understanding of different weather conditions. Planning is sound but not clearly linked to prior learning over time. Information and communication technology had been used to draw and make maps in Year 2, and pupils were encouraged to consider photographs in Year 4, interpreting data from them to make a model of a valley settlement in India.
- 146 Assessment in geography is satisfactory on a year group basis, but procedures for passing assessment information through the school are inconsistent, which means that medium-term planning is not always informed by assessment data. The geography co-ordinator,

appointed at the end of last term, is aware of the situation and has plans to address this issue; links between short, medium and long-term plans are in the process of development. The school is in the early stages of adopting the national guidelines for geography.

- 147 The resources for the subject are generally satisfactory. Although resources such as globes or computer software to assist pupils to develop further their knowledge and understanding of the world independently in the classrooms are limited.

## **HISTORY**

- 148 It was not possible to report on the teaching and learning of history in school, since the subject is taught in the autumn term only. Evidence is based on examination of pupils' work, teachers' planning and discussions with staff.
- 149 From the work in books and on displays and recorded evidence in the form of photographs covering last term's topic showed that pupils' work was of a satisfactory standard. This is in line with the findings of the last inspection. Teachers provide well-planned activities, which take account of pupils' interests. They use first hand experiences and secondary sources for information, which generate excitement amongst pupils. For example, as part of the topic on Tudors, they organised a Tudor banquet, which became a focus point for a community event. Some teachers make effective use of a time line in their classrooms, referring to it in other subjects as appropriate. A Year 6 class had a millennium time line display supported by photographs of famous people and pictures of notable events to mark the historical timescales. Ancient Egypt had been covered in Year 5 during the autumn term, and pupils' written and art work on this topic showed an understanding of the difference between fact and legend. Assessment and recording of progress is under developed.
- 150 The recently appointed co-ordinator is beginning to identify areas for development but there is as yet no action plan. The school is in the process of considering the adoption of the national guidelines for history to provide continuity and secure progression within and across key stages. The co-ordinator is aware of the need to modify these guidelines in order to match the school's needs. Assessment and recording of progress are under developed. Records of pupils' achievement and progress are not always passed on from year to year. There is no portfolio of work to aid moderation.

## **INFORMATION TECHNOLOGY**

- 151 The school has generally kept pace with developments in information and communication technology. Whilst the pupils generally make satisfactory progress in relation to their prior attainment as they move through the school, the current Year 6 are unlikely to achieve standards by the time they leave school that match those expected nationally at the age of eleven. However, pupils at the age of seven currently demonstrate capabilities in line with those nationally expected for pupils of the same age. The school has recently been connected to the Internet but as yet has not had the opportunity to exploit this opportunity to the full.
- 152 Insufficient direct teaching of information technology was observed during the inspection and it is therefore not possible to make judgements about the overall quality of teaching of the subject.

- 153 The quality of teaching was good in the two Key Stage 2 lessons seen in Years 5 and 6. This effective teaching is characterised by well structured and sequenced questioning which enables pupils to reflect on and refine their technique. Pupils in both lessons were provided with appropriate opportunities to practise and consolidate their skills. Some Year 6 pupils explored the graphic simulation *The Crystal Rain Forest* by use of a screen-turtle. This requires them to investigate and make choices and modify their actions in the light of decisions made. Scrutiny of teacher's planning, however, revealed that opportunities for pupils to use information technology for research and inquiry purposes are generally under-developed throughout Key Stage 2. Pupils in the Year 5 class observed consolidate their basic literacy and numeracy skills through the use of the *Textease* program and individual programs designed by the class teacher to match their level of ability in numeracy and literacy. These pupils demonstrate their capacity to use a spell check, edit and refine text. During the week pupils in Year 4 successfully demonstrated their capacity to use a branching program to create a 'decision trees' diagram.
- 154 No direct teaching of information technology was observed during the inspection in Reception and Key Stage 1. Pupils in Year 2 demonstrate their expertise to the visitors. These Year 2 pupils demonstrate simple graphic techniques and ably use the *Splash* program to produce simple designs and pictures confidently using a range of tools such as spray and flood fill. Pupils in Year 2 demonstrate a sound grasp of the appropriate vocabulary required to use a word processor to produce a sentence that communicates meaning, demonstrating their knowledge and use of the 'return', 'enter', 'insert' and 'edit' and 'save' functions. Pupils in Reception use a simple graphic program to design a face.
- 155 The contribution of other subjects to the development of pupils' Information and communication technology capability is limited. Opportunities for using information technology for research and investigational purposes in other subjects is not consistently identified in teachers' planning.
- 156 Information technology is well used in support of pupils in the resource provision and contribute to the good progress made by these pupils with their Information and communication technology capability and in their basic numeracy and literacy skills. Specific hardware such as 'Touchscreen', 'Big Keys' and 'Orac' are effectively utilised with software such as *Talking Textease* to successfully develop the communication skills of pupils with special educational needs.
- 157 Some pupils have access to computers at home, most don't. The school recently ran a series of computer workshops for parents to raise awareness in the community about the potential of information technology to enhance learning opportunities. Pupils generally demonstrate positive attitudes to their learning in information technology. The computer club, which operates at lunchtime and break times for Year 6 pupils, makes a good contribution to positive pupil attitudes and attainment. These pupils are provided with an opportunity to use and explore curriculum-related software. Pupils were observed successfully navigating CDROMs. Pupils are usually required to work in pairs and this makes a positive contribution to their social and moral development. Opportunities for pupils to demonstrate their initiative are under developed.
- 158 The school has recently decided to use the nationally agreed programme as a framework for the systematic development of key skills. It is too soon to note the impact of this

decision. Although pupils make satisfactory progress the lack of systematic planning to date for the progressive development of key skills restricts the degree of challenge offered to pupils and their ability to attain higher levels. This is reflected through pupils generally falling below the nationally expected levels by the end of Key Stage 2.

- 159 The school has a satisfactory mixture of up to date and ageing hardware in Key Stage 1 and Reception classrooms. Key Stage 2 hardware reflects a similar mix and is centralised in a Year 6 classroom. This provides a good opportunity for direct teaching of Information and communication technology skills. This, however, results in some disruption for the Year 6 pupils in the class to accommodate the direct teaching requirements of other Key Stage 2 classes. The recent integration of six computers with Internet access has yet to be fully exploited. The school is currently awaiting network facilities, which will speed up access to the Internet. Hardware in support of pupils' needs in the resource provision and for an individual pupil in a Year 4 class is of good quality. The school has a satisfactory range of software reflecting a wide range of subjects but with a strong emphasis on the development of basic literacy, numeracy and graphic skills.
- 160 The enthusiastic and knowledgeable co-ordinator is well supported by some colleagues with expertise and enthusiasm. The co-ordinator is aware that the school needs to do more in exploiting the potential of information technology for research and inquiry purposes. The co-ordinator has not had, as yet, the opportunity to monitor the impact of planned teaching and learning on pupil progress and attainment. Staff are generally competent and confident with the new technology and the school is well placed to make the most of the educational opportunities afforded by the planned connection to the national grid for learning. The school has made satisfactory progress since the last inspection in ensuring that investment in information technology is now more fully reflected in educational practices and outcomes.

## MUSIC

- 161 Three lessons were observed in Key Stage 1, and three lessons in Key Stage 2. All lessons involved singing, some involved the use of instruments. The evidence from lesson observations, a scrutiny of teachers' planning and through discussion with pupils indicates that standards are generally in line with national expectations. No lessons were observed, or evidence provided, which demonstrated pupils ability to compose or record their own musical ideas using symbols or notation. The co-ordinator has highlighted these aspects as areas in need of development throughout the school. Inspection findings endorse the need to develop these aspects of the curriculum.
- 162 Pupils in Year 2 show an awareness of pulse, rhythm and melody when they sing. They sing a sound repertoire of songs from memory and show a good awareness of other performers. They listen carefully and most sing in unison. They repeat a short phrase with accuracy. They persevere well and repeat and practise tunes with good levels of application and concentration. They identify the names of well known instruments being played on a tape recording, and suggest different ways in which they can be played. For example, in a Year 2 class the pupils identified a guitar playing and, with teacher support, suggested that its strings can be plucked. They identify when the pitch changes in a piece of recorded music, from high to low. The majority use actions in time to the music.
- 163 By the end of Key Stage 2, most pupils sing with enthusiasm and enjoyment. They develop a secure sense of the pulse of the music and sing with increasing control. They incorporate good elements of tempo and dynamic contrast when engaged in corporate singing. They show developing control of diction and recognise the importance of breathing at the end of a phrase. They are beginning to sing with greater sensitivity. They follow a simple musical score and, with support, recognise reflection in musical notation. Most beat a rhythm in time to an instrument. In Key Stage 2 the amount of time which is currently provided for the teaching of music is barely satisfactory. The co-ordinator is aware of the need to review time allocation once the new National Curriculum orders become statutory, in order to ensure that sufficient emphasis is given to all elements of the curriculum.
- 164 Sound links are made between literacy, numeracy and music. For example, stories are used effectively as a context for pupils to learn songs and evaluate music. Good use is made of songs and rhymes in Key Stage 1 to practise counting. There is little evidence of pupils using their information technology capabilities in the context of music lessons. Good use is made in both key stages of music from a range of cultures. For example, in Key Stage 2 the pupils sang songs from New Zealand, and in Key Stage 1 they listened to music from India. This is a positive aspect of the music curriculum and represents an improvement since the last inspection.
- 165 Pupils with special educational needs make good progress, particularly those with physical-handicaps, due to the good quality support they receive from additional support adults in classes. Pupils with musical talents are provided with opportunities to learn how to play a range of musical instruments, through the provision of peripatetic teaching and attendance at extra-curricula clubs. All pupils can access this additional provision. However, those pupils who demonstrate talent are not challenged sufficiently well in lessons. More should be expected of these pupils. Increased opportunities need to be provided for them to use their learnt skills; with a greater emphasis on work which involves collaboration, self-expression and initiative.

- 166 Pupils respond positively to music. They show enjoyment and a willingness to practise and improve. Most pupils behave well and are responsive to questions and instructions. In an isolated instance a small but significant group of pupils demonstrated challenging behaviour. They were persistently noisy and disrupted the lesson.
- 167 The quality of teaching is satisfactory overall and ranges from good to unsatisfactory. Where the teaching is good the teacher demonstrates good subject expertise. The teachers' own knowledge is conveyed well, encouraging pupils to respond confidently. The teacher gives clear instructions and uses resources well to demonstrate and support pupils' learning. For example, in a lesson involving all Year 3 pupils, the teacher effectively used a prepared music score to demonstrate reflection in musical notation. The level of pupil involvement is high. Direct teaching methods are used well to ensure that all pupils respond appropriately to tasks. For example, in a Year 5 lesson the teacher used a range of breathing exercises effectively before pupils began to sing. Occasionally, there is over reliance on taped recordings, and teacher exposition is over long. Insufficient use is made of demonstration and visual stimulus to support and extend pupils' knowledge and understanding. In the one instance of unsatisfactory teaching this was due to the disruptive behaviour of a small but significant group of children. In the main, insufficient use is made of questions that challenge the pupils to express personal opinions when evaluating pieces of music or songs. Increased use needs to be made of questions which demand that pupils explain their thinking; with an emphasis on the use of correct subject vocabulary. There is a need for teachers to model the use of subject vocabulary with greater consistency throughout the school.
- 168 The subject co-ordinator is an experienced musician who has secure subject expertise. She has recently written a very helpful policy, assessment record sheet and long-term coverage plan. The plan clearly links the National Curriculum key elements to year group expectations. These documents provide very useful guidance for non-specialists. A detailed action plan identifies specific development points. However, these documents have yet to be adopted and implemented by staff. The co-ordinator has not had the opportunity to carry out a monitoring role. There are satisfactory resources to meet the demands of the curriculum.

## **PHYSICAL EDUCATION**

- 169 Standards attained by pupils are generally in line with national expectations and pupils make good progress in relation to their capabilities. The integration and provision in physical education activities for pupils with special educational needs from resource provision is a strength of the school. Pupils with physical disabilities are well supported in appropriate programmes, well matched to their needs, in both gymnastic and swimming lessons and are consequently making good progress. Paired activity and small group work provide pupils with good opportunities to work co-operatively and develop their social and moral awareness in 'playing to the rules'. Pupils display a positive attitude to physical education activities. Extra-curricular clubs are well supported and give opportunities for both girls and boys to develop their games and sporting skills.
- 170 During the course of the inspection it was possible to observe six physical education lessons including one swimming lesson. Of the remaining five lessons, one related to gymnastics whilst the others related to games activities. In the two Key Stage 1 lessons observed the

teaching was judged to be never less than satisfactory and in one lesson it was judged to be good. The quality of teaching in Key Stage 2 ranged from satisfactory to very good. Very good teaching was observed in two lessons. The quality of teaching in the swimming lesson was judged to be good. Overall the quality of teaching in physical education throughout the school was judged to be good. Good teaching is characterised by brisk pace, tasks are well matched to pupils' needs and opportunities are provided to refine, practise and apply skills. Pupils in a Year 3 games lesson were actively encouraged to use their initiative in seeking alternative strategies for moving a ball rapidly to a fixed point. Subsequent demonstration and evaluation of the relative effectiveness of these strategies had an impact on the learning of other pupils and as a result many pupils made good progress.

- 171 Whilst short term planning is of at least a satisfactory quality and in some cases good quality, the lack of detailed medium term planning makes it difficult to make secure judgements about the systematic development of key skills throughout the school. The school is currently awaiting national guidance and intends to implement this as a means of securing progression and continuity across all aspects of the physical education curriculum. The available evidence indicates that the subject is planned on a lesson to lesson basis in a satisfactory manner and provides appropriate learning experiences for pupils of all ages. However, there is currently no curriculum planning that ensures the progressive development of skills in the longer term or an appropriate balance between the different elements within the subject. Short term planning for Year 3 games was judged to be good.
- 172 Resources are of a satisfactory quality to support the planned range of activities. Resources in support of pupils with special educational needs are of good quality.
- 173 The enthusiastic co-ordinator has not, as yet, had the opportunity to monitor the quality and impact of the planned learning across the school. The overall picture in physical education broadly reflects the judgements made in the last inspection. The school has made satisfactory progress since the last inspection.

## **RELIGIOUS EDUCATION**

- 174 During the course of inspection teaching was observed in Key Stage 2 but no lessons were seen in Key Stage 1 classes. Study of pupils' work in books and on display, discussions with teachers and pupils and scrutiny of teachers' plans enabled judgements to be made. Standards throughout the school are in line with the expectations set in the Locally Agreed Syllabus. The small amount of recorded work seen in Key Stage 1 shows that the majority of pupils make satisfactory progress. Pupils are encouraged to respect and care for each other, and many classrooms had displays suggesting ways in which this might be carried out on a practical day-to-day basis. In assemblies pupils show good understanding of some Bible stories and that Jesus is special to Christians. By the age of eleven, pupils discuss and name some of the key events in Christianity. They discuss some similarities and differences between Islam and Christianity and identify some of the common words used in Arabic and Hebrew. They discuss and name key features of a synagogue. Progress in historical, comparative, and factual study of religions is overall satisfactory.
- 175 Pupils have positive attitudes to religious education. They take keen interest and approach their work with enthusiasm. When presenting their work in assemblies they say their prayers with respect and belief at the end. Pupils discuss their values and beliefs with each



other and listen to a range of views attentively.

- 176 The quality of teaching is good in the lessons observed during the inspection. Teachers plan an appropriate range of activities that support pupils in making links between religious belief and every day life of believers. They give clear explanations and through skilful questioning generate thoughtful responses. They manage their pupils well and in the best lessons, teachers mark time to ensure pupils work at a brisk pace. They often give constructive feedback, which extends ideas. They encourage pupils to share their experiences with sensitivity and this contributes to raising their self-esteem. They make good use of artefacts and other resources to support learning. They make effective use of relevant displays to consolidate learning and deepen understanding. However, planning does not take account of the spiritual aspect of religious education. There is very little opportunity for pupils to experience awe and wonder about the world around them or to reflect on a range of related issues.
- 177 Management of the subject is effective. The school policy is appropriately linked to the Locally Agreed Syllabus. A scheme of work has been introduced which secures continuity through the school. Assessment of religious education is under developed. Displays arranged by the coordinator in school are relevant and informative; for example the festival of Eid display coincided with Eid celebrations by Muslims. Resources are varied and useful. The co-ordinator keeps up to date with new material and consults staff on a regular basis as to their needs.