

# INSPECTION REPORT

## **PUDSEY TYERSAL PRIMARY SCHOOL**

Pudsey

LEA area: Leeds

Unique reference number: 107841

Headteacher: Mr Clive Price

Reporting inspector: Mr A J Dobell  
10373

Dates of inspection: 19<sup>th</sup> - 22<sup>nd</sup> March 2001

Inspection number: 192936

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Eric Hudson
Date of previous inspection:	March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A Dobell	Registered inspector	Mathematics Music Physical education	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
19430	Mr E Hall	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
31547	Mrs W Chisholm	Team inspector	Equal opportunities English as an additional language Special educational needs English Science	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils?
27477	Mrs J Mitchell	Team inspector	Areas of learning for children in the Foundation Stage Art and design Design and technology Geography History Information and communication technology Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated on the outskirts of Pudsey between the cities of Leeds and Bradford. There are 216 pupils on roll between the ages of three and eleven, which means that the school is of average size for primary schools. The majority of pupils are white and from UK heritage backgrounds. However, the proportion of pupils from ethnic minority groups (some 20 per cent) and who speak English as an additional language (18 per cent) are above the national average. The proportion of pupils known to be eligible for free school meals (23 per cent) is above average. The proportion of pupils with special educational needs (21 per cent) is about average, but the proportion of pupils with statements of special educational needs (2.5 per cent) is above average. The nature of special educational needs includes moderate and severe learning difficulties and emotional and behavioural difficulties.

Most pupils come from the area around the school and a substantial minority (about 40 per cent) come from a neighbouring local education authority. The socio-economic background of pupils is below the national average, but covers a wide social mix and some pupils experience considerable deprivation. The attainment of pupils is below the national average when they enter the school. In the last school year, about one-fifth of the school's pupils either left or joined the school during the course of the year.

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

This is a good school. The quality of the education provided by the school is satisfactory overall. Since the last inspection, results in the National Curriculum tests at the end of Key Stage 1 have improved. In 2000, the school's pupils were at the national average in writing and mathematics, but below the national average in reading. When compared with schools which draw their pupils from similar backgrounds, the school is above average in reading and mathematics and well above average in writing. At the end of Key Stage 2, attainment in the National Curriculum tests in 2000 was broadly similar to that found at the last inspection. Attainment in English and science was below the national average and, in mathematics, it was well below the national average. When compared to similar schools, attainment is above average in English, average in science and below average in mathematics. Since the last inspection, the rate of improvement in the school's average points score in the National Curriculum tests has matched the national trend.

The quality of teaching is good, which means that most pupils have good attitudes to school and to learning. There is good equality of access and opportunity and the school successfully involves all groups of pupils in its activities. The headteacher provides good leadership and management. The school has improved well since the last inspection and gives good value for money.

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

- The quality of teaching is good overall and results in sound learning.
- There is very good provision for pupils under the age of five in the Foundation Stage.
- Most pupils have good attitudes to school which are underpinned by the school's good provision for their personal development.
- There is very good provision for pupils who have special educational needs.
- There is good equality of access to the curriculum, strengthened by the school's good provision of activities outside lessons.
- The provision for pupils' moral, social and cultural development is good.
- The school has good links with parents, who are supportive of the school overall.
- The headteacher, ably supported by his deputy and other key staff, provides good leadership and management.

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

- The quality of writing in Key Stage 2.
- Handwriting and the presentation of pupils' work throughout the school.
- The quality of concentration, which affects behaviour and disrupts learning in some classes.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was first inspected in March 1997. Since then it has improved well in a number of areas. Attainment in art and design and in religious education in Key Stage 2 has improved and is now in line with expectations. Attainment in information and communication technology remains below expectations at the end of both key stages. However, the school has improved its provision of computers and staff training is planned which will put the school in a good position to improve. The provision for spiritual development has improved and is now satisfactory. Teaching inconsistencies in Key Stage 2 have been eliminated and the quality of teaching in Key Stage 2 is now good. Schemes of work are in place for all subjects and are mostly effective in providing a framework for systematic learning. The school improvement plan has improved markedly. The governing body fulfils its statutory requirements. However, its understanding of the school's strengths and weaknesses is insecure because about one-third of governors have little contact with the school.

The quality of teaching has improved well since the last inspection and is now good overall. The provision for children under the age of five in the Foundation Stage is very good and has improved since the school's first inspection. The provision for pupils with special educational needs and for pupils who speak English as an additional language have also improved well. However, the quality of writing in Key Stage 2 has worsened since the last inspection and there are patches of unsatisfactory behaviour in some classes. The quality of handwriting and the presentation of work are unsatisfactory. The school has the capacity to improve these weaknesses.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	C	D	B
mathematics	C	D	E	D
science	C	D	D	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

Attainment at 11 is at a similar level to when the school was last inspected. The school's major problem in raising attainment is that a smaller proportion of pupils attain the higher than expected level 5 in the National Curriculum tests than is the case nationally. Overall, the trend is one of improvement and the rate of improvement in the school's average National Curriculum points score has matched the national trend since the last inspection.

Children in the Foundation Stage make good progress and attain average standards. Attainment at the end of Key Stage 1 has improved overall since the last inspection and, in 2000, in the National Curriculum tests, was at the national average in writing and mathematics. In reading, attainment was below the national average. In writing and mathematics, the proportion of the school's pupils reaching the higher than expected level 3 was close to the national average. In reading, it was below the national average and this explains why the school's attainment in reading was below the national average overall. At Key Stage 1, the school's attainment was above the averages achieved in schools which draw their pupils from similar backgrounds. At Key Stage 2, the school's average points score in the National Curriculum tests matched the average for similar schools.

Evidence from the inspection is that attainment in speaking and listening is satisfactory throughout the

school, although pupils speak better than they listen. Attainment in reading and mathematics is average throughout the school. In writing, attainment is average at the end of Key Stage 1 and below average at the end of Key Stage 2. The school improvement plan has this as a priority. In science, attainment is above average at the end of Key Stage 1 and average at the end of Key Stage 2. Attainment in information and communication technology is below national expectations at the end of both key stages. Attainment in the foundation subjects of art and design, design and technology, history and physical education matches national expectations at the end of both key stages. In geography, attainment matches national expectations at the end of Key Stage 1, but is below national expectations at the end of Key Stage 2. In music, attainment matches national expectations at the end of Key Stage 1, but there is insufficient evidence to reach a judgement for Key Stage 2. In religious education, attainment matches that expected for pupils following the Leeds agreed syllabus at the end of each key stage.

Overall, children make good progress in their learning in the Foundation Stage. In Key Stages 1 and 2, pupils make sound progress. Pupils with special educational needs make very good progress in relation to their prior attainment and pupils who speak English as an additional language make good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. Most are keen to play a full part in lessons and most work with interest.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall both in class and at play. However, in some classes, a significant minority of pupils have short concentration spans and disrupt the learning of others.
Personal development and relationships	Most pupils develop well as they move through the key stages. For the majority, relationships between pupils, and between pupils and adults, are good. However, for those pupils who consistently need to be called to order, relationships are inevitably more challenging.
Attendance	In 1999-2000, attendance was below the national average.

Most pupils work well and enjoy their lessons. They are co-operative and support each other well. The behaviour of the majority is good. Attendance has deteriorated since the first inspection when it was good. The year 1999-2000 is the first year that attendance has fallen below the national average. This results from more families taking holidays in term time. However, there is no unauthorised absence. In the year 1999-2000, two pupils were excluded for three fixed-time periods.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Satisfactory	Good

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

The quality of teaching is good overall and has improved since the last inspection. Then, eight per cent of teaching was less than satisfactory. This proportion is now two per cent, which means that 98 per cent of teaching is now satisfactory or better. At the last inspection, six per cent of teaching was very good or better; this proportion is now 26 per cent.

The very good quality of teaching in the Foundation Stage is rooted in the very effective teaching of basic skills and secure understanding of how young children learn. The children benefit from a secure and stimulating learning environment and, as a result, they work with enthusiasm and make good progress in their learning. In Key Stage 1, a significant number of pupils have short concentration spans. This results in frequent interruptions to learning so that class management is insecure. These interruptions affect the



pace of lessons so that other pupils do not learn as effectively as they might. In Key Stage 2, teachers have a good understanding of their subjects, manage their classes successfully overall and devise interesting learning activities which motivate most pupils. The quality of learning is good in the Foundation Stage and satisfactory in Key Stages 1 and 2.

A particular strength is the use that the school makes of classroom assistants. Largely as a result of their effective deployment, pupils with special educational needs make very good progress in their learning, while pupils who speak English as an additional language make good progress. Overall, the school meets the needs of different groups of pupils well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in the Foundation Stage is very good. In Key Stages 1 and 2, it is broad and balanced and meets statutory requirements. There is a good range of activities outside lessons.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs and they make good progress in their learning in the Foundation Stage and very good progress in Key Stages 1 and 2.
Provision for pupils with English as an additional language	The school makes good provision for pupils who speak English as an additional language. They make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development. Provision for moral, social and cultural development is good; for spiritual development it is satisfactory.
How well the school cares for its pupils	Pupils' personal development is supported well and there are good procedures for ensuring pupils' welfare. The school has good procedures for assessing pupils' progress, but these are not used to maximum effect to promote further progress.

The school provides a good level of care which is appreciated by pupils and parents. The school has good links with parents who are well informed about their children's progress. There are good opportunities for learning outside lessons and the school works effectively to involve the community so as to support learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by his deputy and other key staff, provides good leadership and management. Leadership is thoughtful and innovative.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities. However, a number of governors are not sufficiently involved in the school to have an insight into the school's strengths and weaknesses. This means that the governing body is not effective in moving the school forward.
The school's evaluation of its performance	The school has good systems in place to evaluate its performance. There is an effective culture of analysis with a view to setting future priorities.
The strategic use of resources	The school makes good use of its resources, both human and physical. A particular strength is its very effective use of classroom assistants. There are good systems for achieving best value from expenditure.

The headteacher has a clear vision for the school. It is to give pupils a full and broad education in a welcoming and secure atmosphere for learning. This should encourage mutual respect, a sense of responsibility and care for others and the environment. A challenging and inspiring atmosphere should enable pupils to reach their potential. Overall, the school achieves these aims and successfully includes all groups of pupils in its range of activities both in and out of class. The school is well staffed to teach the National Curriculum and religious education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>▪ Children make good progress.</li> <li>▪ Behaviour is good.</li> <li>▪ Children get the right amount of homework.</li> <li>▪ Teaching is good.</li> <li>▪ Parents feel comfortable when approaching the school with concerns.</li> <li>▪ Children are expected to work hard.</li> <li>▪ The school is well led and managed.</li> <li>▪ Children become more mature and responsible.</li> <li>▪ There are interesting activities outside lessons.</li> <li>▪ Children like school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Of those who responded to the questionnaire:               <ul style="list-style-type: none"> <li>- Over one-quarter feel that they are not well informed about their children's progress.</li> <li>- One-fifth feel that the school does not work closely with parents.</li> </ul> </li> </ul>

The school distributed 234 questionnaires and 56 were returned (24 per cent). This means that these views represent less than one-quarter of all parents. The meeting held before the inspection was attended by five parents.

Overall, inspectors support the positive views held by parents. The information about progress made available to parents is better than is found in many schools and the school works reasonably well with parents. However, some parents express concerns about the school's current uniform. The school offers a range of options for uniform which are taken up more widely in the Foundation Stage and Key Stage 1 than in Key Stage 2.

## **PART B: COMMENTARY**

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

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

- 1 In English in the National Curriculum tests at the end of Key Stage 2 in 2000, 77 per cent of the school's pupils attained level 4 at least in the National Curriculum tests compared with 75 per cent nationally. Nineteen per cent of these pupils attained the higher than expected level 5, compared with 29 per cent nationally. Because of this, the school's results in English were below the national average. However, they were above the average attained in schools which draw their pupils from similar backgrounds. Overall, pupils were about half a term behind the average pupil nationally when they left the school. Since the school was last inspected, attainment in English has risen broadly in line with the national trend.
- 2 In mathematics in the National Curriculum tests at the end of Key Stage 2 in 2000, 64 per cent of the school's pupils attained level 4 at least compared with 71 per cent nationally. However, only 11 per cent of the school's pupils attained the higher level 5 compared with 24 per cent nationally. These results were well below the national average and below the average for similar schools. When they left the school, pupils were about one and a half terms behind the average pupil nationally. Attainment in mathematics had been rising in line with the national trend until 1999, but at a lower level. However, in 2000, it declined noticeably.
- 3 In science at the end of Key Stage 2 in the National Curriculum tests in 2000, 81 per cent of the school's pupils attained level 4 at least, compared with 84 per cent nationally. Thirty one per cent of the school's pupils attained the higher level 5, compared with 34 per cent nationally. The school's results were below the national average, but were in line with the average achieved in similar schools. Pupils were just over half a term behind the average pupil nationally when they left the school. Since the last inspection, attainment in science has improved at about the national rate.
- 4 Since the school was first inspected, the trend of improvement in the average points score for all core subjects in the National Curriculum tests has been broadly in line with the national trend. In 2000, a higher proportion of pupils was on the school's register of special educational needs than is normally the case. Furthermore, a significant minority joined the school during the key stage and, therefore, did not benefit from the school's teaching for the whole of the key stage. These factors help to account for the fall in attainment in mathematics in 2000. However, it is a matter of concern for the school that attainment in mathematics fell while attainment in English and science did not. The proportions of the school's pupils attaining the expected level 4 at least exceeded the targets which had been set in Year 5; in mathematics, the proportion met this target. Inspectors judge that the school is on course to attain its more challenging targets for 2001 in all three subjects.
- 5 In reading in the National Curriculum tests at the end of Key Stage 1 in 2000, 78 per cent of the school's pupils attained at least the national expectation of level 2, compared with 84 per cent nationally. Nineteen per cent of the school's pupils attained the higher level 3, compared with 28 per cent nationally. These proportions were below the national average, but above the average attained in similar schools. Since the last inspection, attainment in reading has improved more quickly than the national trend and is now close to the national average. In 2000, boys outperformed girls in reading, which is the reverse of the usual picture.
- 6 In writing in the National Curriculum tests at the end of Key Stage 1 in 2000, 88 per cent of the school's pupils attained level 2 at least, compared with 84 per cent nationally. Eight per cent of the school's pupils attained the higher level 3 compared with nine per cent nationally. These results are in line with the national average and well above those for similar schools. In writing too, since the last inspection, the rate of improvement in the school's standards of attainment has exceeded the national trend. Again, boys outperformed girls, which is the reverse of the national trend.

- 7 In mathematics in 2000 in the National Curriculum tests at the end of Key Stage 1, 96 per cent of the school's pupils attained at least the national expectation of level 2, compared with 91 per cent nationally. Twenty seven per cent of the school's pupils attained the higher than expected level 3, compared with 25 per cent nationally. These results are in line with the national average and above the average for similar schools. Again, boys outperformed girls. The rate of improvement in standards of attainment in mathematics since the last inspection has been broadly in line with the national trend.
- 8 Teacher assessments in science in 2000 placed the school's pupils below the national average.
- 9 The school's comparisons with the national averages suffer because a smaller proportion of the school's pupils attain the higher level 3 at the end of Key Stage 1 and level 5 at the end of Key Stage 2 than is the case nationally. The school is addressing this in mathematics at Key Stage 2 by creating an extension class for gifted and talented pupils in Years 4, 5, and 6, which meets on two days each week. This class is having a positive impact on the progress of higher-attaining pupils. There is a good case for considering similar classes in English and science.
- 10 The school has introduced the National Strategies for Literacy and Numeracy successfully and they are having a positive impact on attainment. For example, the mental mathematics sessions at the beginning of each numeracy lesson are sharpening pupils' responses in numeracy. Overall, attainment in literacy and numeracy is in line with national expectations at the end of each key stage. However, the school's standards of attainment in writing are below those normally found at the end of Key Stage 2. This is not least because pupils in Key Stage 2 get few opportunities to write at any length and so do not develop skills in organising a train of thought or argument and expressing it logically over a number of paragraphs. Subjects such as history, geography and religious education are not used to support the development of writing for different purposes. In contrast, geography is used well to support learning in numeracy, particularly in work involving graphs to illustrate, for example, patterns of rainfall.
- 11 Attainment in the foundation subjects of art and design, design and technology, history and physical education is in line with expectations at the end of both key stages. Attainment in geography and music is in line with expectations at the end of Key Stage 1. In geography, attainment is below expectations at the end of Key Stage 2, while, in music, there was insufficient evidence to form a judgement. Attainment in information and communication technology is below expectations at the end of both key stages and is not used well to support learning across the curriculum. However, the school has plans in place which will put it in a good position to raise attainment throughout the school. In religious education, attainment matches that expected for pupils following the Leeds agreed syllabus at the end of each key stage.
- 12 Pupils with special educational needs achieve well and make good progress in Key Stage 1 and very good progress in Key Stage 2 in relation to their prior attainment. This is the result of the careful provision made for them and the support that they receive from support assistants as well as their teachers. Pupils who speak English as an additional language are not handicapped in their learning and make progress in line with their abilities. There are no significant differences in the attainment of pupils of different gender, ethnicity or educational backgrounds and all groups of pupils are given equal access to all that the school provides.

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

- 13 Attitudes to learning are good. Most pupils are enthusiastic and show good interest in the school's range of activities. In the Foundation Stage, children soon develop mature attitudes to their work and play. However, during the week of the inspection, these attitudes were less good for a minority of pupils, especially in Key Stage 1. Most pupils throughout the key stages maintain concentration well through lessons. They are industrious and work well independently. However, a significant minority of pupils in some classes have shorter concentration spans and their inattention hinders progress for others. All pupils are very willing to talk to adults about what they are doing. The majority of pupils listen well and appreciate each other's comments in class. A few call out instead of waiting their turn, or talk whilst others are speaking. Most contribute positively to short dialogues

in lessons and older pupils show maturity in creative thought. For example, in a Year 6 art and design lesson, pupils shared some good ideas for drafting drawings in sympathy with William Morris designs. They work very well together in pairs or in groups, sharing ideas and equipment cheerfully. Even the youngest share resources good-naturedly and express their ideas confidently.

- 14 Behaviour is satisfactory. Play is good-natured and often exuberant. Most pupils co-operate well in playground games. A number, however, are boisterous and not always aware of the needs of those around them. Pupils are well behaved during wet play times. They contentedly use the resources available and co-operate well with lunchtime supervisors. Pupils share in the formation of class rules. They are familiar with the consequences of bad behaviour. There are behaviour logs and the pupils have their own 'bullying box'. Nevertheless, a significant minority of pupils have personal behaviour problems. These are a constant concern of staff in lessons and at play. In lessons, the pace of the lesson slows when teachers have to take time to settle the class down, so that the learning of other pupils is adversely affected. This situation resulted in three exclusions for a fixed period last year but there have been none in the current year.
- 15 Personal development is good. Most pupils develop a good understanding of the impact of their actions on others from their experience of circle time and through the personal and social education lessons. All adults in the school constantly reinforce concepts of fairness and responsibility. Pupils maintain their own target sheets and enjoy the good 'buddying schemes' for paired reading. Older pupils help with lunchtime duties, handing out and collecting in the lunchtime games and resources. Older pupils are familiar with the home-school agreement and understand its implication for them and the whole-school family. They will take initiative and personal responsibility when asked. Nursery and Reception pupils soon learn simple monitoring roles. These are enlarged as they move up through the key stages, although there is no formal structure for widening and deepening their experience as they get older. Older pupils develop more independent work skills in preparation for secondary education. Pupils contribute well in assemblies. For example, on a snowy morning in anticipation of their headteacher's arrival, participants showed initiative in setting out the resources needed for assembly. They decided amongst themselves who should take over the roles of those who were unable to get to school. Pupils appreciate the visitors who come in to talk at assemblies about charity work, drug awareness and their personal needs. All year groups enjoy trips and visits. Older pupils enthusiastically discussed a recent two-day visit to a local newspaper where they gained first-hand experience of journalism. These opportunities broaden the pupils' outlook of the world around them. They enjoy the activities provided and working together in a community spirit.
- 16 Relationships are satisfactory overall. Pupils are generally courteous to each other and to adults. They move round the school in a responsible manner and most are sensitive to the needs of others. Pupils have implicit trust in staff and consequently a good rapport is evident between most pupils and all adults in school. Relationships between pupils, however, are variable, and the unsatisfactory behaviour of a minority of pupils in some lessons affects some relationships adversely.
- 17 Attendance is just below the national average. Unauthorised absence is negligible. Authorised absence, however, is well above the national average. This is largely due to some parents taking their children on extended holidays during term time. Parents are constantly made aware of the virtues of regular attendance and that punctuality is essential to their children's development, as well as a good habit to be fostered for the future. Lateness is minimal and largely confined to a few families. Pupils enjoy school. They enter class eagerly and look forward to their lessons. Parents confirm that children enjoy school and feel that their children make good progress. The pupils value 'Best class attendance awards'. Registration is very prompt and effective and meets statutory requirements. This is a purposeful start to the day.

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

- 18 The quality of teaching is good overall. During the inspection, two per cent of lessons were unsatisfactory, 31 per cent were satisfactory, 41 per cent good and 26 per cent very good. This is an improvement since the last inspection.

- 19 Teaching in the Foundation Stage is very good. Teachers have a very secure understanding of how young children learn and plan stimulating learning activities which build up knowledge, skills and understanding systematically. Pupils are managed sensitively and learning activities are carefully organised to foster progress. Very good opportunities are taken to develop the basic skills of literacy and numeracy. Adults talk to children as they engage in different activities, so that they practise speaking and listening skills. Everyday activities such as registration are used successfully to develop number skills. For example, in a very good lesson in the Reception class, counting dinner numbers was used very effectively to develop the children's understanding of number. As a result of these carefully planned learning activities, children make good progress in their learning and are in a good position to begin their work on the National Curriculum when they leave the Reception class.
- 20 The quality of teaching in Key Stage 1 is satisfactory. Teachers have a sound knowledge and understanding of the subjects they are teaching and planning for learning is secure. Teaching methods are sound and teachers are ambitious for their pupils to succeed. Work is regularly marked and other forms of assessment are analysed so that learning can be promoted. However, the management of pupils is unsatisfactory. In both classes, any natural pause in a lesson, for example, a change of activity, is followed by an outburst of chatter, and teaching and learning are sometimes undertaken against an undercurrent of chattering. It takes teachers some time to restore order, so that the pace of the lesson slows and learning is adversely affected. As a result, pupils' productivity, pace of working and concentration levels are unsatisfactory in some lessons.
- 21 In Key Stage 2, the quality of teaching is good overall. Teachers have a good knowledge and understanding of the subjects they are teaching and plan their lessons effectively. The management of pupils is good overall and lessons are well organised and proceed with good pace. Indeed, in one class, the teacher's high expectations for her pupils' conduct and concentration resulted in pupils responded with very good attitudes to learning. As a result, her very successful class management was virtually unnoticed as teacher and pupils united in the joy of learning. On the other hand, in another class, the teacher had to intervene regularly to maintain pupils' effort and concentration.
- 22 The basic skills of literacy and numeracy are taught very well in the Foundation Stage. In Key Stages 1 and 2, their teaching is satisfactory. In Key Stage 1, the slow pace which results from problems with the management of classes means that the teaching and learning of basic skills is no more than satisfactory. In Key Stage 2, teaching and learning of the skills of speaking and listening is good, although pupils' speaking skills are better than their listening skills. The teaching of reading and numeracy is satisfactory. However, the teaching of writing is unsatisfactory and pupils do not make systematic progress in their skills in writing. This is partly because they get few opportunities for extended writing in which they are able to develop their ideas at length and develop a logical argument. While the use of homework to support learning is satisfactory overall, there is scope for it to be used more widely to support writing in this way. Furthermore, the quality of handwriting and skills in presentation are unsatisfactory and are not taught effectively.
- 23 The school has sound systems for assessing pupils' levels of attainment. Work is regularly and often carefully marked. There are examples of helpful comments designed to indicate how pupils can improve their work and go on to make further progress. However, there are also examples of written comments in marking being ignored. For example, comments such as 'join your writing' are repeated every few pages and do not result in writing being joined. Similarly, written instructions to repeat a question or correct an answer, for example, in mathematics, do not appear to result in a correction. As a result, progress in learning is adversely affected. Marking of work in the foundation subjects is less thorough than in the core subjects of English, mathematics and science.
- 24 Teaching in the foundation subjects of art and design, design and technology, history, music and physical education is mostly secure. Teaching in geography is satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2. Teaching in religious education is sound. Teaching and learning in information and communication technology is unsatisfactory and attainment is currently below what is expected at the end of both key stages. However, the school continues to upgrade and extend

its resources and has plans in place for further staff training. It will soon be in a position to improve teaching and learning quickly in this increasingly important subject.

- 25 A strength throughout the school is the successful way in which classroom assistants are deployed to promote learning. They are involved in planning and have a good understanding of what learning is expected in a lesson. It is their high quality involvement that is a major factor in the good progress that pupils with special educational needs make in their learning in the Foundation Stage and Key Stage 1 and the very good progress that they make in Key Stage 2. Work is well matched to their needs and they are sensitively included in all aspects of work across the curriculum. Similarly, pupils who speak English as an additional language make good progress in their learning in line with their abilities. Teaching has improved well since the last inspection. With greater consistency in its practice, the school is in a position to make further improvements.

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

- 26 The school has responded effectively to the curriculum issue identified in the previous report – to ensure that schemes of work are produced for all subjects, which specifically identify the skills which children need to learn. Schemes of work which identify progression in skills, knowledge and understanding are now in place for literacy, numeracy, information and communication technology, science, history, geography, design and technology, and personal and social education. The curriculum for children is of very good quality. In Key Stages 1 and 2, it is broad, balanced and relevant.
- 27 The literacy scheme of work is based on the National Literacy Strategy. It provides effectively for teaching in the Literacy Hour but does not provide for the teaching of extended writing in a range of contexts and for different purposes. The school needs to ensure that there is provision for progression in extended writing. The teaching of the basic skills of literacy and numeracy is satisfactory overall.
- 28 The scheme of work for mathematics is based on the National Numeracy Strategy and is effectively supported by a commercial mathematics scheme, as well as mathematics software for learning using information and communication technology. Good provision is made for higher-attaining pupils in Key Stage 2. An extra class is formed on two days per week to challenge them and promote further progress. It is effective. Provision in information and communication technology is improving, but it is not yet satisfactory. The information and communication technology scheme of work appropriately includes the skills identified in the planning documentation provided by the Qualifications and Curriculum Authority. However, the school is aware of the need to make better use of the opportunities afforded by the recent increase in laptops and personal computers, plus the link to the Internet, to improve teaching and standards of attainment. The support assistant for information and communication technology is developing skills well, although current arrangements only allow her to work with a few pupils at a time.
- 29 The school stages events during the year, which effectively engage pupils' interest. These have included, for example, the poetry event and working with the local newspaper to produce a school supplement. The school ran 'booster classes' for pupils preparing for the National Curriculum tests for eleven-year-olds last year, which were attended by about half the Year 6 pupils, and has appropriate plans to make use of the 'booster funding' again this year.
- 30 The school has a good equal opportunities policy, the effects of which are evident in the curriculum provision and pupils' attainment. Boys, girls and pupils from minority ethnic backgrounds represented in school do equally well and have equal access to all the school's activities.
- 31 The provision for pupils with special educational needs is very good. The policy is effective and ensures full educational and social inclusion for pupils with special educational needs. Pupils at appropriate stages in the special needs Code of Practice have Individual Education Plans, which identify clear learning objectives for pupils. They are taught well and the school makes very



effective use of teaching assistants to ensure that pupils are supported in lessons. Good use is made of planning and evaluation sheets for groups and individuals, which are useful in supporting communication between the teacher and teaching assistants and to guide the planning of the next steps for pupils to make further progress. The school's strong ethos of social inclusion leads to considerable flexibility and creativity in ensuring that pupils' needs are met. This has led to the enhancement of the school's teaching strategies through the links with a local special school.

- 32 Parents raised concerns about the school's provision of activities outside lessons. However, the school's extra-curricular provision is good. The school provides an extensive range of relevant activities, which include pupils of all ages. These include clubs for science, computing, hockey, football, recorders, informal music groups for pupils, including those in the Foundation Stage, and the 'Sticky Kids' club, also for the younger pupils. The school runs a self-sustaining breakfast club, which provides pupils with breakfast followed by a variety of curriculum enrichment activities. Some pupils are keen to start clubs to meet their interests. Older pupils, who have a 'clear statement of intent', demonstrating that they are taking the responsibility seriously, are able to start their own clubs. The school arranges peripatetic teaching for musical instruments, for which parents pay, from an outside provider. The residential experience for Year 6 pupils is an important part of the school's provision. It contributes greatly to the social and cultural experience of pupils through the residential experience itself and visits to museums and institutions, as well as providing a sound basis for work in the relevant curriculum areas.
- 33 Moral and social development are good. The school has clear policies and a strong ethos of caring, respect and social inclusion, which is effectively modelled by all staff. Pupils develop a clear understanding of right and wrong and the effect of their behaviour on others. Good use is made of assembly time and on Fridays this includes 'special mentions', where any member of the school community – teachers, assistants and pupils - can nominate another member for their personal contribution. 'Circle time' is used in class for pupils to air and resolve problems, although its effectiveness varies across the school. The school takes pupils' suggestions seriously and has instituted a 'bully box' at the suggestion of one pupil, to help pupils overcome any fears of telling a teacher when they see or experience a problem. There is progression in the amount of responsibility pupils are given as they get older. Good examples include pupils in Years 5 and 6 making applications, receiving training and then taking on the role of 'reading buddy', leading clubs, acting as monitors at lunchtimes and break times and running the fruit shop.
- 34 The school has sound arrangements for personal, social and health education, which are appropriate to the age of pupils. This includes appropriate sex education at the end of Key Stage 2 that takes proper account of relationships and feelings as well as the scientific facts. In the same way, the dangers of drug misuse are sensitively explored.
- 35 Provision for cultural development is good. This is a strength of the school's thematic approach to planning which ensures that opportunities are identified and links made across the curriculum. The school makes good use of opportunities in history, geography, literacy, music and art, where extensive use has been made of the 'artist in residence scheme'. Pupils learn to appreciate the traditions of their own culture. For example, in history, in Year 6, when pupils study the industrial revolution and the impact that it had on ordinary people, they visit Armley Mills Victorian Classroom. Pupils also have good opportunities to study other cultures as, for example, in work on the Caribbean in Year 4 and India in Year 5.
- 36 The school has made good improvements to spiritual development since the last inspection and this is now satisfactory. There are appropriate opportunities in the curriculum to find out about and reflect on the beliefs of Christianity. For example, in Year 3, pupils learn about Jesus and people's reactions to him during his life and about other religions, such as Hinduism, in the study of India in Year 5. There are better opportunities through assembly times to reflect and respond to the human spirit through contemporary experiences such as the recent round-the-world yachts-woman's achievement. The younger pupils in the Foundation Stage experience awe and wonder, but this is not developed sufficiently through the rest of the school and the provision in the class based 'pauses for thought' is not consistent. The school meets the statutory requirement for worship in that, over a term, the daily act of worship is broadly Christian in character.

- 37 The school makes effective links with the wider community to support learning. Many of these links have been successful, for example, the 'grandparents in school' day, carol singing at the home for senior citizens and the local shops donating to the summer fair. The school continues to seek ways of fostering better links with the local community.
- 38 The school makes good use of links with other institutions that are further afield. This includes gaining support from the Laisterdyke branch of a bank to set up a successful bank for pupils in the school. The links with teacher training work well in that the school supports and is enriched by the students that it accommodates and mentors. The school acts as an outreach centre for further education and courses on the role of the classroom assistant, computers and first aid are held on the premises out of school hours. In return for the school's support for this venture, participants reciprocate by helping as volunteers in school. There have been effective links with the Leeds Training and Enterprise Council leading to the school successfully achieving 'Investors in People' status. This led indirectly through business links to the school's adopting the 'Business Excellence Model', which it has found beneficial as a strategy for developing systems for evaluation and planning. There are sound links with partner schools so that pupils transfer to the next stage of their education without difficulty.

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

- 39 Procedures for ensuring child protection and pupils' welfare are good. Pupils are secure in a warm, clean and well-presented environment. All adults are aware of the strict criteria to be observed for child protection. There are no health and safety concerns within the general framework of the school day.
- 40 Procedures for monitoring and promoting attendance are good and thorough. There is a prompt daily check for any unexplained absences. The educational welfare officers of both surrounding authorities support the school effectively when necessary.
- 41 The policies and strategies for promoting self-discipline are good. However, there does not appear to be a whole-school approach in practice and inconsistencies are apparent in some classes. This results in poorer attitudes on the part of a minority of pupils so that progress in some lessons is adversely affected. Nevertheless, assemblies, 'circle time' and the personal and social educational programmes are used well to promote responsible attitudes to work, behaviour, relationships and decision making. The pastoral care for those pupils who have individual behavioural problems is constantly reviewed, generally with improving results. Bad behaviour is viewed seriously and dealt with individually according to the needs of the case. All involved share mutually, resolving any situation. There are occasional incidents of bullying. These are dealt with swiftly and effectively. Parents are thoroughly involved until the situation is resolved.
- 42 Procedures for promoting and monitoring the personal development of pupils are good. All adults in school set good examples for the pupils. Parents realise this and believe that the staff help their children to become mature and responsible. They are pleased that teachers expect their children to work hard and do their best. Teachers ensure that pupils are well supported individually as they move through the year groups. Lunchtime supervisors stimulate some good interactive play, especially with younger pupils. The headteacher and staff are always ready to listen to pupils. It is very evident that pupils can freely share their thoughts with them. Parents can confidently speak to staff at the beginning or end of the day and share any small concerns. Appointments can readily be made for more formal consultation if this is necessary.
- 43 The care for pupils with special educational needs is good. The individual education plans are effective and are reviewed systematically during the year. Appropriate procedures are in place for annual reviews for pupils with statements of special educational needs. Members of staff do their best to ensure that they are accessible to parents and there are well-established systems in place to ensure effective liaison with outside agencies such as social workers, education welfare officers and educational psychologists. However, the school currently lacks the services of a speech therapist for one pupil.

- 44 The arrangements for assessing pupils' progress are satisfactory overall. There is an appropriate timetable of formal assessments, which includes statutory assessment for pupils on entry to school and at seven and eleven, together with an appropriate use of non-statutory tests from the Qualifications and Curriculum Authority and other commercial tests. These ensure effective monitoring throughout school. Good use is made of the assessment information and the analyses provided by the local education authority to monitor progress, evaluate curriculum planning and to set annual targets, including the statutory targets for eleven-year-olds. Ongoing teacher assessment is not consistent. Teachers identify clear learning objectives in their planning for the core subjects of English, mathematics and science and assess pupils' learning against these objectives. However, the extent to which this information is used to guide the planning of further lessons and the next steps for pupils is inconsistent across school. Marking is not used effectively to support learning, especially in the foundation subjects. Teachers mark pupils' work carefully and consistently, often making thoughtful and constructive comments. However, there are no routines to ensure that pupils have the opportunity to act on this information and, too often, work is not completed, corrected or improved in response to feedback in marking. The school has appropriately identified the need to update its assessment policy and to improve procedures to make ongoing assessment more manageable and to ensure that assessment information is used to guide future learning. The school has the capacity to make these improvements.

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

- 45 Parents view the school highly. They are pleased with what the school provides and achieves for their children.
- 46 The school has effective links with parents. Some parents express concern about information on how their child is progressing and the extent to which the school works closely with them. The inspection team found the quality of information to parents about their children's progress is good and that the school makes good efforts to involve parents. There is an annual survey to determine parents' views of what they feel that the school is doing for their children. Regular letters from the headteacher and class teachers cover all activities and events. There is a comprehensive school prospectus and a good review of the past year in the governors' annual report to parents. There are ample opportunities to talk to teachers throughout the year. Teachers are always available at the beginning and end of the day to share parents' concerns. Appointments can be made for more formal matters. Samples of work are always available for parents to discuss. Consultation evenings are well attended. Annual reports are well written; they are detailed, individual to the pupil and have an element of evaluation, with a clear indication of the 'next steps' to be taken so that the pupil can make further progress.
- 47 Parental help with their children's learning at home is encouraged and valued by the school. The home-school agreement has recently been negotiated by the governors with all parents and pupils and has produced a positive response. A good number of parents help regularly in school, particularly in the Foundation Stage. Their service is carefully planned for and rota details for support are posted in the entrance vestibule. Several more parents and friends help on Wednesdays, working industriously on things requested by teachers and assisting with the after-school clubs. Many parents appreciate the opportunities for attending assemblies and a variety of school events, for example, 'Grandparents' Day', are well supported. A few parents expressed concerns regarding levels of homework. The inspection team found that the provision is comparable with that of other schools.
- 48 The Friends of Tyersal School Association, well supported by staff, is small, but makes good efforts to support the school. For example, discos, fashion shows and beetle drives are organised and supported well. The school appreciates the extra resources that these fund raising activities provide.

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

- 49 The school has a positive ethos. It seeks to provide a full and broad education for its pupils in a

challenging, inspiring and encouraging atmosphere, which will enable them to reach their potential. The school aims to develop in its pupils characteristics of mutual respect, self-responsibility and care for others and their environment. In this way, it is hoped that pupils will be equipped to continue their education successfully and go on to play a full part in society. Overall, the school succeeds in achieving these aims.

- 50 The headteacher, ably supported by his deputy and other key staff, provides good leadership. He has ensured that the key issues identified in the last report have all been addressed. Attainment in information and communication technology has improved, but remains below that which is expected at the end of each key stage. This is an area which is developing very rapidly and the school has plans in place, for example, for further staff training, which will put it in a position to make rapid progress. The provision for spiritual development has improved and is now satisfactory. The quality of teaching in Key Stage 2 has improved well and is now good overall. Schemes of work have been completed for all subjects, which identify the skills to be learned. The school improvement plan has been improved markedly and is now a valuable document in determining priorities for development. Attempts have been made to develop the strategic role of the governing body, but there remains much more scope for development in this area. Overall, the school has improved well since its first inspection.
- 51 The headteacher and all staff recognise as a key principle the need to ensure that all pupils in the school have equal access to the curriculum and equal opportunities to join in all the school's activities. Pupils with special educational needs and those who speak English as an additional language are fully included in all aspects of the school's work, in line with the policy for equal opportunities. No pupil is excluded from any activity on grounds of gender or ethnicity.
- 52 The senior management team consists of the headteacher and three senior colleagues, including the deputy headteacher. It meets weekly and its agendas are a judicious mix of ongoing management needs and considerations for the future strategic development of the school. There are informal but effective procedures for informing staff of the outcomes of these meetings. Where necessary, there will be further discussion at staff meetings. There is a good sense of teamwork involving all adults in the school and both teachers and non-teaching assistants contribute well to the management of the school, for example, by leading on particular items in staff meetings. There is very effective delegation of responsibilities and staff at all levels make valuable contributions to the life of the school.
- 53 The school fulfils all legal requirements for pupils who have special educational needs. The co-ordinator for special educational needs was absent from the school during the inspection and the school had made effective arrangements to manage the situation during her absence. Pupils who have special educational needs are identified as early as possible and are given sensitive and well-targeted support, not least from classroom assistants. As a result, they make good progress in their learning in relation to their abilities. Links with outside agencies are managed well, so that these pupils get the support that they need, and the school's link with a local special school enriches this support. The governor with responsibility for special educational needs is knowledgeable and effective. The school prospectus contains useful information on special educational needs.
- 54 The governing body fulfils its statutory duties. However, some governors have little contact with the school and so have little first-hand knowledge of its strengths and weaknesses. The governing body plays some part in establishing priorities for the school improvement plan and in setting the budget and monitoring expenditure. However, the governing body tends to be reactive rather than proactive. To a large extent, it relies on the headteacher for information and so finds it difficult to establish an independent view of the school's strengths and weaknesses. It does not play a significant role in establishing strategies to build on the school's strengths and overcome its weaknesses. The key issue from the last inspection to develop the strategic role of the governing body has not been met.
- 55 The school improvement plan is an effective document. It includes background information explaining how priorities have been selected, and an analysis of how well the priorities from the

previous year have been met. The current priorities are clearly defined and include start and completion dates, a statement of the objective and who is responsible for implementation and monitoring. They also include an analysis of the costs and of how success will be judged and evaluated.

- 56 The school makes sound use of new technology. Its use in administration is effective, but there is scope for further development in its use to support learning. The staff training which is planned should increase staff confidence and competence and put the school in a good position to make effective use of its improving provision.
- 57 The school has effective routines which are simple and well understood, so that it runs smoothly on a day-to-day basis. Most pupils move sensibly from one activity to the next and little time is wasted. Its secure systems meant that the school coped well with the inevitable disruption which resulted from its two recent fires. Finance is managed efficiently by the secretary, with some supervision from the finance committee of the governing body. The school's accounts were last audited in December 1996. The report found satisfactory financial controls and its minor suggestions for tightening procedures have been adopted. Careful financial management has enabled the school to maintain a good level of provisions, for example, in its additional teacher initiative, which enhances learning for pupils throughout the school.
- 58 The school is well staffed to teach the National Curriculum and religious education. The number of teachers for the number of pupils in the school is just above the national average and there is a good number of support assistants. These are deployed most effectively and have a range of responsibilities. For example, one manages the library and another is responsible for activities outside lessons. Teaching and non-teaching staff work together effectively and this good partnership has a positive effect on the quality of learning. All adults in the school have a good commitment to improvement and the school has a good capacity to achieve improvements. New staff are settled into the school well and the school is a useful provider of initial teacher training.
- 59 The school's accommodation is barely adequate. Two year groups occupy temporary classrooms which are in poor condition. Plans are in place to replace these. There is a lack of storage space. However, the school superintendent and his staff maintain the building well. The learning environment is enriched by attractive displays of pupils' work and this makes the building welcoming. There are adequate hard play areas and a playing field. Resources for learning are adequate overall. Grants for specific purposes, for example, special educational needs and staff development, are used appropriately. The school has good procedures for getting best value from its expenditure, for example, by costing its various activities, such as staff meetings, and evaluating whether they have been adequately beneficial. There are very good systems for performance management for the headteacher and other staff which are linked to the school improvement plan, the staff development plan and the budget.
- 60 The headteacher provides the school with thoughtful, imaginative and innovative leadership. The school's involvement in the 'Investors in People' project and in the 'Business Excellence Model' is producing benefits, for example, in the area of staff development, and by identifying areas for improvement. The establishing of 'key performance results' gives the school a valuable means of evaluating its initiatives. The school gives good value for money. The headteacher recognises that the school now needs to make its carefully thought out philosophy and ethos match classroom practice throughout the key stages so that all pupils make optimum progress in their learning and reach their potential.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 61 In order to improve further the quality of education provided by the school, the governors, headteacher and staff should:
- i. improve the quality of written work in Key Stage 2 by increasing pupils' competence in grammar and providing more opportunities for extended writing throughout the curriculum

(see paragraphs 10, 22, 89, 91, 108, 110, 129, 134, 155);

- ii. improve the presentation of pupils' work throughout the key stages, not least by improving standards in handwriting (see paragraphs 22, 91, 110, 155); and
- iii. establish strategies to improve the concentration of the significant minority of pupils whose behaviour interrupts learning for other pupils in some lessons in some classes (see paragraphs 13, 14, 16, 20, 21, 22, 41, 86).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	39
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	26	41	31	2	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	18	198
Number of full-time pupils known to be eligible for free school meals	0	37

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	35

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	30

### Attendance

#### Authorised absence

	%
School data	93.9
National comparative data	94.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	10	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	14	14	15
	Total	23	23	25
Percentage of pupils at NC level 2 or above	School	88(86)	88(72)	96(97)
	National	84(82)	85(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	9
	Girls	14	15	13
	Total	23	25	22
Percentage of pupils at NC level 2 or above	School	88(83)	96(97)	85(97)
	National	84(82)	88(86)	88(87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	17	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	9	13
	Girls	16	14	16
	Total	28	23	29
Percentage of pupils at NC level 4 or above	School	78(75)	64(72)	81(81)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	15	15	15
	Total	27	27	28
Percentage of pupils at NC level 4 or above	School	75(75)	75(73)	78(81)
	National	72(68)	72(69)	80(75)

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



### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	0
Indian	22
Pakistani	14
Bangladeshi	0
Chinese	0
White	157
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	2	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	8.5
Number of pupils per qualified teacher	23.3
Average class size	28.3

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

Total number of education support staff	8
Total aggregate hours worked per week	203

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	23

Number of pupils per FTE adult	10
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999-2000
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	£
Total income	434,389
Total expenditure	422,337
Expenditure per pupil	1,856
Balance brought forward from previous year	44,580
Balance carried forward to next year	56,630

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	234
Number of questionnaires returned	56

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	43	5	2	0
My child is making good progress in school.	39	52	5	2	2
Behaviour in the school is good.	32	59	2	0	7
My child gets the right amount of work to do at home.	37	52	4	0	7
The teaching is good.	41	55	0	2	2
I am kept well informed about how my child is getting on.	39	29	26	2	4
I would feel comfortable about approaching the school with questions or a problem.	55	39	4	0	2
The school expects my child to work hard and achieve his or her best.	50	46	4	0	0
The school works closely with parents.	30	45	18	2	5
The school is well led and managed.	23	59	5	4	9
The school is helping my child become mature and responsible.	34	60	2	2	2
The school provides an interesting range of activities outside lessons.	32	52	5	2	9

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

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

- 62 The provision made for children in the Foundation Stage is very good. The school operates an admissions policy for children to start in the Nursery in the term following their third birthday. The 43 children in the Nursery attend part-time, with a larger group attending in the afternoon. Children move into the Reception class in the year during which they are five. An analysis of entry assessment results and evidence from the inspection confirm that attainment on entry to the Nursery for this group of children is below average. Many children have below average personal and social skills as well as limited language and mathematical development. The proportion of children who speak English as an additional language varies and a few children enter the Nursery with little or no English. During their time in the Nursery, children make very good progress in their personal, emotional and social development so that, by the time they enter the Reception class, these skills are above those expected for children of similar age within the local education authority. The overall progress made in the Foundation Stage, which includes both Nursery and Reception classes, is good and the children reach the expected levels of attainment in all areas of learning. They choose their own activities, share equipment and concentrate on a chosen task for a period of time that enables them to complete the task. They handle books and other equipment with care and take turns when playing games with adults.
- 63 Lesson planning in both the Nursery and Reception classes is very good and meets the needs of all children, including those with special educational needs and those who speak English as an additional language. The curriculum provides stimulating learning experiences for the children that are based firmly in the nationally identified goals for learning. Shared planning between the Nursery and Reception staff ensures that there is a unified approach and the move from the Nursery into the Reception class is very smooth. The system of allowing a two-way access at certain times of the day between the Nursery and Reception classes is very effective in promoting children's personal and social development and is a major factor contributing to this seamless transition from the Nursery to the Reception class.
- 64 The teachers and support staff work very well as a team and create a warm and secure environment for children at the start of their education. Both classes are organised efficiently and managed very well. The school works very hard to build up positive relationships with parents. The school has an effective induction policy with home visits and meetings for parents and children, ensuring a smooth transition from home to school. Once the children start in the Nursery, parents are invited to come in with their children to settle them into activities and to borrow books.

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

- 65 Through the strong supportive environment in the Nursery, children make very good progress in their personal, emotional and social development, so that, when they enter the Reception class, they are able to make good progress in their other areas of learning. Progress continues through the Reception class so that they meet the national expectations for children of a similar age by the end of the Reception year.
- 66 Children develop an enthusiasm for learning. They become independent and, after a relative short time in the Nursery, they can choose activities. Their concentration spans lengthen and they begin to make their own decisions. For example, a group of children making egg box caterpillars chose their own materials for decoration, although they needed the support and encouragement of the teacher to develop their ideas. Adults provide good examples for children to follow in their caring relationships with children and with each other. They make good use of praise to encourage children to try hard in order to raise their self-esteem and promote their confidence in learning. The Early Years team provide good opportunities for children to play together through a range of activities. Children's personal and social development takes place in a calm, ordered atmosphere of mutual respect. Children develop positive attitudes and good working routines from the time they

start in the Nursery.

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

- 67 Children are introduced to the joy of stories in both classes and staff take every opportunity to engage children in conversation. This means that they learn a great deal about language and literacy and reach the expected levels of attainment for children of similar age by the time they leave the Reception class.
- 68 When the children are involved in activities, the Nursery staff encourage them to talk about what they are doing. For example, when making play dough, the children responded to questions about the qualities of flour and salt, but their answers were limited in length and in their use of vocabulary.
- 69 In both the Nursery and Reception classes, role play areas and small world toys such as road layouts provide the children with good opportunities to develop and practise their language skills. In the Nursery many children play along side each other with little conversation between them. However, a small group of children designated the home corner as a fire station and dressed up as fire fighters. One child then picked up the phone, dialled and clearly said 'Is that Mac? This is the fire-fighting service – we have a fire to put out in ten minutes'. This means that the development of speaking skills varies, but is successful in particular situations.
- 70 Children develop good book-handling skills from the time they enter the Nursery and these skills are further developed during their time in the Reception class. A few children read familiar text with confidence and talk about their preferences for stories. All children handle books with care and follow the direction of the print. They know how books work and read a few words successfully.
- 71 The story of the hungry caterpillar was used effectively in the Nursery as a basis for activities across the curriculum and children learn to sit and listen to the story and then recall the events. In the Reception class the children enjoyed the story of Jack and the Beanstalk before choosing a favourite part. With the support of the book to look at, and very good support from the teacher, the children talked about the story while they drew their pictures. A few higher-attaining children wrote their own sentences using words on the wall, as well as trying to sound out words for themselves. They concentrated hard to use capital letters, full stops and spaces between words and received continued support and encouragement from the teacher. Other children wrote with some success underneath the teacher's writing.

### **Mathematical development**

- 72 In the Nursery, children are introduced to counting and numbers through a range of well-chosen, informal activities. This is continued into the Reception class with planned numeracy sessions. The children's interest is stimulated and this results in good progress through the Foundation Stage, so that children reach the expected levels of attainment in numeracy by the time they enter Key Stage 1, with a few children exceeding these levels.
- 73 Children in both the Nursery and Reception classes regularly practise their counting skills by counting rhymes and counting children present in the whole class or in small groups. Register time in Reception is effectively used when numbers of children present are compared with the number in the class. While making play dough in the Nursery, children counted the number of spoonfuls of flour and salt while one child 'read' the recipe recognising the numerals 1 and 2. A caterpillar jigsaw gave them good practice in counting spots and recognising numerals.
- 74 Whole class sessions in the Reception class are well used and kept to a length where children are able to concentrate. For example, an introductory session on height involved ordering several groups of children into height order. The teacher skilfully chose two groups where comparison was more difficult in the second group. Good attention was paid to correct mathematical language and children were continually challenged to give reasons for their decisions.
- 75 Children have plenty of opportunities for water and sand play to support their learning of quantity

and size and this is further extended in a range of adult-led activities. These include making play dough and baking.

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

- 76 Throughout the children's time in the Nursery and Reception classes, they experience a range of activities that help them to learn about the world and their progress is good in this area of learning. By the time they leave the Reception class, they reach the level of knowledge, understanding and curiosity about the world expected for children of this age.
- 77 Children in the Nursery noticed the roots when they were transplanting their sunflower seeds and observed that the shoots were not strong enough to hold them up, so that they had to be supported. Through both classes children are given good opportunities to explore the properties of materials. For example, children in the Nursery added water to soap flakes, discovering that bubbles could be made. Children in the Reception class stirred and mixed a quantity of snow, watching it change and melt. Children working on the computer use the mouse to select colour and brushes in a paint program, and create patterns on the screen. They are confident and know the vocabulary 'mouse' and 'click.'

### **Physical development**

- 78 By the end of the Reception year, children have developed satisfactory physical skills. Nursery children are confident in their movements in and around the Nursery play area and control wheeled toys well. Children in the Reception class have good control over their bodies when playing ring games in the hall. They weave in and out carefully as they play 'In and out the dusty bluebells' and run at speed with good control round the outside of the circle when playing another game. Most children throw and catch a large ball successfully.
- 79 Many opportunities are provided for children to build with construction kits, to explore materials, including sand and water, and to manipulate jigsaws. Most children hold pencils correctly and use them for writing, drawing and colouring. They make good attempts at cutting accurately, following a line that they have drawn using a template.

### **Creative development**

- 80 Children are provided with very good opportunities to develop their creative abilities throughout both the Nursery and Reception classes. They enjoy a range of activities and make good progress so that, by the end of the Foundation Stage, they attain levels of understanding and skill expected for their age. Children are well supported in these activities and learn to use paint to create pictures of themselves and to support stories that they have heard, such as Jack and the Beanstalk. Pencil drawings of children's faces showed good detail, because of the good support that they received from adults as they looked at themselves in the mirror. Shared singing sessions with both classes provide good opportunities for children to enjoy music together.
- 81 The quality of teaching in the Foundation Stage is very good overall and the provision for children in the Nursery and Reception classes is managed very effectively. As a result, the children make good progress in their learning and are in a good position to begin their work on the National Curriculum when they leave the Reception class.

## **ENGLISH**

- 82 Standards in English for 11-year-olds in the National Curriculum tests at the end of Key Stage 2 in 2000 were above those of schools which draw their pupils from similar backgrounds, but below the national average. The proportion of pupils attaining level 4, the national expectation, was in line with the national average, but a smaller proportion of pupils went on to achieve at the higher than expected level 5. These results are consistent overall with the standards seen in school during the inspection. The results in the National Curriculum tests at Key Stage 2 have improved since the last inspection broadly in line with the national rate of improvement.

- 83 The improvement in results for seven-year-olds in reading and writing since the last inspection has been greater than the improvement nationally. In 2000, the results for reading were still below the national average, but the results in writing exceeded the national average for the first time. No difference in standards between reading and writing was evident in the inspection and the majority of pupils were reading in line with national expectations.
- 84 There are no discernible differences between the attainment of boys and girls. Pupils from the minority ethnic backgrounds represented in the school attain well.
- 85 Pupils express themselves well orally throughout school. They contribute well in whole class sessions and, by the age of seven, make relevant comments, evaluating each other's writing. Examples of this include 'I like the way he used 'generous', 'it makes sense', 'he started sentences with different words'. By the time pupils leave school, they speak confidently in a range of situations, adapting the content and style of their talking to different purposes and audiences. In class, for example, they contributed to a discussion about the features of official writing and, in assembly, made a presentation to the rest of the school about a recent significant event, a fire, using simple narration, rap and drama to engage the interest of younger pupils. They successfully conveyed complex information, including important safety rules, as well as the emotional and practical consequences which had resulted for the class.
- 86 However, pupils do not consistently listen well. In lessons where the teaching is good, pupils listen well, but, in a minority of lessons, a significant proportion of pupils do not listen carefully to the contributions of other pupils, or show that they understand the need to take turns. In some lessons, particularly at Key Stage 1, a significant minority of pupils do not listen carefully to instructions about their work and distract other pupils. This undermines the effectiveness of the guided group work and independent elements of the literacy hour.
- 87 Attainment in reading is in line with national expectations at the end of both key stages. By the age of 11, pupils read confidently and fluently. They express personal preferences for different types of books, mainly fiction, and are familiar with books by their favourite authors. One boy, who expressed a preference for adventure books, is very interested in dinosaurs and was reading Jurassic Park. While discussing the meaning of palaeontologist, he confidently made the connection and said 'like me'. Pupils make inferences about characters and their feelings from the way in which authors describe events and have some awareness of the ways in which authors choose certain words for effect. They are familiar with the library system and find information using the catalogue system and the index in a book.
- 88 By the age of seven pupils read simple books well. They use a range of strategies to read unfamiliar words – sounds of letters and blends, clues from pictures and from the sense of the story. Pupils understand what they are reading and retell the story describing their favourite characters or parts. They enjoy reading and respond to humour in books. One boy giggled when he reached the part in 'Robin Hood' where Kipper tricks one of the sheriff's men. Similarly, a girl recognised the humour in a real crocodile being frightened by a crocodile of children walking along in 'Crocodile Crocodile'. Pupils explain the arrangements for getting a new book, the reading record and how it should be completed by the adult listening or the 'reading buddy' from Year 5 or Year 6, and are keen to move on to the next book.
- 89 Standards in writing are below those expected nationally. When pupils are seven, their writing, overall, is in line with national expectations, but it is below expectations when pupils are 11. There are few opportunities to practise writing at length in other subjects.
- 90 When pupils are seven, they retell stories, such as 'Andrew's Bath' and 'A Balloon for Grandad'. They use stories as a starting point for writing, for example, in character profiles based on 'The Magic Paintbrush' and recount events from their learning on for example, The Fire of London. Pupils make good attempts at new spellings, check that their writing makes sense and have started to use full stops and capital letters. Their handwriting and presentation of work is unsatisfactory. They have learned to form most letters correctly, but the size of letters is variable, 'ascenders' and 'decenders' are not consistently correct above and below the line and letters are not

formed with connectors ready for joined writing.

- 91 In Key Stage 2, much of the writing produced by pupils is very short and is undertaken in short time slots during the literacy hour. There are too many examples of unfinished work. Pupils experience an appropriate range of fiction, non-fiction and poetry writing, but there are too few examples of extended writing undertaken in English lessons or in the study of other curriculum subjects. The pupils' ability to produce sustained, grammatically correct writing of different types and for different purposes is not sufficiently developed. Presentation in pupils' books is poor and this is partly associated with poor handwriting. Problems with ascenders and descenders and using capital letters inappropriately in mid-sentence persist throughout the key stage. Pupils join only some letters and print elsewhere. Only the higher-attaining pupils join their writing with any consistency and fluency by the time they are eleven.
- 92 Overall the quality of teaching in English is satisfactory. Teachers' subject knowledge in the teaching of reading and the use of phonics is sound. They plan consistently using the National Literacy Strategy and have clear learning objectives, which they share with pupils. The teaching of writing, however, is insufficiently well planned. There is no systematic identification of opportunities for pupils to learn to write at length in an appropriate range of styles and for different purposes in English lessons and across the curriculum. The teaching of handwriting is inconsistent in Key Stage 2. Improvements need to be made in the teaching of handwriting and the presentation of pupils' work to have an impact on overall standards by improving accuracy, care and the value given to written work. There are useful systems for assessing pupils' progress through the year. Teachers mark pupils' work carefully and make thoughtful and constructive comments. However, the impact of marking on learning is limited because pupils are not routinely required to respond to the marking by completing work, or by making corrections or improvements.
- 93 Pupils' confidence and competence in speaking reflects the value that the school places on this aspect of learning and teachers' good use of opportunities to improve pupils' skills and knowledge in speaking in all subjects including English. For example, in a good Year 1 science lesson, the teacher used appropriate practical resources and effective questioning so that pupils learned to describe the materials they were studying by using appropriate scientific vocabulary. In Key Stage 2, pupils responded well to searching questions posed by their teacher about a poem, 'The six men of Hindustan', so that they understood the meaning of a poem and appreciated how the author used words to gain effect.
- 94 Reading is taught well in whole-class sessions during the Literacy Hour and the school makes good use of opportunities for pupils to read in other subjects and at other times. Pupils have quiet reading sessions in class and are encouraged to take their books home. Key Stage 1 pupils have 'reading buddies' from Years 5 and 6. The 'reading buddy' system is effective in enhancing the status and responsibilities of older pupils and is valued by younger pupils who are helped to learn to read. The school has purchased appropriate resources for the teaching of reading and needs to continue to update the resources for use in the Literacy Hour to avoid over dependence on photocopied sheets, particularly in Key Stage 2. The library is well resourced and well set out and catalogued. Year 6 pupils use the library loan system independently. Other classes use the library to learn library skills and are ably supported by the teaching assistant. The school has appropriately prioritised the development and use of the library, particularly as there is no public library close to the school.
- 95 The teaching of pupils with special educational needs is consistently very good. Teachers make effective use of teaching assistants whose work with pupils and groups ensures that pupils are learning well throughout each lesson. The progress of pupils speaking English as an additional language is monitored effectively and help provided in class within the resources available ensures that they progress as expected.
- 96 The previous English co-ordinator left the school at the end of the last academic year and the headteacher is currently co-ordinating English as an interim measure. Prior to this staff change, the school's priority was to introduce and establish the National Literacy Strategy. It is now ready to move on and the improvement of pupils' writing has been appropriately identified as a priority in

the school improvement plan. The school is in a good position to make progress in this area.

## **MATHEMATICS**

- 97 In the National Curriculum tests in mathematics in 2000 at the end of Key Stage 2, the school's results were well below the national average and below the average attained in schools which draw their pupils from similar backgrounds. In 2000, girls outperformed boys by a significant margin. Girls matched the national average for all girls, but boys were well below the national average for all boys. Since the last inspection, the performance of boys and girls when considered separately has been erratic and there is no evidence to suggest that any trend is emerging. From 1996 to 1999, attainment in mathematics at the end of Key Stage 2 rose at a rate which matched the national trend, but, from 1999 to 2000, attainment declined. Since this was not the case in English and science, this is a cause for some concern.
- 98 In the National Curriculum tests at the end of Key Stage 1 in 2000, the school's results were broadly in line with the national average and above the average for similar schools. In 2000, boys outperformed girls, but, again, there is no sign that this is part of a trend. Since the last inspection, attainment in mathematics has been consistent and has risen in line with the national trend.
- 99 By the end of Key Stage 1, pupils understand how numbers are sequenced to 1000 and know what is meant by odd and even numbers. Higher-attaining pupils are competent with addition and subtraction in hundreds, tens and units, and multiply and divide by ten and five. They understand the concept of a half. They recognise coins up to one pound and calculate change from 10 pence. Pupils have a good understanding of the basic two- and three-dimensional shapes and use mathematical vocabulary such as faces and edges accurately. They measure length in centimetres and understand time in five minute intervals. They use tally charts and bar graphs to represent information and understand how to interpret these graphs. Higher-attaining pupils work accurately and at a level above that expected nationally. The work of lower-attaining pupils is less accurate and is sometimes incomplete. They are capable of working at the level expected nationally if they overcome the tendency to make mistakes.
- 100 By the end of Key Stage 2, pupils understand numbers in millions and operate the four rules of number, addition, subtraction, multiplication and division, in thousands. They have a secure understanding of fractions, decimals and percentages and realise that these are different ways of expressing the same concept. They measure time, money, length and weight accurately. They have a good understanding of two- and three-dimensional shapes and measure area, perimeter and angles correctly. Pupils are aware of simple statistical terms, such as mode, median and mean, and understand the concept of probability. They represent information by means of pie charts and bar and line graphs and understand how information is derived from each graph. The meaning of prime numbers and factors and their significance is understood, and pupils use co-ordinates to plot positions. Higher-attaining pupils are working above the level expected nationally and their work is neatly set out. Average and lower-attaining pupils are less neat in the way their work is presented. Their mental mathematics is less secure and lower-attaining pupils work more slowly, so that work is sometimes incomplete and less accurate.
- 101 In the lessons observed during the inspection, pupils in Key Stage 1 were making sound progress in their learning. Progress was hindered because a significant minority of pupils have short concentration spans and frequently disrupt learning. It takes time to restore order, so that the pace of lessons and of learning is slowed, and this adversely affects the progress of pupils with better concentration. Progress in learning was good overall in Key Stage 2, where this problem is less evident. Pupils with special educational needs make good progress in relation to their prior attainment because of the good support that they receive. Pupils who speak English as an additional language make good progress.
- 102 Overall, pupils have good attitudes to mathematics and enjoy their learning. When behaviour deteriorates, it is because of lack of concentration, not a dislike of mathematics. These good attitudes result from the care with which most teachers prepare their lessons and the interesting and challenging learning experiences that they plan. The quality of teaching is satisfactory in Key



Stage 1 and good in Key Stage 2. Teachers in Key Stage 1 have sound subject knowledge and understanding and plan interesting learning activities. They have good expectations for pupils' effort and care in thinking and in explaining their thinking. However, expectations for behaviour and concentration are less good and this adversely affects learning. In Key Stage 2, the quality of teaching is good. Lessons are well organised to build up pupils' knowledge, skills and understanding systematically and pupils enjoy the challenging work set for them, especially the mental mathematics sessions which begin the lessons. In most classes, the management of pupils is good and lessons proceed at a good pace, so that pupils work productively and learn effectively. Effective questioning tests and reinforces understanding. In group work, pupils are mature in their approach to their tasks which are planned to suit their particular learning needs. Many pupils show good initiative when working and answering questions and support each other well, so that they help each other to make progress. Pupils' work is marked regularly and thoroughly. There are examples of useful comments in marking which help pupils to make further progress. However, there are also examples of comments being ignored, for example, instructions to correct or complete work.

- 103 A major reason for this good teaching in mathematics in Key Stage 2 is the school's successful introduction of the National Numeracy Strategy. Teachers have a secure understanding of the principles which underpin this strategy and are using it well to promote progress. The mental mathematics sessions move with good pace so that pupils have to concentrate hard and remain alert. Some teachers use the plenary session well to revise and reinforce new learning. Learning in mathematics also benefits from opportunities to practise skills in other subjects, for example, in graph work in geography.
- 104 A valuable innovation is the extension class for pupils in Years 4, 5, and 6 identified as being high attainers in mathematics. This lesson, which is held twice weekly, moves at a very good pace and sets challenging problems which require considerable intellectual effort and sustained concentration. The lesson observed during the inspection resulted in very good progress in learning. It was the only mathematics lesson observed in which information and communication technology was used to promote learning. Pupils were continually challenged to explain, clarify and justify their learning.
- 105 The mathematics co-ordinator manages the subject efficiently. He has a good understanding of the subject's strengths and weaknesses and has used the National Numeracy Strategy training well to improve teachers' competence and confidence. He believes that the subject has improved well since the last inspection and that the results in 2000 in the National Curriculum tests happened because of a combination of factors which are unlikely to recur. Evidence from the inspection supports this view. The proportion of the school's pupils who attained level 4 at least in mathematics at the end of Key Stage 2 in 2000 matched the target set in Year 5. The school is on course to meet the more challenging target for 2001. The school has the will and the capacity to improve attainment in mathematics.

## SCIENCE

- 106 The results for 11-year-olds in 2000 in the National Curriculum tests were below the national average. The same proportion of pupils attained in line with the national expectation of level 4, but a smaller proportion of pupils went on to achieve the higher level 5. Attainment for 11-year-olds has improved at a similar rate to the national trend since the last inspection.
- 107 There is a similar picture for the teachers' assessment of science for seven-year-olds. In the 2000 assessments, pupils' attainment was in line with the national average for pupils attaining the national expectation of level 2, but fewer pupils than would be expected went on to attain the higher level 3.
- 108 The picture of attainment presented by these results is not entirely consistent with that seen in the inspection. Observations in the inspection showed that pupils' attainment in oral and practical sessions is better than the results indicate and in line with national expectations, with higher attaining pupils attaining at the higher levels throughout school. However, this is not matched in

pupils' written recording of their work or in their interpretation of written information, tables or graphs as they progress through Key Stage 2, where it is below national expectations.

- 109 There are no discernible differences between the attainment of boys and girls. Pupils from the minority ethnic backgrounds represented in school attain in line with their peers.
- 110 When pupils are 11, they have a good level of knowledge and understanding about the plants they are studying. They use the relevant scientific vocabulary accurately. For example, they know words such as stamen, carpel, ovule, germinate, pollination and photosynthesis and use them appropriately to describe the parts of a plant and the way that it functions, for example, obtains nutrients and reproduces. They are enthusiastic about investigating different flowers to find different forms of plant organs and use a hand lens correctly. However, their written work does not do justice to their level of thinking. They do not record descriptions and explanations systematically and do not select and use the most appropriate type of record for their findings, for example, tables or graphs. Similarly, they do not interpret other people's findings from graphs and tables well. Pupils do not set out their work well.
- 111 In Key Stage 1, pupils' attainment is good. They know about the materials they are studying and describe some of their properties satisfactorily - how they feel and look and what they are made of. They distinguish between natural and man-made materials and offer simple explanations as to the origin of man-made materials, for example, that plastic comes from oil and that paper comes from wood from trees. They describe how simple machines work by pushing and pulling, how to make toy cars and trains, and how to use a pestle and mortar and a whisk. Their recording of their work is appropriately informal and they use drawings with labels to convey their learning.
- 112 The quality of teaching in science is good, with some very good teaching in Key Stage 2. Teachers plan well throughout school using the Qualifications and Curriculum Authority's scheme of work. They identify clear learning objectives for pupils' knowledge, skills and understanding, and include lists of key scientific vocabulary that pupils need to learn. Teachers have sound subject knowledge and make effective use of resources and questioning to promote learning. In Year 3, for example, where pupils were learning about muscles and how they work, the teacher demonstrated how there are muscles everywhere in the body by getting pupils to move different parts of their face, hands and feet, and made appropriate reference to movement in their physical education lessons. Lively and sometimes humorous questioning enabled the teacher to check that all pupils had understood what muscles do. Pupils understood that some muscles are voluntary and move when we want them to, while other muscles, such as the heart, are involuntary, and carry on all the time even when we are asleep. Pupils undertook well-thought out practical work in pairs, taking and recording careful measurements of how the muscles in their arms changed when they bent them and clenched their fist. Science lessons in both key stages are lively and engender enthusiasm and interest in pupils. There is an appropriate emphasis given to oral and practical work. However, expectations for standards in written work are not high enough and pupils in Key Stage 2 have insufficient opportunity to learn how to record, select appropriate ways of recording their findings and interpret other people's findings presented in tables and graphs. Satisfactory use is made of homework, but little use is made of information and communication technology.
- 113 The subject is well led. Teachers are effectively supported with planning and resources and there is a good commitment to raising standards. The science co-ordinator has a clear and accurate view of how the subject needs to develop and is planning accordingly. Improving pupils' ability to make written explanations has been appropriately identified as a priority for older pupils in Key Stage 2. A commercial resource pack for teaching graphs has been obtained and is incorporated in planning for introduction later this year. A 'data logger' has been ordered so that information and communication technology can be used more effectively in science. A budget has been agreed for resources and storage will be improved. There are arrangements for monitoring the quality of teaching. There are satisfactory arrangements for ongoing teacher assessment and for monitoring pupils' progress through more formal assessments. Good use is made of assessment information in some classes. The good quality of oral and practical work and pupils' enthusiasm reflect the co-ordinator's leadership and the emphasis given to science in school through the use of an additional teacher last year. The school is in a good position to go on to improve further.

## **ART AND DESIGN**

- 114 Few art lessons were seen during the inspection but further evidence is taken from the limited work on display. Pupils enjoy working with a variety of media as they progress through the key stages and their attainment is in line with that expected of pupils of a similar age at the end of both key stages. This is an improvement since the last inspection when standards of work in Key Stage 2 were judged to be below those expected for pupils of the same age. However, the high quality work on display relates to a biannual project of 'An artist in school' and is not related to current work. Pupils with special educational needs are well supported and make good progress in line with their abilities.
- 115 Artwork throughout the school is linked to curriculum themes and, therefore, supports the learning of subjects across the curriculum. However, too little attention is paid to the progressive development of artistic skills throughout the school. For example, observational drawing is underdeveloped so that the quality of the work shows limited improvement as pupils get older.
- 116 Teaching overall is judged to be satisfactory at Key Stage 1 and good at Key Stage 2. In Key Stage 1, both printing and drawing techniques have been used to support a recent visit to the Railway Museum. In an observed lesson in Year 2, a video about the life of Monet provided a suitable introduction to the work of the artist. Although the pupils' interest was stimulated and they were shown reproductions of some of Monet's paintings, the techniques he used were neither discussed, practised or developed during the lesson.
- 117 Artists studied in Key Stage 2 include Holbein and his portrait of Henry VIII. By using the 'pouncing and cartooning' technique, pupils successfully copied portraits of Henry VIII to support their work on The Tudors. In a very good lesson in Year 6, the teacher successfully led the pupils to think creatively about the work of William Morris and to appreciate the variety of greens present in leaves. Pupils' resulting work produced interesting individual designs, on which they reflected critically.
- 118 In a very good Year 3 lesson, techniques of using oil pastels and chalk were successfully taught and practised before applying the skill to observation drawings of cross sections of a variety of fruit. Resources were well prepared and attractively laid out, contributing to the teacher's high expectations of the quality of work expected. Pupils worked hard and were well supported by the teacher's comments such as 'look closely at the segments'. As a result, accurate and attractive pictures of good quality were produced.
- 119 Interesting learning activities linked to the current topic stimulate pupils' interest and appropriate emphasis on technique produces work of good quality. However, too little attention is paid to the need to develop different skills systematically as pupils move through the key stages.

## **DESIGN AND TECHNOLOGY**

- 120 No lessons were seen during the inspection so evidence is taken from the limited amount of work on display, evidence from photographs and from planning documents. No judgement is made on teaching in either key stage. Attainment at the end of both key stages is judged to be in line with national expectations for pupils of the same age, as it was at the last inspection. Since the last inspection, the school has written a policy and developed a scheme of work that builds the development of skills through the school. This satisfactorily includes both the designing and evaluation of products made, although little evidence of either of these elements was seen during the inspection.
- 121 Finger puppets on display in Year 1 showed a good level of skills in cutting felt and in using neat stitches to fix the two pieces together. They were suitably decorated by sticking further pieces of fabric to them. However, the design sheets that accompanied the work were no more than pictures and showed no evidence of materials required or methods to be used in making.
- 122 Photographic evidence showed that sandwich boxes in Year 3 and string puppets in Year 5 were of

good quality, but no evidence was available in terms of their design or evaluation. Work in a previous year recorded satisfactory designs for an Egyptian shaduf that supported work in history.

- 123 Moving vehicles made by Year 6 showed a high quality finish. Accounts of the making process were neatly typed using word processing skills, but the design work that preceded construction was not available. Accurate sketches of the finished products were of good quality and contributed to an attractive display which added value to the pupils' work. Parents had contributed to the success of the vehicles, as some work had been undertaken at home with their help. This strengthened home-school links.

## **GEOGRAPHY**

- 124 Only one lesson was seen during the inspection. Additional evidence is, therefore, taken from the limited amount of work seen and discussions with pupils. Attainment at the end of Key Stage 1 is in line with standards expected nationally but the standards achieved by pupils at the end of Key Stage 2 are below those expected. This is a decline in standards since the last inspection when standards were judged to meet expectations at the end of both key stages. Pupils with special educational needs and those who speak English as an additional language, are well supported and make progress in line with their abilities.
- 125 No judgement is made on teaching for either key stage. Pupils in Key Stage 1 have a satisfactory knowledge of their own environment. They know the features that are present in their own surroundings and can describe the different types of houses and shops within the area. They distinguish between fields, parks and woods. Year 1 study a map of the school and Year 2 pupils draw maps that show their journey to school. In discussions with Year 2 pupils, they described satisfactorily how to get from school to the local shops and located the railway line in relation to the school. They use simple co-ordinates on a 'town map' to locate features such as houses and shops. They know and name the countries of the United Kingdom as well as names of major towns, especially when these are linked to football teams!
- 126 Discussions with pupils in Year 6 show that mapping skills in Key Stage 2 are underdeveloped. Pupils showed little knowledge of the use of grid references beyond knowing that some maps were marked out in squares. They know that maps are drawn to scale and can cover a whole country or a small area. However, they could only give roads, railways and rivers as examples of information that can be obtained from maps.
- 127 Pupils in Year 5 study life in an Indian village and make comparisons between the daily lives of mothers in India and the lives their own mothers lead. In an observed lesson, pupils in Year 4 studied the climate of the Caribbean comparing both the rainfall and temperature with that of London. Although they identified that Jamaica was hotter and that bananas grew there, pupils were unable to make any further comparisons about the two countries and how their differing climates affected the way of life. The drawing of two graphs using the same axes proved a challenging task that many pupils found too difficult. While it supported work in mathematics, it proved an obstacle to improving geographical skills and to interpreting the data provided.
- 128 Pupils in Year 6 knew that rebuilding could change the environment and knew that people had some responsibility to care for their surroundings, but their knowledge was limited to the control of litter. They had little understanding of how physical features could affect the development of settlements, although they knew that castles were often built on hills so that they could be defended. Their knowledge of rivers was severely limited and they were unable to describe the course of a river in that eventually all rivers will flow into the sea.
- 129 Written recording of work is limited in both key stages. As a result, opportunities for pupils to develop their writing skills are lost, as is the opportunity to reinforce knowledge and understanding in geography by marshalling ideas and writing them down so that ideas can be thought through and explained.

## **HISTORY**

- 130 Pupils have good attitudes to history and make steady progress through the school so that the standard that they reach at the end of both key stages matches that expected from pupils at the ages of seven and eleven. The school has, therefore, maintained the levels of attainment that were found at the last inspection.
- 131 Teaching is satisfactory in Key Stage 1 and is good in Key Stage 2. The good use of resources such as artefacts from the museum loan service and visits to museums are effective in stimulating pupils' interest and in developing their understanding of events from the past and making comparisons with life today. For example, pupils in Year 6 had the opportunity to experience a Victorian schoolroom, which not only stimulated their interest in Victorian life but also enabled them to empathise with the children of the time. In a good lesson on reforms during the Industrial Revolution, pupils realised that the children who went to school were the privileged ones and that there were a large number of children working in mines and factories. The roles of members of parliament at the time were very suitably linked by skilful teaching to the current situation.
- 132 In a good Year 3 lesson, pupils showed interest and took a good part in discussions about the development of farming, stimulated by lively and enthusiastic teaching. Pupils made suggestions about pictures of inventions of the time and predicted how they would have made life easier.
- 133 In a Year 2 lesson, a video of Grace Darling was used satisfactorily to introduce a famous figure from the past. Pupils successfully made comparisons between the lives and expectations of women of that time and the present. The lesson satisfactorily reinforced the importance of artefacts as a primary source of evidence and of museums and books as places where information about the past can be found.
- 134 In the best lessons, pupils are motivated and are keen to contribute and their answers are valued and built on. Although pupils develop their speaking and listening skills through oral work, which is often lively and thought provoking, opportunities to use and develop their writing skills are much more limited. The quantity and quality of written work seen was unsatisfactory and does not enhance literacy skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 135 By the end of both key stages, standards of attainment in information and communication technology are below national expectations, as they were at the last inspection.
- 136 Since the last inspection, the school has made progress by providing additional computers in a small area where pupils can work with the support of an assistant and also laptop computers that can be used in the classrooms to supplement the class's own computers. However, the organisation and use of these computers is not yet systematic so that, as yet, there is little impact on pupils' learning. Despite some progress since the last inspection, very limited use of computers was seen in lessons, especially in Key Stage 1, and, as a consequence, information and communication technology is still not sufficiently used to support learning in subjects throughout the curriculum.
- 137 The school has a satisfactory draft scheme of work in place which is based on the development of skills. It also has comprehensive record sheets to record pupils' progress, but these are in the early stages of being used. An extended programme of staff training is planned to improve teachers' subject knowledge, especially in the areas of spreadsheets and simulation programs. The new co-ordinator is enthusiastic and has the necessary skills and subject knowledge to move the subject forward.
- 138 No judgement is made on teaching in Key Stage 1, as insufficient evidence was available. Teaching in Key Stage 2 is satisfactory overall, but is very good where teachers have specialist knowledge. In Key Stage 1, pupils continue to develop skills in using the mouse and cursor to

move icons and text round the screen. They make satisfactory progress in starting to learn word processing skills, but have only limited experience in using data handling programs. One example was seen in a Year 1 class. Pupils used a data-handling program successfully to produce pictograms of information which had been collected on favourite fruit and pets. However, in Key Stage 2, several examples of information collected in geography regarding temperature and rainfall were all recorded on hand drawn graphs so that opportunities to use information and communication technology were missed.

- 139 Word processing skills are satisfactorily developed throughout Key Stage 2, but the use of computers for other purposes is limited. For example, higher-attaining pupils in Key Stage 2 make use of Logo programs to direct the computer to draw shapes on the screen, but this is an area that remains underdeveloped.
- 140 Pupils in Year 5 are confident in using a multimedia package to display information that they have collected about television. They enhance their presentation well with Clip Art and a variety of fonts, backgrounds and colours.
- 141 In a very good lesson in Year 3 the teacher effectively introduced the whole class to new word processing skills by demonstrating on the class computer how to change words in a passage of text. Previous knowledge was built on and additional knowledge offered by pupils who had computers at home was used well to illustrate the fact that many operations using computers can be achieved in a variety of ways. This lesson used time very efficiently by teaching the whole class new skills that could then be practised and consolidated during the following week. A clear 'prompt card' was produced to support this work.
- 142 There has been progress in information and communication technology since the last inspection, but, in this rapidly developing area, this has been insufficient for the school to achieve nationally expected standards of attainment. The school now has plans in place which will put it in a position to make rapid progress. The computer assistant is improving attainment by practising skills with pupils, but the present arrangements only enable her to work with very small numbers.

## MUSIC

- 143 During the inspection, it was only possible to see one music lesson being taught in Key Stage 1. During that lesson, pupils were attaining at the level expected for their age. Their singing to a commercial tape was reasonably tuneful and showed a satisfactory awareness of tempo and rhythm. Pupils successfully learned new songs with support. However, progress in learning was unsatisfactory during this lesson because the poor levels of concentration of a significant number of pupils meant that the lesson was frequently disrupted by chatter. This slowed the pace of the lesson and reduced the amount of learning that was possible.
- 144 Because of the small amount of evidence available, it is not possible to form a judgement about the quality of teaching overall. Opportunities for music making are limited. A small number of pupils have brass lessons from a visiting teacher and a recorder group meets weekly. A number of pupils from Key Stage 2 support singing in assemblies by playing chime bars (the 'plonkers' band'). Class assemblies can involve musical elements. There are musical activities at Christmas and harvest.
- 145 In a Foundation Stage assembly, singing was enthusiastic. The children sang with a good understanding of the words, and emphasised words appropriately to underline meaning. In the one assembly for Key Stages 1 and 2 where singing occurred, it was satisfactory. The initial attempt was unenthusiastic. Pupils then stood up and made a second attempt which was better, although tuning was not totally secure.
- 146 The music co-ordinator has recently taken on this role. She is knowledgeable and enthusiastic and has a good grasp of the subject's current strengths and weaknesses. Sensibly, she is undertaking an audit of teaching and learning in the school before making firm plans. She is keen to raise the profile of music in the school and extend the musical experiences of the pupils. They have benefited from a visit from the local education authority's string quartet and a visit to a concert given

by the Leeds Symphony Orchestra. A visit from a specialist music group is planned to enhance learning in music in Key Stage 2.

- 147 The subject has not improved since the last inspection. The school has the capacity to make improvements to the provision so that it makes a greater impact on pupils' learning throughout the key stages.

## **PHYSICAL EDUCATION**

- 148 Standards of attainment in physical education are in line with national expectations at the end of Key Stages 1 and 2. The school has maintained the standards found at the last inspection. Pupils make satisfactory progress in their learning in Key Stage 1 and good progress in Key Stage 2. Pupils with special educational needs make good progress and pupils who speak English as an additional language make progress in line with their abilities. Attainment in swimming is above average and virtually all pupils swim at least the expected 25 metres by the time they leave the school.
- 149 During the inspection, lessons were observed in gymnastics, general fitness, swimming and games. In Key Stage 1, pupils warm up sensibly and have a good awareness of space and the need for others to be safe. Some pupils in Year 2 have good skills in skipping, being able to perform a sequence of skipping movements at good pace, mostly forwards and some backwards. Progress is improved when teachers allow pupils to demonstrate so that others can observe good techniques. Year 6 pupils show some good ball skills in trapping and passing in a particular direction at a sensible pace. Others are less adept, but gender is not the major factor in determining competence.
- 150 Pupils in Key Stage 1 have satisfactory attitudes to physical education. Many work sensibly and make good progress in their learning, but others lose concentration quickly and chatter, so that the pace of the lesson slows and learning for others is adversely affected. Older pupils in Key Stage 2 have good attitudes to the subject, work with good concentration and support each other well. This is the result of good teaching. In a very good lesson for Year 6, very high expectations for conduct and concentration, and very good suggestions to improve technique, overcame the problems of a large number in a relatively small space. The class was managed excellently in potentially difficult circumstances so that pupils made good progress in their learning. In a good swimming lesson for Year 5, clear instructions and good encouragement resulted in a good level of effort and good progress in learning.
- 151 The quality of learning is good overall, being satisfactory in Key Stage 1 and good in Key Stage 2. The subject is managed effectively by an enthusiastic co-ordinator. She has reorganised the scheme of work and is now seeking a national award for excellence in physical education. She organises some coaching from outside experts in areas including gymnastics, athletics, soccer and rugby. Clubs for hockey, soccer netball, cricket and rugby help pupils to develop their skills. There is also a 'sticky kids' dance club for Key Stage 1. Pupils have only limited opportunities to experience competitive sport against other schools.
- 152 Pupils are given a sound introduction to physical education, reach satisfactory standards and are effectively prepared for the next stage of their education.

## **RELIGIOUS EDUCATION**

- 153 The teaching of religious education is based on the Leeds locally agreed syllabus and provides teachers with a secure framework with which to work. Pupils learn about Christianity and other major world faiths including Hinduism, Sikhism, Islam, Judaism and Buddhism. Standards of attainment have improved since the last inspection and the attainment of pupils at seven and eleven is now in line with expectations for pupils following the locally agreed syllabus. A scheme of work based on this syllabus is now in place for each year group. Pupils with special educational needs are well-supported in lessons and make progress that is in line with their abilities, as do pupils who

speak English as an additional language. No lessons were seen in Key Stage 1. Additional evidence is taken from discussions with pupils.

- 154 In Key Stage 1, pupils consider Jesus as a special person and learn about stories from both the Old and New Testaments. They understand that this gives them values on which to base their lives. In discussions, pupils recalled the main features of Jesus' life and were familiar with the cross as a symbol and the Bible as an important book in Christianity. Pupils talked sensibly about other religions having special people, buildings, books and symbols. They clearly expressed their own views that believing in God makes you a better person. No written recording of work takes place and no judgement is made on teaching.
- 155 Teaching is satisfactory overall in Key Stage 2. Pupils are taught about religions other than Christianity and are encouraged to reflect on common values. Where pupils of different religions are in a class, teachers use their knowledge and experiences to enhance learning. In a good lesson in Year 5, the teacher successfully encouraged pupils to suggest a large number of occasions when celebrations take place. This generated discussion about religious and non-religious celebrations and the characteristics of festivals. Following this good introduction, pupils concentrated well while watching a video about the Hindu festival of Holi. They were, therefore, able to extract relevant information and, in a later part of the lesson, make comparisons between the worshipping of many Gods in the Hindu religion and a single God in other religions. Although pupils record more of their work in Key Stage 2, there are too few opportunities to using writing skills which would support literacy. Much of the work is on work sheets and little attention is paid to presentation, so that pupils are not encouraged take a pride in their work or to regard the subject, and their writing on it, with respect.