

# INSPECTION REPORT

**Whitkirk Primary School**

Leeds

LEA area: Leeds

Unique Reference Number: 107942

Headteacher: Mr P M Coverdale

Reporting inspector: Keith Bardon  
11807

Dates of inspection: 29<sup>th</sup> November to 2<sup>nd</sup> December 1999

Under OFSTED contract number: 706890

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

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## Information about the school

Type of school	-	Infant and Junior
Type of control	-	County
Age range of pupils	-	4 to 11
Gender of pupils	-	Mixed
School address	-	Templegate Walk Leeds LS15 0EU
Telephone number:	-	0113 260 6203
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Appropriate authority:	-	The Governing Body
Name of chair of governors:	-	Mrs D Sheldon
Date of the previous inspection:	-	February 1996

### Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Mr Keith Bardon (Registered Inspector)	Information technology; design and technology; geography	Characteristics of the school; Attainment and progress; Leadership and management;
Mrs Susan Wood (Lay inspector)		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community; Staffing, accommodation and learning resources
Mrs Sheridan Earnshaw (Team inspector)	Science; music; physical education	Teaching; The curriculum and assessment
Mr Ralph Walker (Team inspector)	English; art	Pupils' spiritual, moral, social and cultural development; Equal Opportunities; Areas of learning for children under five
Mr Bruce Potter (Team inspector)	Mathematics; religious education; history	The efficiency of the school; Special Educational Needs

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## MAIN FINDINGS

### WHAT THE SCHOOL DOES WELL

- The National Literacy Strategy has been implemented successfully and as a result standards in English by the age of eleven are similar to the national average and rising.
- Good provision is made for children under five and they are given a very solid start to their formal education.
- The headteacher and the deputy headteacher work effectively as a team and lead the school well.
- Throughout the school pupils with special educational needs make good progress.
- Good relationships flourish in the caring environment the school provides.
- The school has formed strong and productive links with parents and with the community.

### WHERE THE SCHOOL HAS WEAKNESSES

- I. The standards pupils attain in mathematics by the age of eleven are too low.
- II. In the majority of subjects, the procedures used to assess what pupils have learned from their lessons fail to provide the information needed to guide teachers' future planning.
- III. Key Stage 2 pupils have an insufficient grasp of how to investigate in science
- IV. The involvement of the governing body in the making of key decisions is too low

**The school's strengths outweigh its weaknesses. However the weaknesses will form the basis of the governors' action plan which will be sent to all parents in due course.**

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

Since it was last inspected in 1996 standards at the end of Key Stage 1 have been maintained at a broadly average level. In Key Stage 2 the proportion of pupils attaining the expected level 4 in English, mathematics and science has increased and in 1999 was close to the national average. However, in most years only a small proportion of pupils attain at an above average level and this depresses the school's overall performance. Overall there has been some improvement in standards by the age of eleven, but not as much as there should have been.

In response to the key issues from the last inspection some improvements have been made. In both key stages, pupils' attainment in information technology is stronger and the successful links the school had with parents have been further strengthened. The school development plan is now an effective document which shows clearly what the school is trying to achieve and the implications this has for resources. Other key issues have only been partially addressed. In many subjects the curriculum has been improved through the development or adoption of informative schemes of work. In others, such as art and investigative science, this work is incomplete. A number of procedures for monitoring and evaluating the work of the school have been established but they do not yet provide a comprehensive body of information. The governing body has failed to develop the procedures it needs to judge the school's progress. Assessment procedures have not improved sufficiently and still do not provide the information teachers need when they are planning lessons.

Since the present headteacher and deputy headteacher were appointed significant improvements have been made, but overall, since it was last inspected, the school has made unsatisfactory progress.

However, the school is now moving forward and the pace of development is starting to increase. The momentum generated and the determination of headteacher, deputy headteacher and staff to maintain the upward trend in standards bodes well for the future and the school is well placed to continue to improve.



## STANDARDS IN SUBJECTS

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

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

In the 1999 national English, mathematics and science tests an average proportion of eleven-year-olds attained the expected level 4 in all three subjects. However, the proportion of pupils attaining the higher level 5 was very small compared with the national figures and when this is taken into account the pupils' performance was below the national average in all three subjects and not as good as that of pupils in schools similar to Whitkirk. This is reflected in the grades given in the table above.

However, inspectors found that standards in English have improved since pupils took the tests and the attainment of eleven-year-olds is now very close to the national average. Standards in mathematics are still below those expected of eleven-year-olds but broadly average in science, information technology and religious education.

In the national reading, writing and mathematics tests seven year old pupils generally attain standards that are close to the national average and much the same as schools similar to Whitkirk. Inspectors found that this is an accurate reflection of the average standards pupils attain in English and mathematics at the end of Key Stage 1.

In the other subjects of the curriculum the majority of pupils acquire the knowledge and skills expected of primary age pupils. By the time they are five and of statutory school age the attainment of most of the children meets the targets for the age group in all areas of learning.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Satisfactory	Unsatisfactory
Science	na	Satisfactory	Satisfactory
Information technology	na	Satisfactory	Satisfactory
Religious education	na	Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

Across the school as a whole the quality of teaching is satisfactory. The teaching is good overall in the reception class, satisfactory with notable strengths in Key Stage 1 and satisfactory but with weaknesses in some classes in Key Stage 2.

In two thirds of lessons for the under fives in the reception class the teaching is good and often very good. In over half the lessons in Key Stage 1 the teaching is good and occasionally it is very good. Some teachers in Key Stage 2 consistently provide good or very good lessons in contrast to others who, on occasions, have unsatisfactory lessons. During the inspection a little over 40 per cent of the lessons observed in Key Stage 2 were good or very good, but 12 per cent were unsatisfactory.

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory;*



unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Good. Pupils behave well in and around school. However, in some classes in Key Stage 2 pupils quickly become restless
Attendance	Satisfactory. Attendance figures are close to the national average
Ethos*	Positive and with a commitment to the raising of standards
Leadership and management	Headteacher provides the school with a clear sense of purpose and direction. Receives good support from the deputy headteacher. Governing Body is supportive of the school but insufficiently involved in decision making
Curriculum	Good for the under fives and satisfactory in Key Stages 1 and 2 Day-to-day assessment does not provide teachers with sufficient information
Pupils with special educational needs	Receive well structured and effective support and make good progress
Spiritual, moral, social & cultural development	Good provision made for pupils' moral, social and cultural development. Provision made for spiritual development is sound. The school particularly seeks to promote the self esteem and confidence of its pupils
Staffing, resources and accommodation	Adequate number of teachers. Good number of well trained support staff School is generally well resourced Accommodation is more than adequate in size and every effort is made to keep it in good condition
Value for money	Satisfactory

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

### THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> <li>• They find the school easy to approach if they have a problem or a question concerning their children</li> <li>• The attitudes and values the school promotes have a positive effect on their children.</li> <li>• Children are encouraged to get involved in extra curricular activities and to participate in more than just their daily lessons.</li> <li>• Most parents feel part of the school and find that the help and support they provide are appreciated</li> <li>• Their children enjoy coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• While most parents who filled in the card of their children's work, others had reservations</li> <li>• A significant proportion of parents are not given.</li> <li>• Some parents would like to know more about the progress they are making.</li> </ul>

The inspectors share the parents' positive views of the school.

Past test results indicate a history of under achievement and the concerns some parents expressed about pupils' attainment are understandable. However the strategies the school has put in place are beginning to raise standards and pupils' progress is accelerating, although making all the improvements necessary will take time.

The school has improved the provision it makes for homework and inspectors found that pupils are now provided with an appropriate amount and range of work to do after school.

Information for parents on their children's progress is provided at the consultation evening in the autumn term and in the reports at the end of the school year. There is an over long period in between when there are no formal arrangements to keep parents up to date. The inspectors agree with those parents who feel that they need to be kept better informed about their children's progress.

· **Key issues for action**

The headteacher, staff and governors should now:

1. Raise standards in mathematics by;
  - fully implementing the National Numeracy Strategy; (Paragraphs 41, 51 and 131)
  - providing training for staff to increase their understanding of how the subject should be taught; (Paragraph 129)
  - increasing expectations of what pupils can attain and providing lesson that have a higher level of challenge, particularly for higher attaining pupils (Paragraphs 126 and 129)
1. Develop and implement procedures that enable teachers to make regular assessments of what pupils are learning in lessons. Use the results of these assessments to inform the planning of subsequent lessons and to determine what pupils of differing attainment need to learn next. (Paragraphs 40 and 57)
2. Improve pupils' ability to investigate in science and through this raise attainment in Key Stage 2 by;
  - constructing a clear framework for the development of pupils' skills and processes (Paragraph 52)
  - providing more opportunities for pupils to carry out complete investigations; (Paragraphs 25, 136 and 139)
  - allowing pupils to make more decisions for themselves and to plan the procedures they will use; (Paragraphs 25 and 136)
1. Increase the involvement of the governing body in the making of key decisions and in evaluating the progress the school is making towards its targets (Paragraphs 82 and 89)

In addition to the key issues, the following actions to address less serious weaknesses should be considered for inclusion in the governors' action plan:

- Increase the level of monitoring by members of the senior management team so that more comprehensive evaluations of the impact of teaching on the standards can be made (Paragraph 79);
- Improve the quality of teachers' lesson plans by sharpening the focus of what pupils are expected to learn (Paragraph 40);
- Review the responsibilities of the systems manager and make more efficient use of his time (Paragraphs 81 and 91)
- Provide more opportunities for parents to meet with teachers to discuss their children's progress (Paragraph 74)

## **Introduction**

### **Characteristics of the school**

1. Whitkirk Primary School is a larger than average junior and infant school situated in a residential area on the outskirts of Leeds. Bungalows and other smaller type properties surround the school and relatively few of its pupils live in the immediate area. Most come some little distance from one of four surrounding districts. The housing in these four areas is a mix of owner occupied and council owned family properties. In the period since it was last inspected the school population has been maintained at around 350 pupils. However, pupil numbers are now falling and this year's intake of 30 Reception pupils is only half of the schools' capacity.
2. Pupils living in the school's designated catchment area and those who already have brothers or sisters at the school are given first priority when places are allocated. Children under five start school in the September preceding their fifth birthday. Across the school as a whole there are similar numbers of boys and girls. Most pupils speak English as their first language, but there are a small number of pupils from minority ethnic backgrounds. Sixty-six pupils are registered as having special educational needs, which is broadly average for a school of this size. Eight of these pupils have a statement, which is an above average figure. Fifteen per cent of pupils are eligible for free school meals, which is similar to the national average. When they first enter the school as four-year-olds, most children's attainment is close to that expected of the age group. At the time of the inspection 22 children in a reception class of 30 were still under five .
3. The school's stated aims include encouraging pupils to achieve their full academic, social and moral potential and to help them prepare for adult life in a rapidly changing world. The raising of standards, in literacy and numeracy are continuing priorities and pupils' learning in information technology is receiving special attention. This year the school is looking to improve its assessment procedures and to increase the effectiveness of curriculum leadership.

## Key indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1999	34	28	62

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	26	29	27
	Girls	23	25	23
	Total	49	54	50
Percentage at NC Level 2 or above	School	79 (67)	87 (80)	81 (80)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 2 or above	Boys	25	27	31
	Girls	23	24	27
	Total	48	51	58
Percentage at NC Level 2 or above	School	77 (76)	82 (78)	94 (93)
	National	82 (81)	86 (85)	87 (86)

### Attainment at Key Stage 2

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

Year	Boys	Girls	Total
1999	31	14	45

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	22	24	27
	Girls	9	8	10
	Total	31	32	37
Percentage at NC Level 4 or above	School	69 (43)	71 (57)	84 (74)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	22	24	23
	Girls	9	10	9
	Total	31	34	32
Percentage at NC Level 4 or above	School	69 (63)	76 (71)	71 (60)
	National	68 (65)	69 (65)	75 (72)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attendance

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

		%
Authorised Absence	School	5.7
	National comparative data	5.7
Unauthorised absence	School	0.4
	National comparative data	0.5

## Exclusions

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

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	15
Satisfactory or better	93
Less than satisfactory	7

## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

4. When pupils leave Whitkirk primary at the age of eleven their attainment in English and science is similar to the national average but it is below average in mathematics.
5. On entry to the school as four-year-olds, children's attainment is broadly that expected of the age group but varies considerably between well above average and well below. In the reception class children receive a very solid start to their formal education and are taught well. This enables them to make at least satisfactory and often good progress, particularly in the key areas of literacy and numeracy. Children with special educational needs make good progress. By the age of five all but a small minority are attaining the national targets for the age group in all the areas of learning and are moving on to National Curriculum work. The children's personal and social development is good. They learn right from wrong, concentrate well and take turns and share when working collectively. Most listen attentively and speak confidently to adults. Children know the letters of the alphabet and the sounds they represent, and are beginning to recognise common words in print. The majority can write their names correctly and form letters accurately. Most children recognise numbers to ten, understand terms such as 'one less' and 'how many' and can correctly sort objects into sets. Children select appropriate materials when making models but are slightly lacking in confidence when describing their observations. Children move confidently during physical activities and handle simple tools purposefully and with control. When involved in musical activities most children respond well to rhythm and recognise sound patterns. They use colour, texture and shape well when painting pictures or constructing collages.
6. In the 1999 national reading, writing and mathematics tests seven year old pupils attained standards that were close to the national average and much the same as schools similar to Whitkirk. In reading and mathematics the pattern of results was very similar. Although the proportion of pupils who attained the expected level 2 was below average this was balanced by a larger than average proportion who went on to attain the higher level 3. In writing the proportion of pupils attaining both level 2 and level 3 was broadly average. There are no science tests for this age group but teachers' own assessments indicated that in this subject almost all pupils reached the standard expected but no pupils attained the higher level.
7. Since the school was last inspected in 1996 the attainment of seven-year-olds in reading has fluctuated considerably and in two years out of the four, results in the national tests were below the national average. Results in both writing and mathematics have been more consistent and generally around the national average over this period. In writing and mathematics standards have been maintained since the last inspection, but in reading standards have been inconsistent.
8. Standards in English are now showing a better level of consistency and by the age of seven pupils' attainment in all the three aspects of speaking and listening, reading and writing are similar to the national average. Pupils listen well to stories, instructions and questions. They answer clearly and can converse effectively with adults and other pupils. The majority read with the expected level of understanding but are sometimes reluctant to discuss what they have read. Most pupils can work out new words by breaking them down and sounding out the individual syllables, but lower attaining pupils have some problems with letter blends. Higher and average attaining pupils are beginning to write extended pieces of text while lower attainers can write simple sentences. Pupils generally spell logically, making effective use of their knowledge of letter sounds.
9. Seven-year-olds attain standards in all aspects of mathematics and science that are similar to the national average. They have a satisfactory recall of simple number facts and use appropriate language when discussing their work. Most are beginning to explain how they are making their calculations but often find this difficult to do. The majority can read, write and order numbers to 100. They are able to add and subtract with the expected accuracy but many have still to grasp the principles of reverse operations. Pupils use the correct names for common two and three dimensional shapes and make sensible estimation of length. They can identify whether a science test is fair or unfair although most have yet to grasp why

this is important. The majority of pupils understand the conditions under which plants grow best and can describe how some materials change when they are heated. They can build a simple circuit to light a bulb and recognise that sounds are only heard if they reach the ear.

10. In the 1999 national English, mathematics and science tests an average proportion of eleven-year-olds attained the expected level 4 in all three subjects. In English and mathematics around 70 per cent of pupils reached the expected level and in science the proportion was a little over 80 per cent. This was a marked improvement on 1998, particularly in English, which showed a 26 per cent increase in the proportion of pupils reaching the standard expected. However, the proportion of pupils attaining the higher level 5 was very small compared with the national figures. When this is taken into account pupils' overall performance was below the national average in all three subjects and not as good as pupils in schools similar to Whitkirk.
11. However these basic statistics do not give a complete picture of the hard work that has recently gone on. In all three subjects the school exceeded its 1999 targets for the proportion of pupils attaining level 4. Between 1996 and 1998 the school's performance in the national English tests for eleven-year-olds fell sharply and standards were far too low. This was of major concern to the current headteacher when he was appointed to the school less than two years ago. Since then he has, with considerable help from the new deputy headteacher who joined him soon after he took over the school and the willingness of most members of staff to change matters, instigated an extensive programme of improvement. This programme, which included full introduction of the National Literacy Strategy and a considerable amount of training for teachers, is beginning to have an impact on the standards pupils attain. Although in 1999 English results were still below the national average overall, for the first time since the school was last inspected the pattern in performance turned upwards.
12. Inspectors found that the improvement is continuing and that the attainment of eleven-year-old pupils in English is currently very similar to the national average. The proportions of pupils attaining the expected level and the higher level are now broadly average. The school has not yet had time to turn its full attention to mathematics and despite there being a slight overall improvement in results since 1996 the standards of eleven-year-olds are below the national average in this subject. Results in science are now closer to the national average than they were in 1996, particularly in terms of the proportion of pupils reaching the level expected of eleven-year-olds, and standards are broadly average overall.
13. By the age of eleven pupils' attainment in the three elements of English is uniformly average. Pupils are able to discuss issues sensibly within their working groups but a significant minority are reluctant to offer ideas in whole class discussions. They respond appropriately to the questions put to them and show good understanding of the instructions they are given. The majority read fluently and with expression. They can give explanations of why particular phrases have been used by the author and use the contents and index of a book appropriately when reading for information. Most use suitably expressive language in their writing and spell common words accurately. Higher and average attaining pupils use the range of punctuation expected at this age but lower attaining pupils have limited skills in this area and often have difficulties with spelling.
14. In contrast to the average standards achieved in English, eleven-year-old pupils attain standards in all aspects of mathematics that are below average. The majority of pupils have yet to acquire a sufficient bank of knowledge when making mental calculations they often have to go right back to basic principles. Most have a satisfactory grasp of the four basic processes of addition, subtraction, multiplication and division but other terms and processes such as percentages and square roots are not sufficiently understood. Too many are unsure of the value of a particular digit in a multi digit number, particularly when this involves decimals. The majority have a satisfactory understanding of the properties of different shapes but few can identify different types of angles. They know how to collect data and convert it to a graph but have only a tentative grasp of probability.
15. The targets the school has agreed with the local education authority for pupils' attainment in next year's national tests for eleven-year-olds are low compared with both this year's national figures and the school's own results. However when they were set some time ago they were correctly calculated using the information available at the time. The school is aware that because of the improvements it has made, these targets no longer provide sufficient challenge and if met rather than exceeded would constitute a fall in standards rather than the required rise.

16. When carrying out a science investigation most eleven-year-olds can make a sensible prediction of what they expect to happen and understand the importance of making the test fair. However, they are still too reliant on the teacher for the methods they should use and too often fail to draw an informed conclusion at the end of the investigation. Pupils' ability to investigate in science is below average. Their knowledge of living things, materials and physical processes is better. In these three aspects of the subject pupils' attainment is similar to the national average and the principal reason why so many attained the average level in last year's national tests.
17. At the end of both Key Stage 1 and Key Stage 2, pupils' attainment in information technology is well up to that expected by the ages of seven and 11. This represents a significant improvement since the last inspection and is the result of a better curriculum, modern resources and in particular, much improved teaching. By the age of seven pupils are operating the computer with confidence and dexterity. They are able to move items around the screen quickly and operate a range of programs effectively. Eleven-year-old pupils are competent users of the computer. They are able to load in their own programs, retrieve work they started earlier and save what they have done for future reference. Only a small minority fail to acquire the skills and knowledge expected.
18. The attainment of both seven and 11 year olds in religious education meets the expectations of the locally Agreed Syllabus. By the end of Key Stage 1, pupils have a sound understanding of the fundamental beliefs that underpin Christianity and know some of the traditions of other faiths, such as Hinduism and Judaism. Eleven-year-olds have an appreciation of the lives and works of world figures, such as Gandhi and Martin Luther King and understand the influence of their values and lifestyles.
19. In art, design and technology, geography, music and physical education a good proportion of pupils in both key stages attain the skills, knowledge and understanding expected of primary age pupils. Swimming lessons are provided in Year 4, so that by the time they leave the school as eleven-year-olds almost all pupils can swim the minimum 25 metres expected. Pupils' attainment in history is good and their knowledge and understanding is above that expected of primary pupils. In Key Stage 1, pupils show a good appreciation of different periods in history and of the people who lived through them. Pupils in Key Stage 2 have the ability to evaluate information and to judge its authenticity.
20. Although there are year on year variations in the attainment of boys and girls in different subjects, there are no consistent patterns in attainment by gender in either Key Stage 1 or Key Stage 2 and no bias was found during the inspection.
21. The secure start children are given in the reception class is built upon effectively in Key Stage 1. There are also signs that improvements teachers in Key Stage 1 have made over the past two years are beginning to show in the quality of pupils' work and that progress is gradually accelerating
22. Pupils in Key Stage 1 make satisfactory progress in English, mathematics and science. As their vocabulary increases pupils become more adept at expressing their thoughts and ideas both verbally and in writing. They become increasingly independent readers and with the help of the National Literacy Strategy lessons increase their understanding of different texts. Pupils' knowledge of numbers and how they relate to each other grows and they are able to make simple calculations with progressively larger numbers. They begin to solve mathematical problems and learn to use patterns in numbers when carrying out investigations. In science, pupils' observations become more detailed and their understanding of how and why things happen increases at a very satisfactory rate.
23. In Key Stage 2, pupils make satisfactory progress in all aspects of English. Their ideas become more considered and the manner in which they express them improves. Most learn to listen with greater concentration as they get older and can readily absorb more information because of this. However, in some lessons pupils can be somewhat inattentive and at these times progress is speaking and listening, and in other areas, is much reduced. The scope of their reading widens and they develop preference for different styles of text and in some instances different authors. They learn to use non-fiction texts effectively to find information and through this to increase their knowledge and understanding. Pupils' understanding of how to write for different purposes increases and they become more adept at adjusting the style of what they are writing to suit the audience. The fact that pupils throughout the school are now making



satisfactory progress in English is a reflection of the success of the programme of development that has taken place.

24. Pupils in Key Stage 2 make unsatisfactory progress in mathematics. In too many, but not all, lessons the work pupils are given to do is too simple for the age group and in others teachers do not build pupils' ideas and understanding in a systematic and logical manner. Consequently pupils fail to develop sufficient concepts and strategies and find work above a very basic level difficult to cope with. For example, many pupils do not develop a secure understanding of the value of different numbers and cannot therefore judge whether the answer they have arrived at is likely to be correct. Pupils fail to build a sufficient bank of number facts and this adversely affects their ability to make quick and accurate mental calculations. Implementation of the National Numeracy Strategy is at a very early stage and is not yet impacting on pupils' progress. The school is aware of the need for urgent development in this subject and has formulated an action plan, which will help it to address the problems of below average standards.
25. In Key Stage 2 pupils make satisfactory progress in their knowledge of living things and physical processes and good progress in understanding about materials. However, they get insufficient opportunity to carry through full investigations and to learn how to make decisions for themselves, and in this element of science pupils' progress is unsatisfactory.
26. Pupils respond well to the provision the school makes for information technology and in both key stages the improvements made are now enabling pupils of all levels of attainment to make satisfactory progress. Pupils in both key stages also make satisfactory progress in religious education, art, design and technology, geography, music and physical education. In history, pupils' knowledge and skills develops well and in both key stages their progress is good.
27. Pupils with special educational needs receive very good support and a programme of work that is matched well to their needs. They are set challenging targets and given due credit when they achieve them. As a result these pupils have a very positive attitude to their learning and across the curriculum as a whole they make good progress. The small proportion of pupils from ethnic minority backgrounds are given equal opportunities and full access to the learning opportunities the school provides and maintain the same level of progress as other pupils.
27. **Attitudes, behaviour and personal development**
28. The personal and social development of children under five is good. On entry to the reception class children quickly become confident in their new surroundings and settle well to their life in school. They are able to work independently and in small groups and to follow the classroom rules. When involved in activities around the classroom children behave sensibly and well. They listen carefully and show a good level of interest in all they are given to do.
29. Across the school as a whole, pupils' attitudes to learning are satisfactory. In Key Stage 1, pupils are keen to learn, show interest in the lesson and are able to sustain concentration for appropriate lengths of time. Most pupils listen carefully to instructions, enabling them to get down to work quickly when they move to their given tasks. A good example of the pupils' positive attitudes was seen during a science lesson where they paid close attention to a demonstration of jelly making and gave careful thought to the questions put to them. The majority of pupils in Key Stage 2 show enthusiasm, take pride in their work and handle books and resources carefully. However when the pace of the lesson slows or the purpose of what they are doing is a little unclear a significant number of pupils quickly lose concentration and are easily distracted. They become restless and play with items around them, such as books, pencils or chairs. The last inspection team noticed this restlessness. It is still present and has not been sufficiently addressed. Most pupils try hard to answer the questions put to them, although at times some are more reluctant to offer an answer than they should be.
30. Pupils are well behaved in and around school. Behaviour in lessons is often good. Pupils know what is expected of them and follow the schools rules. The majority move around the building in an orderly manner, although occasionally a small number need to be reminded to walk. They enter school, assemblies, classrooms and the dining areas quickly and quietly, which enables all lessons and other

activities to start on time. Pupils are polite and courteous to adults and each other. Playground behaviour is satisfactory. There is, however a little rough play as there are insufficient activities or resources to keep all the older pupils occupied. The school is an orderly community where pupils can learn with confidence. There have been no exclusions during the last twelve months.

31. Relationships throughout the school are good. The pupils feel that they are respected and they in turn respect adults in the school. In both key stages pupils work well in pairs and in groups, sharing tasks and discussing their work sensibly. This is particularly evident in literacy and numeracy lessons. In physical education lessons they act responsibly and use the equipment in a safe manner. They are appreciative when help is offered to them and enjoy each other's successes.
32. Pupils are actively encouraged to be part of the school community and their personal development is satisfactory. This aspect of pupils' development is significantly enhanced through extra-curricular activities, links with the community and educational visits. Most are confident and show respect for the feelings of others. Older pupils appreciate the opportunity to act as "carers" during lunchtimes. They take their responsibilities seriously which gives younger pupils the confidence to ask them for help. Pupils readily perform classroom tasks, such as returning the registers to the office. Many have regular responsibilities within their own classrooms and offer their help at other times.
33. The attitudes and behaviour of the pupils since the last inspection as improved a little but there is still an air of restlessness and inattention in some Key Stage 2 classes. This is distracting those who wish to learn and adversely affecting pupils' progress. Relationships remain good. The school has recently introduced a new personal, social and health education programme and this is already having a positive effect on pupils' attitudes, behaviour and personal development. Parents generally agree that the attitudes and values the school promotes have a very positive effect on their children

### 33. Attendance

34. The school's attendance figures are satisfactory and broadly in line with national averages. Unauthorised absence is below average. The majority of pupils arrive at school on time and lessons start punctually.
35. The attendance figures have fallen since the last inspection. This has been caused mainly by an increase in families taking their holidays during term time.

## Quality of education provided

### Teaching

36. The quality of teaching is good in lessons for under fives in the reception class, and satisfactory overall in Key Stages 1 and 2.
37. In the reception class teaching is good and very good in a third of lessons. Lessons are well planned ensuring that activities are purposeful and stimulating. Teachers place strong emphasis on developing children's speaking, reading, writing and number skills. Children are taught clear classroom routines and they are given frequent opportunities to work independently or to share with others in small groups. Teachers have high expectations of children's work and of their behaviour. Activities are well structured and effectively organised with productive learning taking place in contrasting areas of the classroom. For example, the teacher provided opportunities for children to develop mathematical understanding in the home corner and again in activities in the water tray. Children in the home corner sorted plastic crockery into groups of different colours and those working in the water tray learned the names of different shapes, such as cube and cuboid. Teachers regularly assess children's learning and use the information to plan further activities, which build on what they have already gained. Teachers and reception support staff work effectively as a team, with each having a clear understanding of the learning targets of the lessons.
38. When all factors are taking into consideration, such as the work in pupils' books and national test results, the quality of teaching in Key Stage 1 is judged satisfactory overall. However, of the lessons observed during the inspection in this key stage over 60 per cent were good or very good and there was no

unsatisfactory teaching. The quality of teaching in Key Stage 1 is rising and while the benefits of this are not yet fully reflected in pupils' progress, there are clear signs of acceleration.

39. While the teaching in Key Stage 2 is satisfactory overall it is less consistent than in Key Stage 1 and has more weaknesses. Overall a little over 40 per cent of the lessons observed in this key stage were good or very good, but 12 per cent were unsatisfactory. The good and very good teaching is mainly to be found in the two youngest classes and in one Year 6 class, where the teaching is consistently of a high quality. To some extent the unsatisfactory teaching stems from temporary teachers having to cover for others, who were ill, and not adjusting quickly enough to the needs of the class. This problem is one the school has had relatively frequently in recent times. However, there are other factors which do not stem from staff illnesses. In some lessons the targets set for pupils lack challenge and do not move them forward sufficiently. Low expectations of pupils and insufficient demands on higher attaining pupils was pointed out in the last inspection report and whilst in the majority of lessons teachers do have sufficiently high expectations, this is not always the case.
40. Teachers generally have secure knowledge of the subjects they teach and teaching is particularly good in English in Key Stage 1 and in history throughout the school. Teachers' half-termly planning is well structured and clear. Lesson planning is particularly detailed in English and mathematics. However, in other subjects, lesson plans are insufficiently detailed and do not indicate clearly what pupils of differing attainment will be taught and the learning targets are often too broad. As well as making the focus of the lesson more difficult to retain, this also makes evaluation and future planning more taxing than it could be. The key issue from the last inspection of ensuring that planning takes better account of pupils' abilities and individual needs has not yet been fully addressed. Pupils' work is often marked well, with teachers indicating what has been successful and how improvements could be made. However, this constructive approach is not consistently used throughout the school.
41. The National Literacy Strategy has been planned appropriately and teachers incorporate all the required elements into their lessons. Teachers manage the daily literacy lessons well and appropriate tasks are provided for pupils. Teachers have recently introduced the National Numeracy Strategy and although they are trying to follow the procedures and practices it advocates, in general, they are not yet teaching it with confidence or ease. Teachers in Years 5 and 6 are grouping pupils according to their attainment for numeracy and in Year 6 for literacy as part of the school's drive to raise standards. However, this organisation has not been in place long enough to have an impact. Teachers make some use of the opportunities other subjects provide to extend pupils' literacy and numeracy skills, but this is not a strong element of the teaching. For example, whilst there are good written accounts of the visit to Langdon Beck in geography there are few reports of investigations in science. In numeracy, pupils are taught to use measures in design and technology but there is very little graph work or data handling in science. There is insufficient teaching of investigative skills in Key Stage 2 science lessons.
42. Teachers in the same year group adopt a team planning approach, which helps to ensure that pupils in parallel classes are given similar work and have equality of opportunities. Most teachers introduce their lessons well, often recapping on previous work before giving clear instructions of what pupils have to do and what they have to achieve. Teachers appropriately place strong emphasis on the correct use of vocabulary to extend pupils' language. Pupils are encouraged to work and discuss together in pairs and in groups with teachers taking due care to ensure that groups contain a balance of boys and girls.
43. Teachers employ appropriate methods of organisation, which often involves a three part structure. Following the introduction, pupils work on group activities and are brought together at the end of the lesson for a discussion of what they have learned. This provides a good balance between teacher input and pupil activity, although on occasions teachers talk for too long and the introduction becomes protracted. Teachers provide an appropriate range of resources and pupils often have opportunities to choose their own.
44. Good use is made of the specialist knowledge of some members of staff. A support assistant leads music lessons in Key Stage 2 and works very well alongside teachers to teach singing, take recorder groups and train the choir. Since the last inspection, with the help of the subject manager, teachers have developed their own information technology skills. The quality of the teaching of information technology is now satisfactory and no longer of concern.

45. Pupils with special educational needs are supported well. Teachers are aware of the targets set in their individual education plans and ensure that pupils work towards them. Teachers and special needs assistants work closely and effectively together and give good support to pupils with statements and to other lower attaining pupils. This effective support enables all pupils with special educational needs to make good progress.
46. Teachers have good relationships with their pupils. They listen to what pupils have to say and value their opinions and suggestions. They generally manage pupils well and in many lessons the pace is brisk. However, in some classes in Key Stage 2, where the pace of the lesson is slow and there is a lack of challenge, pupils become restless and sometimes noisy and teachers spend too much time maintaining class discipline.
47. There is sound provision for homework. Older pupils have homework record books and the amount they are given to do builds progressively as pupils get older. Teachers mark pupils' homework regularly and value the efforts the pupils put in. The positive effect of well set homework can be seen in an attractive and informative display of work about the Egyptians, which pupils did almost entirely at home. Through the questionnaires they completed and at the meeting prior to the inspection some parents indicated concerns about homework provision but inspectors found that the amount and type of homework is appropriate.
47. **The curriculum and assessment**
48. The curriculum for pupils under five in the reception class is good, in Key Stage 1 and Key Stage 2 it is satisfactory.
49. The school meets its statutory requirements to teach the National Curriculum and in religious education it meets the requirements of the locally Agreed Syllabus. Sufficient time is spent on the different subjects and there is appropriate emphasis on each, ensuring that the curriculum is broad and balanced. This sound provision enables pupils to make a smooth transition to the next stage of their education.
50. The curriculum for under fives is planned well and includes all six areas of learning deemed appropriate for the age group. In the reception class the curriculum appropriately emphasises the development of children's literacy and numeracy skills as well as making good provision for their personal and social development. All children, including those with special educational needs have good access to the wide range of activities provided.
51. Policies are in place for each subject. Most give a brief but sufficient overview of the subject, but some, such as the design and technology policy, were written some time ago and contain insufficient information for teachers. In contrast the information technology policy is well written and gives good guidance. The National Literacy Strategy is fully in place and lessons contain all the required elements. Although the school is implementing the National Numeracy Strategy this is at an early stage of development and much work is still to be done. Too many daily numeracy lessons do not yet provide the level of challenge necessary to raise standards.
52. Schemes of work are in place for most subjects. These include school produced schemes, commercial schemes and government initiated ones. While in most subjects these schemes provide satisfactory progression in pupils' learning there are some weaker areas. For example, the teaching of art is made more difficult by the lack of an effective scheme of work and the scheme for science lacks sufficient guidance on how pupils' investigative skills are to be developed. Developing a curriculum framework to ensure continuity and progression was a key issue in the last inspection and this has only been partially addressed. The new scheme for personal, health and social education is good. Sound provision is made for drugs and sex education within the personal, health and social education programme and includes appropriate support from the school nurse and the police.
53. Some effective links between subjects are made. For example, Year 3 pupils learn songs about the Vikings when studying this period of history and Year 4 pupils make models of Roman weapons in design and technology. However, the use of information technology in other subjects is too limited and teachers do not

always utilise the opportunities to extend pupils literacy and numeracy skills as well as they could.

54. Yearly and half-termly curriculum plans are well structured and effective. However, weekly and daily plans do not always reflect how lessons will be organised or how the needs of pupils of differing attainment will be met. Teachers work together in year group teams when planning lessons and this ensures that pupils in different classes in the same year are provided with similar experiences. Pupils have equal access to the curriculum.
55. Good support is given to pupils with special educational needs and they are fully integrated into the school. Pupils benefit from the clear targets set for them in their individual education plans. These are regularly updated and the information is used to plan for their needs.
56. The curriculum is effectively supported and extended by educational visits and visitors to the school. Year 6 pupils have recently been on a residential trip to Langdon Beck, which resulted in good quality geography work and provided opportunities for outdoor and adventurous activities. A member of a specialist dance group works on movement with reception pupils and pupils with special educational needs, providing good opportunities for pupils to develop their coordination and social skills. The provision of extra-curricular activities is good and over a hundred and fifty pupils and nine staff take part. A variety of after school and lunchtime clubs are offered to pupils, including football for girls and boys and cross-country running. Music tuition, choir and recorder groups enrich the musical experiences of pupils. The school is also encouraging higher attaining Year 6 pupils to extend their literacy skills by providing an additional creative writing class after school.
57. Procedures used to assess what children under five in the reception class are learning are good. Children are assessed soon after they first enter school and this information is regularly updated and used to plan suitable activities. In Key Stages 1 and 2 some procedures for assessing pupils' attainment and progress have been put in place but this development is incomplete. For example, the results of the national tests are carefully analysed and the school is starting to use the information gained constructively. Sound procedures for periodic testing are being implemented. Appropriate procedures for the assessment of guided reading and writing in English lessons have been established. However, in general, mechanisms for day-to-day assessment are weak. In many subjects there is insufficient guidance on what teachers should be looking for and teachers' lesson plans often fail to identify clearly what pupils should know and be able to do by the end of the lesson. Consequently teachers do not have all the information they need by the end of the lesson to plan for the next one. A key issue in the last inspection was to review assessment procedures so that planning takes better account of pupils' abilities and individual needs. The school recognises that this issue is still to be addressed and has appointed a new assessment coordinator to manage the development.
58. An appropriate marking policy has been written and put in place. However, there are inconsistencies in the way teachers mark pupils' work. Some marking is very informative and gives a clear picture of what pupils need to do to improve, but other marking is too shallow and gives little information to pupils.
58. **Pupils' spiritual, moral, social and cultural development**
59. The school's provision for pupils' spiritual development is sound, and for their moral, social and cultural development provision is good.
60. Pupils are encouraged to think about important issues in life and consider what things are of the greatest worth to them. Through daily worship pupils are helped to understand the nature and value of friendship, and the importance of caring for and sharing with one another. Acts of worship are well planned, and themes are explored in some depth and often developed further in personal and social education lessons. Visitors from different faiths enhance the children's experience, as when a minister from a local church, developed the idea of friendship in a lively and involving way, helping children appreciate the Christian belief in Jesus as a friend to all. Pupils sing well in assemblies and respectfully respond to prayer. Pupils' knowledge of spiritual matters is broadened in religious education, through studying Judaism and Hinduism as well as Christianity. Pupils in Year 6 have been considering the value and impact of religious leaders like Gandhi and Mother Teresa. A minority of lessons in religious education, however,

are not well focused and do not allow for proper reflection.

61. The school provides a clear moral message through the implementation of its behaviour policy. Pupils are helped, through discussion and through the development of their own class rules, to appreciate the value of consideration for others, self-respect, and self-discipline. Children under five are given clear guidance of what is acceptable and unacceptable behaviour and throughout the school pupils' appreciation of right and wrong is sharpened. Pupils with behaviour problems are well supported and every effort is made to explain and discuss with them the consequence of their actions. Appropriate praise is given for good behaviour and success. Pupils are helped to appreciate the value of charity work, selling poppies for Remembrance Day and collecting money to support various causes, including a special needs assistant who is planning a sponsored walk in Peru to help children with cerebral palsy. The school fosters values of honesty, fairness and truthfulness through its daily practices and the curriculum. Pupils have good opportunities to consider issues of personal rights and responsibilities during the newly instituted personal, social and health education programme. Moral issues and dilemmas are presented to older children in drama lessons and by visiting theatre groups. Pupils' appreciation of the implications of their behaviour is developed well through discussion of everyday incidents.
62. Pupils are encouraged to relate positively to others and to develop a sense of self-worth and self-responsibility by undertaking classroom duties. They are taught to respect the views of other children and adults in classroom discussion, and develop a sense of team spirit and fair play in competitive games. Each day pupils spend a short period of time considering the social and moral issues directly affecting their lives. Pupils in different classes think about things that upset them and what you need to do to be a true friend. Pupils in Year 6 consider what they are anxious about and what they are looking forward to when moving on to the secondary school. In these sessions children speak honestly about their thoughts and feelings, listen carefully and respect and appreciate the views of other children. Pupils with special needs particularly benefited from these lessons and were able to fully participate. Older pupils develop social and moral understanding well in the annual residential trips. This year the trip was brought forward to the beginning of the year specifically to allow fuller reflection on the experience and to allow the effects to carry through the whole school year. Team stickers for good work and behaviour and a weekly cup to the team with the highest points also promotes positive social attitudes and a strong sense of belonging to a community. Older pupils exercise a range of school-wide duties, including looking after younger pupils. As the oldest children in the school they are expected to set a good example. Pupils with special needs are presented with very positive role models, which greatly helps their social development. From Year 3 onwards they are involved in the setting and review of their own targets.
63. Pupils' educational experience is enriched through a good range of additional activities after school. There are a variety of sporting and musical activities. In conjunction with a national youth organisation, pupils can, for a minimal charge, attend a computer club, pottery club and creative dance. Reception and Year 1 pupils have a reading club, and a writing club for Year 6 pupils has recently been started. There are numerous visits to museums and places of interest and regular visits by theatre and dance groups. Appreciation of music is well-developed in school through assemblies, music lessons and extra-curricular activities. Members of the school choir have experienced the thrill of singing with a massed choir at a recent Leeds Schools' performance. All these opportunities contribute positively to pupils' social and cultural development.
64. Pupils' understanding and appreciation of multi-cultural issues is developed satisfactorily, particularly through the promotion of equal opportunities throughout the school. Resources are carefully vetted to avoid stereotyping and to promote a wide appreciation of different cultures. Pupils with special needs are given additional support and encouragement, which enables them to take a full part in school activities and to accept and exercise responsibility.
65. The provision for spiritual, moral, social and cultural development has improved since the last inspection, and the school is well placed to continue to improve.
65. **Support, guidance and pupils' welfare**
66. Provision for pupils' support, guidance and general welfare is good overall and makes a positive

contribution to their education. Teachers know their pupils well and respond effectively to their needs.

67. The school provides a caring environment that supports pupils in their learning. Procedures for monitoring pupils' personal development are good and records are kept of their individual needs. The monitoring of academic progress is not as effective but improving, with regular work sampling and scrutiny of test results. Pupils' behaviour is monitored continually. Through the consistent use of rewards and sanctions pupils are given a clear understanding of what is expected of them. The administrative assistant regularly monitors the attendance of pupils and acts quickly when pupils are absent without reason. The school has developed a good relationship with the education welfare officer who visits the school regularly. Since the last inspection the school has improved its procedures for monitoring the absence of pupils.
68. The school has satisfactory procedures for promoting behaviour and discipline. The school rules are clear and consistently applied. Procedures are followed carefully when behaviour is inappropriate and often a first warning is sufficient to overcome the problem. The school has a clear and effective policy in place to deal with bullying and incidents are rare. However the restlessness and inattention in some classes causes distractions and effects the quality of learning for other pupils. In this respect the school's procedures for promoting good behaviour are less effective. The school employs a suitable range of outside agencies to support pupils when necessary.
69. The school provides good support for the under fives when they first enter the school and appropriate guidance is given to the Year 6 pupils as they prepare for secondary education. The recent introduction of the well structured personal, social and health education programme is helping pupils to become caring and sensitive members of society. The ethos of the school is very supportive of the individual needs of pupils and the parents appreciate this.
70. The school has all relevant documentation and procedures in place to promote pupils' health and safety. The school has effective child protection procedures in place with three named teachers sharing particular responsibility for this area. The health and safety policy is in line with local authority guidance and all accidents have been correctly recorded and reported. There is one area of concern. The boys' urinals are surrounded by a raise tiled platform, which can become smelly and unhygienic.

**70. Partnership with parents and the community**

71. The school's partnership with parents and the local community is very good. Since the last inspection the school has sustained and built on its links with parents and the community and offers many opportunities for parents to become involved in the children's learning.
72. Parents are supportive of the school and are made to feel welcome by the staff. A good number regularly help in the school and make an effective contribution to pupils' learning. Regular letters and a termly calendar keep parents informed about daily routines and events. Teachers also send information home about the topics and areas of the curriculum that pupils are engaged in. The prospectus is a well presented document although it does not contain all the required information. For example there are no percentages of authorised and unauthorised absences. The school has a very active Parent-Teachers' Association, which organises a good range of fund raising and social events. These are well supported and have enabled the school to purchase extra resources for English and mathematics, games markings on one of the playgrounds and baking equipment. The efforts of the parents are much appreciated and valued by the school.
73. Pupils regularly take home reading, spellings and mathematics, and other work as and when appropriate. Some parents expressed concern regarding the work their children were required to do at home, but the inspection team found that the school is now making appropriate provision in this area. The younger pupils have reading diaries and older pupils have homework diaries in which they record what they have to do. These provide useful information for parents. Overall there is a very good level of parental involvement in children's learning.
74. The school provides information evenings for parents to help their understanding of what is taught to their

children. These have included helping pupils to read, literacy and sex education. The majority of parents attend the parent teacher consultation at the start of the school year. A written report is sent to parents at the end of the summer term. The reports contain all the required information and give clear guidance to parent on where their children are experiencing difficulties and need support. Although an opportunity is given to parents to discuss this report in more detail, there is no consultation evening and very few parents take up the offer. A significant number of parents feel that they have insufficient opportunities to discuss their children's progress during the school year. Inspectors are in agreement with the parents on this issue and the school's procedures for consulting parents in this way are inadequate. Broadly speaking the annual governors report to parents meets the statutory reporting requirements but in some sections, such as the progress made in implementing the previous action plan, the information is limited and provides insufficient evaluation of developments.

75. The school has established a before and after school club to assist working parents and extend the school's integration into the local community. A room in which parents can meet has been established. This is a well used facility. Parents of younger pupils take part in a course provided by a local College which focuses on early literacy and numeracy development. This is well attended. Although it has no nursery of its own the school provides space and facilities for a local playgroup within its main building, enabling early links with local children and their parents to be forged.
76. The school makes very good use of the immediate environment to build pupils' awareness of the area in which they live. The links with the local churches are strong. Ministers often take assemblies and the school Christmas Carol Service is held at the nearby church. The school works collaboratively with other schools in the area on large initiatives such as the National Grid for Learning and drama projects. The positioning of the school on the boundary of Templenewsam House has allowed the school to forge good links with its neighbour. Pupils often take part in events held on the estate, make regular visits and are able to borrow artefacts to enhance their work in a range of subjects, but particularly history. The school has developed links with local businesses and industry to support pupils in their learning and experiences of the wider world. The school has particularly strong links with a national youth organisation which has not only enabled the school to enhance its information technology facilities but also to provide after school clubs at a small cost to pupils. The school's links with the community are strong.



## **76. The management and efficiency of the school**

### **76. Leadership and management**

77. The headteacher provides the school with firm leadership and a clear sense of purpose, securely based on the raising of standards. He receives good support from the deputy headteacher and together they form an effective team with a common vision for the school. Since their appointment less than two years ago the school has started to improve following a period of very low standards and insufficient development. Between them, and with the help of other senior members of staff, the headteacher and deputy headteacher have gradually generated a momentum which will enable the school to continue to move forward at a good pace.
78. The quality of the school's developmental planning is sound. Both the school development plan and subject coordinators' action plans contain realistic but challenging targets and reflect the schools' future needs. The last inspection report identified weaknesses in the school development plan but these have been fully addressed. The headteacher and deputy headteacher review and track the school's development closely and keep detailed information of the impact of the different initiatives. This enables them to make secure and well informed judgements about what needs to be done next.
79. The headteacher spends a significant proportion of his time supporting higher attaining Year 6 pupils during English and mathematics lessons. While this commitment is laudable it is reducing the time he can spend monitoring the quality of education the school is providing. Sound procedures for the monitoring of teaching by the headteacher and deputy headteacher are proving effective but these are insufficient to give a comprehensive view of the work of all members of staff across the school. The school has started to address this key issue from the last inspection but has still work to do on it.
80. The special educational needs coordinator manages the provision made for pupils well. She has established an effective policy based on full inclusion for pupils with special educational needs and keeps all staff up to date with current initiatives. Support assistants are given a clear and valued role and provided with regular training. Provision for the under-fives is managed well and helps the children lay a firm foundation for future learning.
81. One senior member of staff has spent a considerable amount of time improving the quality of the school's information technology provision, both in terms of the teaching of the subject and the financial administrative systems the school uses. Much of this time has been used to provide training for various members of staff. This work has been very successful and both teachers and the school administrative assistant are now far more confident and competent in the use of information technology than they were when this initiative was established. This has had a positive impact on pupils' attainment in information technology and on the smooth running of the school's finances. However, insufficient consideration has been given to the reallocation of responsibilities for this member of the senior management team now that this work is almost complete.
82. The governors show a strong commitment to the school and concern for the welfare and education of the pupils. They meet regularly to discuss the current issues and to examine the decisions that need to be made. However governors rely heavily on reports from the school for their view of its work and have little first hand information of their own. Consequently they are not in a strong position to evaluate how well the school is doing for themselves. This is apparent in the governors' annual report to parents which fails to make clear the progress that the school has made in implementing its action plan from the last inspection. Although the governing body considers decisions carefully it is insufficiently involved in the formulation of the decisions themselves.
83. The school has clearly stated aims and well defined values, which are promoted well through its firmly established policies. Initiatives such as the before and after school club and the provision of a parents' meeting room are helping to heighten the profile of the school within the community and there is a strong commitment to raising pupils' self esteem and confidence, along with their academic achievements. A positive ethos prevails throughout the school and the will to succeed is strong.

84. Overall, the quality of school management is good and has put the school in a strong position to continue to move forward.

#### **84. Staffing, accommodation and learning resources**

85. The school has an adequate number of teachers to meet the needs of the curriculum. They are suitably qualified and have an appropriate range of experience and expertise. There is a good number of well trained classroom assistants with a range of skills. For example, a support assistant with particularly strong musical ability makes a significant contribution to pupils learning in the subject by leading lessons in Key Stage 2. Administrative and support staff have clear roles which they carry out efficiently. The school provides effective support for new members of staff when they join the school, although there are no formal induction or mentoring procedures in place. Staff are encouraged to attend courses to further their knowledge and professional skills. Staff training is closely linked to the priorities in the school development plan. Opportunity is given in staff meetings for dissemination of ideas and staff are encouraged to share the information they gain from courses. The school is waiting for further guidance from the local education authority on the procedures for appraisal. Currently the head teacher holds personal staff interviews at the end of each year, which enable the professional development needs of the staff to be identified and agreed.
86. The school is housed in a brick building, which stands in its own pleasant grounds. Originally built as an open plan middle school there are insufficient enclosed areas for each class to have its own room. Areas are split with screens to provide class bases but the nature of some lessons can prove distracting to other classes. Despite these problems the staff of the school work hard to provide an effective a learning environment as possible and the accommodation is satisfactory. Plans are in place and work is due to commence shortly to alter the school. Interior walls are to be built to create more classrooms, which will improve the accommodation significantly. The halls are used well for physical education, drama, assemblies and school meals. Although there are some good displays of pupils' work, too many reflect the teachers' ideas rather than the pupils. There are ample outside play areas for the Key Stage 1 and 2 pupils. The surface of the Key Stage 2 playground and some of the cobbled stones on the pathways are a little uneven which increases the risk of an accident. The school has a large and attractive grassed area and playing field and a conservation area has been developed with the assistance of Templenewsam Park Rangers.
87. Overall, learning resources are good, both in quantity and quality and enable teachers to teach all subjects of the curriculum. The additional purchases made with the help of the parents association have ensured that resources are particularly good for reading. The computer suite is a very good quality resource which has a positive impact on the progress pupils make. The resources for pupils with special educational needs are good and relevant to the needs of individual pupils. The under fives are generally well provided for but there is no enclosed play area to support the physical development of the younger children.

#### **87. The efficiency of the school**

88. The efficiency of financial planning and management is satisfactory. Sound procedures are in place to determine spending priorities. Weaknesses in the school's development plan identified at the time of the last inspection have been addressed and this document now shows clearly the financial implications of all initiatives. Monitoring procedures are still being developed but the school's spending and its impact on the standards that pupils are attaining are regularly reviewed and evaluated by the headteacher and deputy headteacher.
89. The headteacher, supported by the deputy headteacher and other members of the senior management team, carries the principal responsibility for financial decision making. The finance committee of the governing body meets regularly and monitors spending under each budget heading, making adjustments to specific budget allocations as necessary. Governors are fully supportive of the school and its leadership although their involvement in the decision making process itself is too low.
90. The funding the school receives to support pupils with special educational needs is used efficiently. The school employs a good number of support staff and trains and deploys them well. This has a significant impact upon the good progress pupils with special educational needs make.
91. In the main the teaching staff are appropriately deployed. Effective use is made of their experience and

expertise, both in the classes they teach and the subjects they manage. A senior member of staff is given time away from his class to help teachers improve the quality of their information technology lessons. He also provides training for the administrative assistant in the use of the financial administration systems and helps her to run them. This has been a necessary and productive part of the school's recent development but is now no longer needed to the same extent. Most teachers are much more confident and knowledgeable about information technology and the administrative assistant now has the skills necessary to operate the financial systems herself. While in the past this deployment represented an efficient and necessary use of funds this is no longer the case. In contrast there is currently no allocation of time within school hours for the special educational needs coordinator to fulfil the many management responsibilities the position requires, including monitoring the work of colleagues and working with and assessing pupils' needs.

92. The school makes good use of its accommodation to provide a spacious learning environment for its pupils. The school's management works hard to keep it clean and in a satisfactory state of repair. Outdoor areas are sufficient and good use is made of the local environment. The learning resources are used well by both teachers and pupils.
93. Financial administration is sound and procedures are clear. Up to date information is readily available and easily accessed. The controls over income and expenditure are secure and the school finances run smoothly day to day.
94. Pupils' attainment in the key area of literacy is satisfactory and the school has effectively implemented the National Literacy Strategy. Currently standards of numeracy in Key Stage 2 are unsatisfactory and the school is still working to implement the recently introduced National Numeracy Strategy. Across the school as a whole, pupils' attainment is broadly average and they make satisfactory progress. Pupils with special educational needs make good progress. In most lessons the teaching is satisfactory and in a significant number of lessons it is good or better. The school promotes pupils' moral, social and cultural development well. Although the cost of educating each pupil is above the national average, the school uses the resources made available to it appropriately and gives satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **Areas of learning for children under five**

1. From the results of baseline assessment carried out soon after children enter school and other indicators, the attainment of the majority of children when they enter school is that expected of four-year-olds. A small number of four-year-olds have good speaking and listening skills and social confidence but conversely others have poor skills. Children receive a very solid start to their formal education and make at least satisfactory and often good progress, particularly in the key areas of literacy and numeracy. Children with special educational needs make good progress. By the age of five all but a small minority are attaining the national targets for the age group in all the areas of learning and are moving on to National Curriculum work.

#### 95. Personal and Social Development

2. Most children achieve and a good number exceed the Desirable Learning Outcomes in this area. Progress is good. Children behave well both when directly supervised by an adult and when engaged in a play area with other children. They know what is expected of them and act responsibly. Most listen carefully and follow instructions properly and promptly. They can sustain their attention well in the chosen or directed activity. They work well alongside each other, share equipment and co-operate well in role-play. The quality of teaching is good. Children feel valued and want to do their best for their teacher. The teacher and nursery assistant work very well as a team and are supportive and constructive when dealing with children.

#### 96. Language and Literacy

3. Most children attain the Desirable Learning Outcome in language and literacy by the time they are five and a small proportion exceed this. Children listen attentively and most speak with confidence. They can identify the title page, author and illustrator of a book, make simple predictions about what might happen in a story, and talk about the events, making effective use of picture cues. The majority can recognise words that rhyme. They can identify letters visually and make the appropriate letter sounds. High attainers can hear the differences in “v” from “f” and “th” sounds. A good number of children can overwrite or copy a simple sentence forming recognisable letters and words. Low attainers write some letters clearly and know that you write from left to right. Children make good progress because the teaching is well structured and gives plenty of opportunity for practice. There is a good balance between intensive whole class teaching and structured play activities that allow pupils to practise and apply their skills. A small group of pupils thoroughly enjoyed playing teacher and pupils, re-reading the “Big Book” which the teacher had just introduced to them. The teacher and nursery assistant take every opportunity to develop speaking and listening, reading and writing skills in all areas of the curriculum.

#### 97. Mathematics

4. Most children attain and some exceed the Desirable Learning Outcomes in mathematics by the time they are five. Children enjoy counting rhymes and games. With the help of a number square they can count up to 100 as a class, showing a good deal of confidence. They can identify number cards up to nine and place them in correct sequence. Most children understand “after”, “one less” and “how many”. They understand that you can sort things in different ways, using size, shape and colour, as criteria. They sort cutlery, pans, and toy bears successfully in this way. They can identify shapes such as cuboid and cylinder, and high attainers can give a sensible explanation of the difference between a cuboid and a cube. Progress is good because the children are well motivated to learn and teaching makes learning enjoyable. Methods and strategies are well matched to the age of the children and provide good opportunities for consolidating and extending learning. The National Numeracy Strategy is being adapted and implemented well for this age-range.

#### 98. Knowledge and understanding of the World

5. Children make satisfactory progress and meet the nationally agreed targets by the age of five in their

knowledge and understanding of the world. They experiment with colours by making a spinner with different coloured segments, investigate what happens to the colours when you spin the spinner and make observations of what they see. They can use the computer mouse to click on screen items and activate a simple program. Construction materials are readily available and children use these in imaginative and creative ways. They talk about where they live and some of the features of their local environment. Teachers plan and resource activities satisfactorily to raise children's interest and develop their knowledge and understanding. Sometimes teacher-led activities do not provide sufficient opportunity for pupils to explore similarities and differences in ways that they themselves understand.

99. Physical Development

6. Children's physical development is sound. They make satisfactory progress and most attain the Desirable Learning Outcomes by the time they are five. In small group movement and dance activities the majority of children move confidently and imaginatively showing control and an awareness of others. They handle construction materials purposefully. They show satisfactory manipulative skills when using pencils and crayons and can cut accurately with scissors. Although there is outdoor play equipment, the lack of a designated outdoor play area limits its use to the summer months.

100. Creative development

7. Most children achieve the Desirable Learning Outcomes in this area by the time they are five and make satisfactory progress. They memorise the words of songs well and enjoy singing nursery rhymes. The majority recognise repeated sounds and sound patterns and respond appropriately to rhythm and mood in music. They know the names of a range of instruments and have an understanding of how they are played. Children experiment with colours and are beginning to learn how to make different colours by mixing others together. They use shape, texture and colour imaginatively in their pictures and collages of a visit to a farm, portraits of their own faces and when illustrating their own versions of the Little Yellow Chicken. Much of the work done in art supports and illustrates work in other areas of the curriculum. Teachers provide a satisfactory range of opportunities, resources and stimulus for creative activities.
8. Children have very good attitudes to learning. They listen carefully, follow instructions appropriately, and persist with activities to which they have been assigned or which they have chosen. Behaviour is good and pupils relate well to one another and to the adults in the classroom. The majority are interested in learning and want to do well.
9. The quality of teaching of children under five is good. The teacher has high expectations of the children and sets them challenging tasks. The Literacy Strategy is well managed and provides a good structured approach to children's learning. The teacher makes regular and effective use of a letter sounds programme to develop children's knowledge and skills in identifying a range of sounds in common use. Good procedures for assessment and recording progress have been established and this information is used well in the teacher's planning. Baseline assessment is carried out soon after the children start in the reception class and again at the end of the year. This information is used constructively to group children and to plan work to meet their needs. Parents are involved well in supporting their children's learning. "Sound books" are sent home daily to help reinforce and consolidate all sounds previously learnt; and reading books are sent home on a weekly basis for reading practice. A parents' reading club has been set up to involve parents and provide the children with extra reading support in the classroom. A group of parents are currently attending a weekly course at school working with their children under the guidance of a tutor from a local college. An awareness file is set up from reception onwards to identify pupils who may have special needs. The under-fives area is well managed, and significant improvements have been made over the last year to classroom provision and organisation. Further developments are itemised in the current school development plan and the well structured early years action plan. There is a good capacity for continuing improvement.
10. The curriculum for the under-fives is good. It is based on the six areas of learning and the teacher's planning takes appropriate account of the targets of the desirable learning outcomes. A good range of learning opportunities is provided and the classroom is well organised and resourced. Although opportunities for outside play are limited children have a weekly opportunity to engage in movement and

dance activities with a visiting teacher. The range of experiences and activities provided is well matched to the levels of attainment of the children. This good provision allows children to practise and extend skills they have learnt, and establish routines that help them become more independent in their learning

## The core subjects

### English

11. By the time they transfer to secondary education at the age of eleven pupils' attainment in English is similar to the national average.
12. Seven-year olds attain standards in English that are similar to the national average. In the 1999 national reading tests for seven-year-olds, the proportion of pupils attaining the expected level 2 was just below the national average but the proportion achieving the higher level 3 was above average. Pupils' attainment in writing was close to the national average at both level 2 and level 3. Eighty-seven per cent of pupils achieved the expected level 2. The results for both reading and writing were much the same as those of similar schools.
13. The attainment of seven-year-olds in speaking and listening is average. They listen carefully to the teacher and can follow what is happening in a story. They respond appropriately to questions and instructions, and are beginning to explain their ideas in comprehensible ways. Many express themselves confidently, and are prepared to talk about their personal views on topics such as 'things that upset them'.
14. By the age of seven pupils' standard of reading is a good average. A good number are reading with confidence and a reasonable level of fluency. High attainers use expression well and understand how punctuation relates to meaning and influences the way we read aloud. Lower attainers tackle books with simple text well, although they read largely word by word. Most pupils are able to work out unfamiliar words successfully by breaking them down and sounding out the letters. The majority of pupils have a satisfactory understanding of the difference between fiction and non-fiction, and higher attainers know how to use the contents page and index of a book to locate information.
15. Standards in writing for seven-year-olds are a good average. Pupils are beginning to compose simple extended stories and accounts with some success. Higher attainers can do this with a good degree of independence. Lower attainers can write a simple sentence but letter formation and spelling is weak. Pupils can use language expressively as in poems on fireworks and are developing the use of vocabulary well. Their use of capital letters and full stops is not always as secure as it should be and handwriting is sometimes untidy. Pupils are not yet attempting to join letters in their own writing. Pupils generally make good use of their knowledge of letter sounds when spelling words they are unsure of.
16. In the 1999 national English tests for eleven-year-olds an average proportion of pupils attained the expected level 4 but the proportion achieving level 5 was below average. Overall standards were below average when compared with similar schools. However, this result represents a significant improvement upon 1998. Performance in English fell steeply between 1996 and 1998 in contrast to a national rise. The school has clearly stemmed this decline, and the trend in results has turned upward.
17. By the end of Key Stage 2 pupils can successfully explain their ideas and views and are beginning to adjust their choice of language to different situations and levels of formality. They express their hopes and anxieties in moving to secondary school with honesty and clarity and listen attentively, respecting the views of other children and adults. They are less adept and forthcoming in whole class discussion, and many are reluctant to join in unless specifically asked. Pupils, though, concentrate well and have sensible ideas to offer, for instance, in discussing the feelings of characters in a story or suggesting how the wording of a piece of shared writing might be improved.
18. By the age of eleven pupils' attainment in reading is a good average. Pupils read aloud with accuracy, fluency and expression, and discuss what they have read sensibly. Many can extract key information after reading short non-fiction passages. Most can express their reading preferences and have clearly enjoyed the extracts from *Oliver Twist*, which they have studied at school, in some instances choosing to read more Dickens for themselves. Higher attainers appreciate the importance of reading a range of non-fiction books on a topic and of reading books that are up-to-date. Low attainers enjoy reading and can successfully read books at their level. They use their knowledge of letter sounds and the context of what they are reading well when identifying words they do not immediately recognise.



19. Pupils' attainment in writing is average. They plan and draft their writing successfully, appreciating features of style and presentation in different kinds of writing. For example, pupils wrote effective first person accounts of an evacuee who had run away, communicating well the feelings of both the mother and foster parent. Higher attainers constructively planned a non-chronological account of a war museum they had visited; appropriately using an impersonal style and present tense in their writing. Many pupils, though, are less confident in writing extended texts independently, and rely on guidance, such as that built into shared writing sessions. Overall standards of spelling and punctuation are not as good as other aspects of their English. Use of paragraphs is under-developed. Standards of presentation are also variable. Very limited use is made of word-processing on the computer, either for drafting or presenting completed work.
20. Progress in both key stages is satisfactory, and across most of the school it is showing signs of acceleration. In Key Stage 1 pupils develop skills and confidence in speaking, reading and writing, reaching a satisfactory level of independence by the end of the key stage. This results from a well-structured curriculum and skilful teaching. Pupil's efforts and successes are appropriately praised so that positive attitudes to learning are engendered. Progress in Key stage 2 is more variable, and slows during the middle part of the key stage. This is due for the most part to the variable quality and effectiveness of teaching. Older pupils express their ideas and feelings with increasing confidence. They read a wider range of books of increasing complexity, including both fictional and non-fiction texts. There is better progress in the compositional aspects of writing than in the areas of spelling, punctuation, handwriting and presentation. Pupils with special educational needs make good progress. Many special needs pupils learn to read effectively and two special needs pupils reached the expected level 4 in last year's national tests. Pupils with special educational needs receive very good support from specialist support staff as well as from their teachers. Throughout the school boys and girls maintain a similar rate of progress.
21. Pupils' response in lessons in Key Stage 1 is good. Behaviour is good, and children are very attentive. They enjoy their lessons, and are keen to answer questions and join in shared reading. They sustain concentration well and try hard with reading and writing tasks. They take pride in their achievements. Pupils' response in lessons in Key stage 2 is more variable but satisfactory overall. Year 3 pupils listen carefully and respond confidently. They are keen to answer questions, and sensibly explain, for instance, the reasons for italics and capitals to stress words. Year 4 pupils are less interested in their work, are slow to settle down to individual tasks and are prone to restlessness. In Year 5, while pupils' attitudes and behaviour are satisfactory in some lessons, in others there are instances of misbehaviour, and interest and involvement is low. In Year 6, on the other hand, behaviour is very good, and pupils are well motivated and work hard. They settle down to tasks without fuss and concentrate on carrying out what they have been asked to do. They respond well in drama, moving quickly into pairs and working sensibly together.
22. Teaching in Key Stage 1 is good overall and this is beginning to impact on pupils' progress, which is showing clear signs of acceleration. Teachers have high expectations of their pupils, and challenge them well through the questions they ask and the work they set. Through the enthusiasm they show, teachers stimulate pupils' interest in the subject and help them to feel secure and confident in what they are doing. The literacy hour is well planned and very good attention is paid to developing basic reading and writing skills, including phonics. Teaching in Key Stage 2 is more variable. Overall it is satisfactory, with instances of good and very good teaching at the beginning and end of the key stage. In a small number of lessons the teaching is unsatisfactory. In the best teaching, planning is very well focused, and activities are carefully devised to reflect the clearly defined learning objectives. Pupils are told what is expected of them and have clear and challenging success criteria to aim for. In these lessons good progress is made in learning. The planning of the majority of teachers is satisfactory and the various aspects of the literacy hour are handled with some skill. Good order is maintained, and there is a positive relationship between teachers and children. Questions and instructions are generally clear and help develop pupils' thinking and understanding. In unsatisfactory teaching the lesson is poorly focused, activities are uninspiring and discussion is handled in ways that confuse rather than clarify.
23. In both key stages pupils are introduced to a good range of literature and offered opportunities to write in a variety of interesting ways. Younger pupils make their own little books retelling stories they have heard and write poems using expressive vocabulary. Pupils enjoy reading for pleasure, and respond well to class discussion of stories and poems. They readily talk about books they have read at home. Year 6 pupils are clearly enthusiastic about their work on Shakespeare's "Midsummer Night's Dream" and on Dickens's

“Oliver Twist”, because they continue reading these works at home and speak of their enjoyment in reading them. One girl, like Oliver, wanted more and was tackling “Nicholas Nickleby”. There is sound development of specialist language in mathematics, science, geography, history, music and physical education. Books are used well to research information in science, geography and history. Good opportunities are provided for pupils to write descriptive and explanatory accounts in geography and history, but opportunities to extend pupils’ writing skills in other subjects are not always fully utilised.

24. The National Literacy Strategy has been successfully implemented in the school. Its introduction has been carefully managed and monitored to ensure that all teachers have a good understanding of the strategy and have confidence in working with it. Extensive staff development has also contributed to the success of this initiative. The new approaches to English teaching are having a positive effect upon the quality of learning and standards. Pupils with special educational needs are also benefiting from the literacy hour and work is planned appropriate to their needs.
25. The leadership and management of the subject are of a high quality, and significant improvement in provision has occurred over the last two years. Planning, resourcing, and teaching style have all been considerably overhauled and the serious underachievement of pupils has been reversed. There is now a strong and purposeful commitment to high standards and the means are in place to achieve this. Resources for English are now good, particularly for reading. Provision for pupils with special needs has been enhanced by, among other things, the purchase of a well structured and appropriate scheme of work. Groups of pupils, both lower and higher achievers are targeted for focused teaching in Year 6 and in other year groups with the specific aim of raising levels of attainment. Good whole-school assessment procedures have been introduced for reading and writing so that progress and attainment can be more precisely monitored.
26. Since the last inspection there have been considerable improvements to provision for English, particularly with regard to opportunities for drama, reading for a range of purposes and the range and variety of books available. During the last two years the school has made considerable efforts to raise standards and is being successful in this. The school recognises that there is still more to do and has a clear set of priorities to guide its progress. There is a strong commitment to high standards and the school has a good capacity for further improvement.

## 120. **Mathematics**

27. In the 1999 national mathematics tests for seven olds, pupils attainment was close to the national average and much the same as pupils in similar schools to Whitkirk. Since 1996, the school's Key Stage 1 test results have generally remained around the national average. Although, in general, the boys have performed better in the tests than the girls, this difference is not apparent in the attainment of pupils currently in Year 2.
28. By the age of seven pupils attain standards that are average in all the aspects of mathematics. This is similar to the findings of the last inspection and indicates that standards have been maintained. Almost all pupils use a satisfactory range of mathematical vocabulary but often have problems describing their thinking and how they arrived at an answer. Most show satisfactory understanding of mathematical symbols and a secure grasp of the principles of addition and subtraction. Higher attaining pupils have made a start on multiplication and understand the basis of equal addition. Pupils can count backwards and forwards in twos and fives and can successfully identify odd and even numbers. Most are able to recognise patterns in numbers and extend number sequences. Pupils’ understanding of place value is not as good although higher attainers show early recognition of the significance of the decimal point when working with money. Simple fractions, such as a half and a quarter are understood by most, together with their relationships to whole numbers. Higher attaining pupils recognise simple equivalence such as two quarters being the same as one half. The majority of pupils develop satisfactory concepts of weight and measurement and correctly use terms such as ‘longer than’ or ‘heavier than’. Most pupils recognise common two and three-dimensional shapes with higher attaining pupils able to describe a shape’s special properties. The opportunities and the abilities of the pupils to carry out investigations into number and use their knowledge to solve problems are generally less well developed. Although the National Numeracy Strategy has only recently been introduced, there are already positive signs that it is beginning

to improve pupils' ability to carry out mental calculations and most pupils are beginning to acquire effective mental strategies.

29. In the 1999 national mathematics tests for eleven-year-olds, an average number of pupils attained the expected level. However, the proportion of pupils who attained the higher level was very small compared with the national figure. When this is taken into account, pupils' overall performance in mathematics was below the national average and well below the results attained in schools similar to Whitkirk. Pupils' attainment has shown some improvement since the school was last inspected but standards by the age of eleven are still too low. As with the earlier key stage the boys have generally performed better in the tests than the girls, but in the current Year 6 classes there is no significant difference between the two.
30. In all the aspects of mathematics pupils' attainment by the age of eleven is below average. Many do not have a sufficient bank of knowledge and skills and do not achieve the degree of competency expected at this age. Overall, pupils' understanding of mathematical language is satisfactory but, as with the earlier key stage, only a minority of pupils are able to explain their thought processes and give clear and concise accounts of the methods they are using. Most pupils have become confident in their knowledge of the four rules of addition, subtraction, multiplication and division and are able to select the appropriate process when solving problems, although they are unable to work at a high enough level of complexity. The majority of pupils are able to follow simple decimal rules but their understanding is often insecure and undermined by a poor grasp of place value. They recognise a wide variety of both two and three-dimensional shapes and accurately describe their properties using appropriate language. Many know the formula to use when calculating the area of a square or a rectangle and how to find the perimeter of these shapes. They are less confident when working out the areas of compound shapes. Many are unsure of different kinds of angles although most recognise right angles. They are able to collect data, record it concisely and present it in a variety of forms, such as graphs or charts. Most pupils have only a tentative grasp of the concepts of probability.
31. Throughout Key Stage 1, pupils continue to build upon what they know and can do, and make satisfactory progress. They learn a sound range of number facts and the importance of using them when answering questions or making simple mental calculations. They gradually extend their range of mental strategies and become more confident with progressively larger numbers. Year 1 pupils learn new language, which is special to mathematics and begin to use it naturally and in the correct context. They count and sort confidently and begin to understand the relationships between numbers. By Year 2, pupils are beginning to understand different number systems, such as fractions and they begin to relate these to familiar things.
32. Overall, pupils in Key Stage 2 make unsatisfactory progress. Pupils begin Key Stage 2 with a sound bank of knowledge and skills and in Year 3 they continue to make the satisfactory progress they made in Key Stage 1. Most are soon able to use more involved concepts and can respond correctly to the requirement to count backwards and forwards from a given number in twos or fives or tens. They begin to understand that subtraction is the reverse process of addition. A good proportion of pupils are quick and confident with their answers and show sound understanding of basic number. From Year 4, pupils' rate of progress slows significantly and remains at an unsatisfactory level until the end of the key stage. Pupils continue to gain knowledge and skills but not at the rate they should. Pupils are experiencing an appropriate range of activities but at present, the pace and level at which they are expected to work does not provide them with sufficient challenge. In the majority of lessons in this key stage the National Numeracy Strategy is not yet having a significant impact on pupils' progress.
33. In contrast, throughout the school pupils with special educational need make good progress in mathematics. This is the result of work well matched to their individual level of attainment and the good level of support they receive from their teacher and the support assistants working with them.
34. Pupils' attitude to mathematics is satisfactory and their behaviour in lessons is generally good and only spoiled by restlessness in some lessons in Key Stage 2. Pupils work together satisfactorily and show positive relationships with each other and their teachers and helpers. They sustain their concentration for appropriate periods of time and enjoy their work, especially the mental activities. Many take an appropriate pride in their work but the quality of presentation is not consistent throughout the school. This is very apparent where pupils draw shapes and lines without using a ruler. A similar judgement about standards of presentation was made at the last inspection.

35. The quality of teaching is satisfactory at Key Stage 1 but unsatisfactory overall at Key Stage 2. Most teachers throughout the school are clear about what they want the pupils to learn and plan appropriately to achieve this objective. In the unsuccessful lessons at Key Stage 2, these objectives can be undemanding or badly linked together. In most lessons, learning intentions are shared with the pupils and teachers make sure their pupils understand what they have to do in order to succeed. Teachers' own knowledge and understanding is generally satisfactory although a minority have difficulty constructing lessons in which the mathematical ideas progress logically and in sequence. Most teachers are making effective use of the structure and guidance provided by the National Numeracy Strategy but this is at the early stage of implementation, particularly in Key Stage 2. The activities the pupils are asked to work upon are not always correctly matched to groups or individuals' levels of attainment. This can result in pupils with the potential to attain well being unchallenged by the requirements of their tasks. This is having a detrimental effect on the progress made by higher attaining pupils in some, but not all classes, in Key Stage 2. It also goes a long way towards explaining why so few pupils attain the higher level in the national tests and is the chief reason for teaching being judged to be unsatisfactory in Key Stage 2. Time is usually used well and balanced appropriately between the teachers' input to the lesson, the final teaching review of the lesson and the time given for pupils to work independently. In some lessons teachers constructively assess pupils' attainment and this is put to satisfactory use but there is again inconsistency and in some lessons this is not carried out. The quantity of the homework and the value the teachers give to the pupils' efforts is satisfactory.
36. There is satisfactory emphasis on number in the mathematics curriculum and numeracy skills are sometimes reinforced in other subjects such as the use of shape, pattern and symmetry in art, measurement in design technology and dates and time in history. In spite of some graph work and opportunity to handle data, insufficient use of numeracy takes place in science. Information Technology provides some support for mathematics and visa versa. When it is used, it is effective and well linked to the context of the main focus of the lesson.

1. The school is beginning to carefully analyse the results of the national test, but this has not yet been carried out for the 1999 figures. The outcomes of this analysis is being used to guide and help target future subject development. Other tests are used periodically, the information from these is helping the school to determine what needs to be done to raise standards. The school has satisfactorily resourced the teaching requirements of the National Numeracy Strategy and is aware of the need to implement the strategy fully. It is very well aware of its needs to raise standards in mathematics at Key Stage 2 and had, prior to the inspection, already designated this as the next subject to undergo extensive curriculum development.

131. **Science**

2. Seven and eleven-year-olds attain standards that are close to the national average.
3. There are no science tests for seven-year-olds but in 1999 the teachers' own assessments of pupils indicated that almost all reached the standard expected nationally. However no pupils were working at an above average level, whereas nationally the figure was 18 per cent did. The results are similar to those of the previous years.
4. In 1999, over 80 per cent of eleven year old pupils attained the expected level 4, which was close to the national average. However only seven per cent attained the higher level 5, which was a low proportion. As a result the school's performance was below average overall and well below that of similar schools. Despite this there has been significant improvement in national test results since 1996, at which time results were very poor. Overall boys generally outperform girls in the tests but no significant difference in performance was observed in lessons or in pupils' books during the inspection.
5. By the age of seven pupils' attainment is average in all the different aspects of science. They recognise that plants require water, warmth and light in order to grow and that humans also have basic needs. The majority of pupils can differentiate between natural materials and those that are made in factories. Most pupils recognise that changes occur when some materials, such as jelly and potatoes, are heated. Their grasp of physical effects is sound. Many know that they hear sounds with their ears and that the further away a sound is the fainter it becomes. Their skills of observation are good and pupils are able to predict what they think will happen in a simple test. Many can tell whether or not an investigation is fair but do not yet understand why fairness is required when testing.
6. By the age of eleven pupils have the knowledge and understanding of the key ideas of science expected of pupils of their age. They have a sound knowledge of plants and animals. They can name the different parts of a flowering plant and understand how plants produce seeds. The majority can explain, in simple terms, the process of photosynthesis but have limited knowledge of food chains and how they begin with green plants. Many have a secure grasp of the differences between solids, liquids and gases and can use this to explain the water cycle. Most can name different forces and they recognise that air resistance and friction slow things down. They have good understanding of how sound travels through the air, although they have not yet grasped how the loudness and the pitch of sounds can be changed. Pupils' skills of investigation and experimentation are not as well developed and are below average. They are given too few opportunities to carry out full investigations and to make their own decisions about what to do. By the age of eleven the majority do not have the expected understanding of how to set up and carry out investigations or how to draw suitable conclusions from information.
7. Pupils' progress is satisfactory overall in both key stages. However, in Key Stage 2 pupils make unsatisfactory progress in learning how to investigate. Younger pupils develop a basic understanding

of testing but investigative procedures are not taught as effectively as pupils move through Key Stage 2. Pupils' ability to use their knowledge and understanding when making predictions or to draw informed conclusions does not develop sufficiently. They do not handle data well or appreciate how and when to make graphs from their findings. In Key Stage 1, pupils' knowledge of plants and animals, different materials and the effects of physical processes builds progressively. In Key Stage 2 pupils' understanding of how plants and animals function, develops well and they gain sound knowledge of the different changes in materials and how forces affect things around them. Pupils with special educational needs are supported well and make good progress. There is no difference in the progress made by boys and girls.

8. Pupils' attitudes to science are good. They are interested in the activities provided and most are keen to find out how the world around them functions. They generally listen carefully and follow instructions well. When sharing materials they do so sensibly and encourage all pupils in their group to join in. In some classes in Key Stage 2, where the pace of the lesson is slow, pupils become restless and sometimes noisy.
9. The quality of teaching is satisfactory in both key stages. Teachers plan appropriate activities but do not always identify in their planning how the lesson will meet the needs of pupils of differing attainment and what they are expected to learn. This makes assessment of what has been achieved more difficult and lesson delivery not as focussed as it could be. Teachers introduce activities well, often recapping on previous work. When, for safety reasons, teacher demonstration is necessary, such as boiling a kettle to produce steam or using hot water to make jelly, teachers explain the safety issues thoroughly. Teachers ensure that resources for activities are readily available and pupils are shown how to use them. In general, teachers plan too few opportunities for pupils to carry out investigations and to record what they have done. However, one Year 6 teacher provides pupils with a useful planning sheet and encourages them to devise their own methods for testing, but this good practice is not the norm. Special needs assistants provide good support for pupils during science lessons, helping them to record their ideas and information in a constructive way.
10. Too few opportunities are taken to extend pupils' skills in literacy, numeracy and information technology in science. Although pupils often use non-fiction books for research, the quality of written reports is too low. Occasionally pupils make tables and graphs but there are too few opportunities for handling scientific data. Insufficient use is made of information technology during science lessons.
11. Subject management is sound and it has been recognised that improvements need to be made to raise standards. Last year's test results have been analysed and the areas in which pupils did not perform well have been identified. The development of effective assessment procedures is still at an early stage. The last inspection report noted that there was no scheme of work in place but this omission has now been rectified.

### **Information technology**

12. At the time of the last inspection standards in information technology in both key stages were too low. By improving the curriculum, resources available and in particular the quality of the teaching in lessons, the school has successfully raised standards. Both seven and 11 year olds now attain standards that are well up to the levels expected of primary age pupils.
13. By the end of Key Stage 1 most pupils are operating the computer with confidence. They are familiar with the different components of the computer system and know what they do. Pupils are able to use the keyboard effectively when constructing simple text and control the mouse well when selecting and moving items around the screen. They understand the language of the subject and respond appropriately when told, for example, to 'click and drag' or to 'select an item from the menu'. With a

little guidance most are able to save their work under an appropriate file name. They operate a range of appropriate programs competently. Pupils can draw patterns and pictures using an art program. Their compositions are imaginative and use a good range of the programs' facilities. Most pupils are able to combine a range of shapes, change their sizes and alter their colours to produce very effective patterns. Higher attaining pupils use the same program to draw their own versions of pictures, such as Van Gogh's, A Starry Night.

14. Eleven-year-olds are competent users of the technology. They are able to switch on the computer themselves, select the programs they want and load them up ready for use. They carry out operations such as saving and retrieving their work and printing out what they have produced with ease and understanding. Most pupils immediately recognise when the computer is not functioning as they expected and can often find the solution to the problem themselves. By this age the majority of pupils are familiar with the position of the keys and function of the keyboard and are able to construct and modify text at a good speed. When writing on screen they are able to make effective use of many of the facilities available to them such as the spell checker. However, a small number of pupils are still acquiring these skills and competencies. They work at a slower pace to other pupils and require more help with basic operations, either from the teacher or from other pupils. Many pupils are familiar with more advanced programs, such as those that enable them to combine text and graphics. At present these pupils are using a desk top publishing program to construct a class newspaper and this is progressing well. They also recognise that the computer can extend their knowledge and can load and search through a CD ROM program to find what they want.
15. In both key stages both boys and girls maintain a very satisfactory rate of progress. Pupils with special educational needs receive effective support and make good progress in relation to their prior attainment. As they move through Key Stage 1, pupils' control of the mouse and knowledge of the keyboard increases systematically and their work becomes increasingly more detailed and adventurous. For example Year 1 pupils' ability to control the mouse when dressing a teddy bear on the screen develops well, and by Year 2 they are able to manipulate shapes effectively when they are using art programs. They begin to appreciate how the skills they are learning transfer from one type of program to another. For example, that the processes they use to save their art work also enables them to save their writing and other things they do on the computer. In Key Stage 2 pupils become increasingly independent and able to operate a range of different programs effectively. Younger pupils in this key stage learn how to modify what they are writing on screen to make it more attractive to the reader. They are able to transfer their skills as the programs they are asked to use become more advanced, such as the use of more adult programs for writing rather than ones written specifically for children. Older pupils are taught how to use spreadsheets and desk top publishing programs which extends their understanding of the computer's capabilities and moves their skills forward. Pupils of all ages benefit significantly from having regular opportunities to practise their skills and learn new ones in the specially equipped computer room. Teachers generally plan work that is well matched to what pupils need to learn next. However there is no effective structure for assessing what pupils know and can do. At times this lack of information results in higher attaining pupils receiving work that is too easy and not making as much progress as they could.
16. Pupils' attitudes to information technology are good. They are enthusiastic users of the computer and keen to learn new skills. Most listen attentively when they are being told what they have to do or new skills are being demonstrated. However some classes in Key Stage 2 get restless if the introduction to the lesson goes on for any length of time. When working at the computer in pairs, pupils of all ages cooperate well, share responsibilities and help each other. At these times most pupils show good levels of concentration and more confident pupils readily experiment within the parameters they have been set. They respond well to teachers' questions and readily demonstrate to the rest of the class. Pupils' behaviour is generally good and they move to and from the computer room in an orderly manner.

17. In both key stages the teaching is sound overall and in a small proportion of lessons it is good. This represents a significant improvement since the last inspection at which time the teaching in both key stages was found to be unsatisfactory. The principal method teachers use to develop pupils' basic skills involves a short period of direct instruction to the whole class followed immediately by an opportunity for pupils to work in pairs and practise what they have been shown, with the teacher intervening and supporting. This is an effective approach and one of the main reasons why so many pupils throughout the school now have the skills and confidence expected of the primary age range. It is particularly effective when teachers break the lessons down into sub sections so that new skills can be taught in short steps, which are easy for pupils to grasp. Occasionally teachers give too much new information at the beginning of a lesson and pupils forget some of the things they have been taught. A further reason for the success of this method is the clarity with which teachers give instructions and the confident way in which they answer pupils' questions and solve their problems. In the most productive introductions teachers invite pupils to the front to help the demonstration but in others pupils are asked to explain what they would do, which is not as effective. Support assistants are given a clear role and are fully aware of the lesson objects and consequently make a very effective contribution to pupils' learning.
18. Teachers often relate the work they expect pupils to do in the computer room to what they are doing in other subjects. Links are made with literacy through word processing, following instructions written in the screen and extracting information from CD ROMS and other sources. Using directional instructions, data handling and using spreadsheets helps to extend pupils' numeracy skills. However these links are not extended sufficiently when pupils are working in the classroom and opportunities to continue this cross subject development are not fully utilised. For example, pupils are taught sound word processing skills in the computer room but do not use these often enough to draft and redraft their written work in English and other subjects.
19. The subject manager has been instrumental in the improvements the school has made since its last inspection. The support and training he has provided for staff has increased teachers' confidence and their ability to teach the subject effectively. Some of this work is on going and in some instances the subject manager teaches the class while the class teacher observes. While this system has its merits the level of teacher participation is often too low and exactly what gains the teacher should be making is unclear. A progressive scheme of work which addresses all areas of the National Curriculum is in place and the school policy provides clear guidance for teachers. However, procedures for assessing pupils' learning are less effective and do not enable teachers to make informed judgements about the progress pupils are making. Resources are generally good and plans to network the computer room and provide pupils with access to the Internet are in hand.
149. **Religious education**
20. By the ages of seven and 11, pupils attain standards that are in line with those defined in the locally Agreed Syllabus. This results from the clear focus on Christianity and Judaism throughout the school with the inclusion of Hinduism at Key Stage 2. Since the last inspection satisfactory standards have been maintained. The school's aims for religious education are achieved well, especially as a means of developing awareness of the customs and beliefs of other cultures.
21. By the age of seven, pupils have developed a sound knowledge of the fundamental beliefs that underpin the Christian faith. They know a number of Bible stories and have grasped many of the messages they contain. Very significantly, they recognise the importance of Jesus and know many details of his birth, life and death. They also learn some customs and festivals of the Jewish faith, such as Hanukkah. They know about the Jewish Sabbath and that it is on a Saturday and that Jewish people worship in the synagogue. Pupils enjoy acting out the story of Rama and Sita and their very



active participation helps to ensure they remember this important story from the Hindu faith. Alongside the study of these two major faiths there are lessons which develop pupils' social and moral awareness. Within this framework, pupils develop attitudes of respect and care for others and productively explore such issues of love, friendship and trust.

22. By the age of eleven, the majority of pupils have a secure grasp of many of the customs and beliefs of the faiths they have studied. They study and compare the lives of important world figures from a range of faiths such as Gandhi, Mother Theresa and Martin Luther King. Pupils show good understanding of the similarities in the work of these people and how they were motivated by the conviction that all people are equal in the eyes of God. They appreciate that although Gandhi was a Hindu and Martin Luther King was a Christian, they were united in a common belief and a conviction, which ultimately led to a violent ending to their lives. The school aim of developing pupils' understanding of how peoples values and beliefs affect their actions is achieved well in this context.
23. Progress is sound throughout both key stages. Pupils with special education needs make the same progress as their peers. Overall pupils acquire sound knowledge and understanding of the beliefs and customs of the faiths that are studied. Major festivals and important days are observed. For example on St Andrew's Day pupils learn the significance of the cross found on the flag of Scotland, and the Hanukkah candle is lit on the eve of the festival. Several displays around the school give value to customs and beliefs of other religions and cultures. Older pupils are able to recognise the implication of some of the stories and events of which they are told. They begin to appreciate that they are not just stories but given examples and guidance towards ways of life. The whole curriculum successfully contributes to the satisfactory progress pupils make in the development of ideas, skills and prejudice free attitudes.
24. Pupils show good attitudes to religious education. Almost all pupils show a genuine interest and are keen to express their thoughts and ideas. They respond well to the stories they hear and the information they are given and relate them to their own experiences and thoughts. They show respect for other peoples' customs and beliefs and in accordance with the aims of the curriculum, develop positive attitudes to other people. A comment from Year 6 pupil sums up these positive attitudes well in the comment, "I like RE".
25. Teaching at both key stages is satisfactory overall and often has good features. Appropriate ideas for lessons are taken from the locally Agreed Syllabus. This effective teaching programme helps teachers to deliver their lessons with knowledge and confidence. This sound basis has a very positive influence on pupils' interest and enthusiasm. Teachers provide pupils with regular opportunities to discuss their ideas and present their views and they actively involve pupils in the lessons, as in the role play in the story of Rama and Sita. Teachers make good use of opportunities presented by religious education to develop skills in literacy and numeracy. For example work in Year 6, following study of Martin Luther King, Gandhi and Mother Theresa, provided the focus for pupils to develop and practise skills in writing a biography, and teaching reinforces the correct ways to approach to this.
26. The skills and attitudes promoted through religious education make a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Many pupils become aware of some of the fundamental questions of life and how these are common to all people of different race and culture. Multi-cultural awareness is enhanced by an appropriately structured and planned curriculum. An effectively linked programme of personal and social education and well thought out collective worship contribute appropriately to the progress pupils make.

156. **Other subjects or courses**

156. **Art**

27. Very little art was timetabled during the inspection and the absence of the subject manager through illness limited the information available. However, from scrutiny of work and discussion with teachers and pupils, it is apparent that standards are similar to those usually seen in primary pupils and there is effective teaching taking place.
28. In Key Stage 1 pupils make satisfactory progress. They develop knowledge and skills in colour mixing and in using a range of tones. They create carefully considered observational paintings and well executed collages of flowers. Pupils in Year 2 regenerated an old bedsheet by creating effective shapes and patterns using tie dyeing techniques. In Key Stage 2, classroom displays show that pupils make satisfactory progress when using a range of different media. On display are good examples of work involving detailed line-drawing, a woodland collage constructed from natural materials collected on a nature walk, pattern making, portraits involving symmetry, and imaginative work on texture exploring tactile and optical effects.
29. Much attention is paid to developing pupils' understanding and appreciation of artists and their work. When discussing this with Year 6 pupils, although they were only able to name only one artist themselves, Turner, pupils were clearly familiar with a wide range of other artists and could comment knowledgeably on their different styles and techniques. The school has good resources to support this aspect of the subject. The pupils had clearly experienced a rich art curriculum in Year 5 when the subject manager taught them.
30. Teachers' half termly planning is sound and there is satisfactory use of sketchbooks in Key Stage 2. In the one lesson observed, which was in Key Stage 1, the teaching was good. The activities were well designed to interest and challenge the pupils and matched their stage of development very well. They provided good opportunities to develop skills in colour mixing, in careful observation using a collage technique and in creating a design with a repeating pattern.
31. Although a start has been made on the development of a policy and scheme of work to guide planning, it has not yet been completed. Since this matter was referred to in the last inspection report there has clearly been insufficient progress in this aspect of the management of the subject. It is not possible from the limited evidence available on this inspection to determine how well placed the subject is to make further improvements in provision.

161. **Design and technology**

32. Pupils in Key Stage 1 attain the standards typical of this age group and make satisfactory progress in design and technology. They acquire a sound understanding of how to use different materials and develop effective construction techniques. For example, Year 1 pupils make effective stitched patterns and are able to construct boxes by joining and shaping card. Year 2 pupils produce very attractive masks in which all the parts are correctly positioned and firmly attached. They are able to represent the stages of manufacture in a series of sequenced drawings.
33. Although by the age of eleven pupils' skills, knowledge and understanding are broadly average, they are not as strong as at the time of the last inspection. To a large extent this is understandable. The school has quite correctly been putting much of its effort into raising standards in English. In addition the government has currently relaxed the teaching requirements for subjects such as design and technology to allow schools to focus on the core areas of English and mathematics. Consequently the development that might otherwise have taken place has not. However the school needs to keep a close eye on this subject to ensure that it does not fall further behind.

34. Overall, pupils' progress in Key Stage 2 is broadly satisfactory but better in the younger classes than in the older ones. For example, Year 4 pupils have as good an understanding of how to use the three elements of designing, making and evaluating as pupils in Year 6. This is evident in lessons in which Year 4 pupils make model siege weapons as part of their study of the Romans. From clearly drawn designs and with a little support from the staff, pupils were able to construct their weapons using wood and other appropriate materials. Those that had finished the making stage were evaluating their products in a constructive way and making informed judgements of how improvements could be made. Pupils in Year 6, who were evaluating apples as part of a food technology project, were not as well focused and did not have as clear an idea of what they were trying to achieve. In both key stages pupils with special educational needs maintain the same rate of progress as other pupils, satisfactory overall.
35. Pupils' attitudes are good overall, particularly when they are given clear objectives to meet. They carry out all elements of the process with enthusiasm and try hard to construct models of a good quality. Most pupils follow instructions well and are appreciative of the help given to them. They take due care when using tools and follow safety rules closely. They show regard for the success of others and take a pride in their own skills.
36. Evidence from the small number of lessons seen and other sources such as teachers' planning and discussions with pupils indicates that in both key stages the teaching is satisfactory overall but more consistent in Key Stage 1. In the more effective lessons teachers provide pupils with clear targets, incorporate all the elements of designing, making and evaluating into their planning and teach the pupils effective techniques by instructing and demonstrating. They have high expectations of the quality of work the pupils will produce and maintain pupils' concentration by asking well directed questions. In less successful lessons pupils are not given clear objectives and the purpose of what they are doing is not explained thoroughly. Consequently pupils are less well motivated and their progress is slower. In some lessons teachers make effective use of the opportunities design and technology provides to extend pupils' skills of literacy and numeracy. Year 4 pupils, for example, were writing informative product evaluations to a given framework and measuring accurately when making their 'weapons'.

166.

### **Geography**

37. Throughout the school pupils acquire the knowledge, skills and understanding usually seen in primary age pupils and make satisfactory progress. Pupils with special educational needs are given full access to the curriculum and make good progress. These very satisfactory standards have been maintained since the last inspection.
38. Key Stage 1 pupils appreciate that the way of life of people who live on a small island is very different to that of those who live in a large city such as Leeds. They are able to use this understanding to decide the forms of transport that would be appropriate in each locality and those that might be found in both. Teachers encourage pupils to use Venn diagrams to help them record their decisions helping to extend pupils' skills in numeracy.
39. Although in Key Stage 2 no geography lessons as such were seen during the inspection, it was evident in a physical education orienteering lesson that Year 4 pupils know how to use maps and can follow a directional route with the expected skill and understanding. By the age of eleven most pupils know the political structure of the United Kingdom and Europe and use appropriate vocabulary when discussing geographical features such as river systems. They appreciate that countries further afield are very different to our own and are able to make links, such as how lifestyle is influenced by climate.

40. Field trips are used effectively to extend pupils' knowledge of areas further afield. For example Year 3 pupils have visited Whitby and are able to constructively compare and contrast the features and geography of this town with those of Whitkirk. For example, they recognise that both have something to offer the visitor, but the attractions of Whitby harbour and abbey are very different to those of Templenewsam estate, which adjoins the school. From a residential visit to Langdon Beck, Year 6 pupils have gained sound knowledge and understanding of the geographical features of this more northern and rural area of Britain.
41. Pupils have good attitudes to the subject. They are interested in peoples and places and take a pride in the place where they live. Younger pupils give due thought and consideration to the questions they have been asked and the tasks set by the teachers. Older pupils are keen to share their knowledge and enjoy discussions of places they have learned about and in some instances experienced.
42. In both key stages the teaching is satisfactory and while only two lessons were observed during the inspection they both had good features. Teachers' half termly planning is sound although some learning objectives are broad and do not provide a clear lesson focus. Pupils are provided with a good range of opportunities for geographical investigation and the activities teachers plan strike a good balance between knowledge acquisition and skills development. Teachers make effective use of the school's good resources. The subject manager has recently reviewed the policy and she is sensibly waiting until changes to the National Curriculum become clearer before making any further decisions about subject development.

172. **History**

43. In both key stages pupils attain standards that are often above those typical for their ages and they make good progress. This is an improvement upon the last inspection, which reported that pupils' standards were in line with the then national expectation.
44. Pupils start Key Stage 1 with some understanding of the past, based chiefly upon events surrounding their own lives. They quickly begin to use appropriate words to describe events and the passing of time. This awareness of the order of time is constantly reinforced with time sequences highlighting key periods of the year such as summer holidays and Christmas. By the age of seven, most pupils can successfully sequence photographs and they have developed a sound understanding of the past through stories they have heard and taking short walks or visits which makes them aware of history in their surroundings. Through these experiences, they are able to separate older from more recent objects and buildings. They can account for some differences of past and present, for example the changes that electricity brought to the domestic iron.
45. By the time they have reached eleven, pupils have developed a strong sense of time and are beginning to relate significant historical events to the conditions and characteristics of the period. Pupils acquire good knowledge and understanding. Year 3 pupils know about the life and times of the Vikings and are able to extract information from quite challenging texts. Year 4 pupils have the ability to understand how accounts of the events surrounding Boudicca and the Romans are changed depending upon whether it is a Saxon viewpoint or a Roman one. From this they learn about how our understanding of history may be affected by bias. Year 5 pupils compare the Victorian school with the school of today and identify the features they prefer in the modern system. Year 6 pupils become increasingly aware of the impact of famous leaders, such as those from the Second World War, and the effect that war has on civilians.
46. Progress is considerably enhanced by the frequent visits, which enable them to gain first hand experience. Examples of this are the role play visit by Years 3 and 4 to Templenewsam House supporting their understanding of the Tudors. From other visits they made, Year 5 pupils were able

to gain an understanding of the conditions of Victorian workers and Year 6 gained experience and knowledge of war time Britain.

47. Pupils' attitudes to history are good and they respond well to the interesting content and enthusiastic delivery by teachers. They readily join in discussions with well thought out questions and answers. Behaviour is good in lessons and they listen well to their teacher and respect each other's points of view.
48. Throughout the school teaching is good. Teachers take great care to present their lessons in a way that captures their pupils' interest. They ensure that pupils are introduced to a wide range of sources of information, such as books, artefacts, videos, visiting speakers and as much first hand experience as is possible. This entails careful preparation and good use of the schools' resources and the resource provided by the local environment. History homework is used well. For example, to produce the display of work on the Egyptians, a topic not included in the schools' curriculum but viewed correctly as an area which would enthuse the pupils and develop their research skills and ability to work independently.
49. Teachers make effective use of the opportunities arising in history to extend pupils' literacy. Pupils read for information, often looking for inconsistencies in reports of the same event. They have good opportunities to develop research skills. Concepts of time and sequencing of events make an appropriate contribution to numeracy. Responsibility for subject management is shared between two teachers. This arrangement works well and has a positive impact on the effective provision made for pupils' learning.

179. **Music**

50. Pupils attain the standards usually seen in primary pupils and in both key stages they make satisfactory progress. Pupils with special educational needs make good progress. There is no difference between the progress of boys and girls.
51. In Key Stage 1, pupils sing confidently and in tune. By the end of the key stage, they know the names of different percussion instruments and many can use them effectively to play a rhythm to music. Pupils listen to and enjoy music from a variety of places, such as China. They recognise that a composer is the person who writes music. When they are singing, Key Stage 2 pupils adapt their voices to the mood of the music well. They can sing a simple round with support from their teachers. Many begin to appreciate different types of music, including the more unusual, such as blues. As pupils move through school they learn the meaning of musical terms such as 'crescendo' and 'forte' and their different effects. Older pupils in Key Stage 2 tackle quite difficult songs well and with increasing confidence. Pupils sing 'Lambeth Way' with enthusiasm and make a good attempt to sing 'The Lord's Prayer' to the tune of 'Auld Lang Syne'. Many pupils read music competently and are able to accompany songs with instruments such as recorders and xylophones. They discuss their favourite pieces of music and composers competently.
52. Over 70 Key Stage 2 pupils have music tuition for brass, woodwind, violin, recorder and guitar and this makes a good contribution to their musical education. Many Key Stage 2 pupils take part in the school choir and are asked to perform outside school, for example, a group of pupils performed at Leeds Town Hall.
53. Pupils enjoy music lessons and they are enthusiastic when playing or singing. They listen carefully to instructions and are keen to put forward their suggestions when asked questions. Most pupils try hard to sing or play correctly both in lessons and when singing in assembly.

54. The majority of music lessons are taken by staff with specialist knowledge and expertise. The subject coordinator takes music lessons in Key Stage 1 and a support assistant, accompanied by teachers, leads music lessons in Key Stage 2. This effective use of the specialist skills of the staff has a positive effect on pupils' progress. Throughout the school the teaching is at least satisfactory and at times good. Pupils are given good encouragement and regular praise. The pace of lessons is good which helps keep the pupils focused. They are given a clear understanding of how they can improve their performance and they are taught the meaning of terms, such as dynamics, when singing. The coordinator and support assistant take brass and recorders groups and ensure a high quality of pupils' performance. An imbalance in the curriculum is the lack of emphasis on composition. Pupils are not given enough opportunities to compose and to make decisions about the instruments that they should use.

184. **Physical education**

55. Pupils in both key stages attain standards that are appropriate for their age and make satisfactory progress. Pupils with special educational needs are supported well in physical education lessons and make good progress.

56. In dance, Key Stage 1 pupils are able to follow instructions carefully when performing on the floor or at different levels, and when using the space above them. In gymnastics they begin to put together a simple sequence of movements, such as hopping, skipping and jumping and can transfer these movements to large apparatus. By the end of Key Stage 1, they are moving with increasing control and make good use of the space available to them. For example, Year 2 pupils performed well when working on the large apparatus and showed due regard for safety. They used the benches, mat and floor effectively and showed good awareness of each other's space.

57. In Key Stage 2, pupils' skills develop progressively. In Year 3, pupils make strong movements in dance when demonstrating how Vikings would push and pull a plough, and bend and stretch effectively when 'scattering seeds'. Their movements reflect appropriately the sounds of the instruments being played. By Year 4, pupils begin to use the skills of orienteering by following a map to move around the school grounds in a set route and are able to locate targets prepared for them. Pupils in Year 5, develop good ball skills. They are able to control the ball effectively when practising hockey, can pass the ball carefully to a partner and keep good control when travelling in between a series of cones. In Year 6, pupils show increasing awareness of the mood and rhythm of the music in dance. Their movements are well coordinated and they are able to successfully vary the levels of their starting positions. Year 4 pupils receive swimming lessons and by the end of Key Stage 2 the majority of pupils are able to swim the expected 25 metres.

58. Pupils' attitudes to physical education are good. They clearly enjoy the activities and are eager to improve. They work well together in pairs and in small groups, and older pupils hold sensible discussions when planning what to do. Occasionally, pupils become restless when the pace of the lesson slows down.

59. Teaching is satisfactory overall and in half of lessons it is good. Teachers plan appropriate activities, which are generally challenging, although they do not set clear targets against which to assess pupils' performance. The majority of lessons have a suitable period for warming up and cooling down muscles before and after exercise. Teachers ensure that pupils understand the need to change into appropriate dress. They often choose pupils to demonstrate a good quality performance. However, insufficient opportunities are provided for pupils to discuss why a particular performance is good and teachers do not often explain to individuals how they could improve their performance as they are working.

60. There is a good range of extra curricular sporting activities organised by the school, which make a good contribution to pupils' physical development. These include football for girls and boys, cross country running and gymnastics. This good provision has helped the school's football teams to achieve high levels of success in the competitions they have entered. A climbing club has recently started for Year 4 pupils. Since the last inspection the school has introduced suitable schemes of work for each aspect of physical education and improved the programme of work given to pupils.

190. **PART C: INSPECTION DATA**

190. **Summary of inspection evidence**

61. Five inspectors, including a lay inspector spent a total of 19 days in the school gathering first hand evidence. In total, inspectors spent 84 hours observing classes, examining pupils' work and discussing it with them. Eighty-nine lessons or part lessons were observed. Inspectors attended assemblies and registration was observed. Samples of pupils' work from each class were inspected and pupils from every year group were heard reading. Attendance registers, the records kept on pupils and teachers' planning were inspected. Discussions were held with teachers, support staff, governors and parents. Feedback was given to teachers on the quality of their teaching. The budget figures and systems of financial management were examined. Parents gave their views of the school at a meeting prior to the inspection and by returning a questionnaire.



**Data and indicators****PUPIL DATA**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y13	353	8	66	53

**TEACHERS AND CLASSES****Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent)	13.3
Number of pupils per qualified teacher	26.5

**Education support staff (YR – Y6)**

Total number of education support staff	12
Total aggregate hours worked each week	229.5

Average class size:	29.4
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**FINANCIAL DATA**

Financial year:	1998/9
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	£
Total income	606210
Total expenditure	616193
Expenditure per pupils	1741
Balance brought forward from previous year	10150
Balance carried forward to next year	167

**PARENTAL SURVEY**

Number of questionnaires sent out:

353
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Number of questionnaires returned:

78
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Responses (percentage of answers in each category Not all responses add up to 100%):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	27	65	5	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	49	44	1	5	1
The school handles complaints from parents well	21	51	22	4	3
The school gives me a clear understanding of what is taught	18	51	15	15	0
The school keeps me well informed about my child(ren)'s progress	17	56	14	13	0
The school enables my child(ren) to achieve a good standard of work	22	64	8	6	0
The school encourages children to get involved in more than just their daily lesson:	36	55	6	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	26	49	6	17	3
The school's values and attitudes have a positive effect on my child(ren)	29	54	14	3	0
The school achieves high standards of good behaviour	24	53	15	8	0
My child(ren) like(s) school	54	35	9	0	3