

## INSPECTION REPORT

**ST FRANCIS CATHOLIC PRIMARY SCHOOL,  
MORLEY**

Leeds

LEA area: Leeds

Unique reference number: 108016

Headteacher: Mr R O'Donnell

Reporting inspector: Mr D J Halford  
12908

Dates of inspection: 24 – 27 September 2001.

Inspection number: 192939

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 – 11 years

Gender of pupils: Mixed

School address: Highcliffe Road  
Morley  
Leeds

Postcode: LS27 9LX

Telephone number: 0113 214 5424

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Appropriate authority: The Governing Body

Name of chair of governors: Mr J Lockwood

Date of previous inspection: 17 03 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr D J Halford 12908	Registered inspector	English	What sort of school is it?
		Areas of learning for children in the Foundation Stage	How high are standards? The school's results and pupils' achievements.
		English as an additional language	How well are pupils taught?
		Geography	How well is the school led and managed?
		History	
		Music	
Mrs J Garland 9214	Lay inspector		How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mr J Fairclough 23751	Team inspector	Mathematics	How high are standards? Pupils' attitudes, values and personal development.
		Information & communications technology	
		Design & technology	
		Art and design	
		Equality of opportunity	
Mr M P Hemmings 16761	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Physical education	
		Special educational needs	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

St Francis Catholic Primary School is a smaller than average primary school, with 134 pupils on roll, is maintained by the Leeds LEA, and is within the Diocese of Leeds. Currently 81 of the pupils are boys and 53 are girls. The school is situated in Morley and serves the Catholic parishes of St Francis of Assisi, Morley and St Brigid's, Churwell. It serves an extensive area of widely mixed housing. Children are admitted to the Reception Year at the start of the school year in which they are five. The school has no nursery and children attend a wide range of pre-school provision prior to entering the school. On entry, most children demonstrate average levels of ability for their age. Almost ten per cent of the pupils are eligible for meals without charge. Almost twenty per cent of the pupils are on the register of special educational needs, although none carry statements of special educational need. All these percentages are below the national average. No pupils have English as an additional language. A small percentage of pupils come from traveller families.

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

This is a good school with a significant number of very good features. It has very many strengths which far outweigh its weaknesses. From average beginnings, many pupils achieve well. Large numbers of pupils achieve the expected standards in English, mathematics and science by the end of Year 6 and a significant number exceed those standards. Pupils clearly enjoy coming to school and behave well. The quality of teaching is good and the curriculum is broad and balanced and very well planned to meet the learning needs of the pupils. Teachers are assisted by good quality support staff. The pupils are well known as individuals and are cared for very well. They are nurtured carefully in the secure context of the Catholic Faith. The school is well led and managed and it provides good value for money.

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

- Very detailed records are kept of pupils' individual progress, which is tracked very well. This has a positive impact on the pupils' learning and enables many pupils to attain the expected levels, particularly in English and mathematics, by the age of eleven.
- The headteacher and governing body provide very good leadership for the school.
- The quality of teaching is good throughout the school.
- The school provides a very good standard of care for the pupils and their personal development. They demonstrate very good attitudes to their work and behave well.
- The school has very good links with its community, many of whom play an active part in the work of the school.

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

- Pupils' standards of work in information and communications technology.
- Opportunities for pupils to learn more about other faiths and cultures
- The development of a more consistent application of the good quality policy on Marking and Standards of Presentation.

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

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

The school has made good improvement since it was last inspected in March 1997. Assessment procedures are now used much more effectively to inform teachers' planning and pupils' learning and the mathematics provision is appropriately balanced. The pupils now have an increased range of opportunities to undertake extended writing, but the school still retains this as a priority for further

development. Resource provision is much improved from the position previously reported and health and safety requirements are fully met.

## 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	A	A	B	B
mathematics	C	B	A	A
science	D	C	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

This is a relatively small school with low numbers in some year groups. Care must be taken in the interpretation of the statistical evidence relating to standards where numbers of pupils are low. Overall, the pupils achieve well. The percentage of pupils gaining the expected level in English by the end of Year 6 has been well above, or above, the national average over the last three years. Similarly with mathematics for the last two years. In comparison to similar schools, the percentage of pupils gaining the expected level in English in the 2000 tests was above average, and in mathematics, well above average. The percentage of pupils gaining the higher level in 2000 was close to the national average in English, and well above the national average in mathematics. In the national tests in science for pupils at the end of Year 6, the percentage of pupils gaining the expected level in the Year 2000 was close to the national average, but below average in comparison to similar schools. Early indications are that the school has achieved its target for the percentage of Year 6 pupils gaining the expected level in English in 2001, and has exceeded its targets for mathematics and science. Pupils' reading skills are generally more advanced than their writing skills. The quality of pupils' presentation of written work is not always of a high enough standard, and the inconsistency of some teachers' marking does not always encourage pupils to take sufficient pride in what they write. Furthermore, the marking does not consistently inform pupils of what they must do in order to improve the quality of their work.

Standards of attainment for pupils at the end of Year 2 are similar to those attained by the older pupils with the percentage of pupils attaining the expected level for their age being above the national average in reading and writing and well above the national average for mathematics, in 2000. The percentage of pupils assessed as attaining the expected level in science was close to the national average. The tracking of individual pupils' progress takes place following pupils' baseline assessments and continues with the pupils throughout their time in school.

Currently pupils' standards of attainment are below those expected for their age in information and communications technology, above those expected for their age in music and match those expected for their age in the foundation subjects of art and design, geography, history, and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment



Attitudes to the school	Very good. Pupils clearly enjoy coming to school. They concentrate very well in most lessons and are readily able to work in groups and pairs when asked to do so.
Behaviour, in and out of classrooms	Good. Pupils behave well in the classrooms and around the school. They play very well together in the playground.
Personal development and relationships	Very good. Pupils have a very clear understanding of right and wrong and know that their actions affect others. They readily take responsibility and work well independently when the opportunity arises.
Attendance	Attendance levels have risen and now are above the national average. The school has good and effective systems for monitoring and improving attendance, although unauthorised absence remains well above the national average.

### TEACHING AND LEARNING

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

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

The teaching has many strengths, which helps pupils learn effectively. In the foundation stage of learning the adults challenge the children clearly and well. Planning is very thorough and there is a good balance between direct teaching and practical activities. The good quality of teaching is continued through Years 1 and 2. There is good attention paid to basic skills and to the application of those skills in the work undertaken.

Good teaching is maintained in Years 3 to 6, where good attention is also given to applying literacy and numeracy skills in other subjects. In many lessons pupils are very clear about what it is they are expected to learn and they show real interest in their work. Exercise books have personal targets for pupils to work towards and these help the pupils to understand what it is they need to achieve on a regular basis. Attention is given to the needs of the more able children and the school is involved in a long term project to help meet the needs of the gifted and talented. Pupils with special educational needs are often engaged on the same tasks as their peers and make good progress in their learning. The recent appointment of a Learning Mentor is also having a positive impact on the learning of these pupils. They receive good quality help from support assistants. This help is particularly useful on the rare occasions where some pupils are difficult to settle to their task and can disturb others in the class. Particularly good teaching for the older pupils takes their learning forward effectively and helps them to achieve high standards of work.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is planned well to meet the learning needs of the pupils and all statutory requirements are met.

the curriculum	
Provision for pupils with special educational needs	Good. Pupils are supported well and this enables them to make good gains in their learning.
Provision for pupils' personal, spiritual, moral, social and cultural development	Very good overall. This is a very strong area in the school's provision. The spiritual, moral and social development of the pupils is very good and is collectively a strength of the school. Pupils opportunities to develop an understanding of other faiths and cultures are currently under-developed.
How well the school cares for its pupils	Good. The school provides effective care for its pupils and knows them well. There are very effective procedures to track the academic progress of individual pupils.

The school has a good relationship with its parents and its local community, many of whom play a very active part in the daily life of the school. Parents are kept appropriately informed about the academic progress made by the pupils and there are informative newsletters of very good quality regularly distributed.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The school is very well led by an experienced headteacher. He is well supported by senior staff and an active and well informed governing body which is keen to promote the school's improvement
How well the governors fulfil their responsibilities	The governing body have a very clear understanding of the strengths and weaknesses of the school. They are providing a very clear educational direction for the school.
The school's evaluation of its performance	There is a good understanding of the strengths and weaknesses of the school and very detailed records are kept of pupils' individual performance. Subject coordinators are well informed and work very hard to maintain very detailed and comprehensive files relating to their responsibilities. They support colleagues well.
The strategic use of resources	The school carefully allocates its finances to the priorities it has identified. Governors are keen to get the best value they can from the finance available to them.

Staffing is adequate and generally well deployed. Support staff are very well informed and offer good levels of support to class teachers and individual pupils. Resources are of good quality and, in general, the curriculum is well resourced. There is currently insufficient ICT provision of computers in use and staff confidence and expertise to promote adequate opportunities for the pupils. The accommodation is good, maintained to a high order of cleanliness, and has been subject to recent good quality improvements.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What some parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Most children like school</li><li>• The school has high expectations of the children</li><li>• Behaviour is good</li></ul>	<ul style="list-style-type: none"><li>• More use of information technology</li><li>• The amount of work undertaken at home</li><li>• A wider range of extra-curricular activities.</li></ul>

The inspection team agree with all the positive views expressed. They also agree that the school needs to provide more opportunities for pupils to develop their skills with information and communication technology. The inspection team feel that the amount of homework given to pupils is satisfactory overall, and that the range of extra-curricular activities, which include some sports, dancing, music and residential visits, provides a good range for a relatively small school.

## **PART B: COMMENTARY**

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

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

1. The use of national tests alone to assess standards in this school where numbers of pupils in some year groups are relatively small must be undertaken with some care. Standards were generally high for pupils in the Year 2 and Year 6 groups who took the national tests in 2000.
2. The national test results for pupils in Year 6 have been consistently well above the national average in English between 1997 and 1999, falling slightly, but remaining above the national average in 2000 in terms of the pupils' average points scores and also above average in comparison with similar schools. The percentage of pupils gaining the higher level in English was close to the national average. Early indications are that the pupils undertaking the Year 6 tests in English in 2001 have maintained a similar position. In mathematics, results for pupils at the end of Year 6 have been consistently improving to a position of well above the national average in the 2000 tests and well above the average for pupils in similar schools. The percentage of Year 6 pupils gaining the higher level in mathematics is also well above the national average. The percentage of Year 6 pupils gaining the expected level in the 2001 tests also exceeded the national average. In science, results have been closer to the national average in recent years, and below the average for similar schools. This is essentially because a smaller proportion of pupils gained the higher level in science than nationally. The pupils' performance in science in 2000 was below the average of similar schools. Pupils' standards in information and communications technology are currently below those expected for their age throughout the school, but standards in music are above average, and in all other subjects inspected they are in line with those expected for the pupils' ages.
3. When analysing the attainment of pupils at the age of 7 and comparing their levels of attainment at the age of 11, consistently good progress is occurring. Standards are therefore high enough.
4. The test results in reading and writing for pupils at the end of Year 2 have regularly been above the national average, and in the 2000 tests, above the average for pupils in similar schools, when taking into account the pupils' average points scores. This position arises because, whilst the percentage of pupils gaining the expected levels in reading and writing are generally close to the national average, in the 2000 tests the percentage of pupils gaining the higher level was well above the national average in reading and above the national average in writing. Inspection evidence also indicates that the pupils' performance in reading is better than their overall performance in writing. Results for pupils at the end of Year 2 in mathematics have been even more impressive, with all the pupils gaining the expected level (although a substantial number only just obtain the expected level) and half achieving the higher level. Teachers' assessments of pupils' performance in science in 2000 indicate that almost all the pupils achieve the expected level and almost one-third attain the higher level.
5. Over time, the national test results of boys and girls aged 11 indicate that, in all three subjects of English, mathematics and science, the pupils generally perform at a level that is higher than boys and girls nationally. Generally girls perform better

than boys in English and boys better than girls in mathematics, but the margin is not particularly significant. The school has very good systems to predict the potential attainment of its pupils, sets challenging targets and achieves good levels of success.

6. Children start school with academic and personal skills that are generally average for their age. They build on this position and make good progress in their learning and some have exceeded the learning goals anticipated for the start of Year 1. In communication, language and literacy some children can express themselves quite fluently and they show an eagerness to explain what they are doing in their work. Some are quite knowledgeable and use their understanding in their work on knowledge and understanding of the world. They soon learn to take their turn and share equipment. Many have a good understanding of numbers, are able to count correctly and can recognise numbers beyond ten. The correct money is regularly offered in the 'Shop' and change given accurately. The reception class teacher has a good grasp of the foundation stage of learning and the children's progress is carefully tracked and checked. At the time of the last inspection, standards for children under five were largely described as sound. Taking this judgement into account, there is an overall improvement in standards of work currently undertaken.
7. When pupils move into Year 1 they are allocated to one of two classes with the younger pupils remaining with the Reception Year and the older pupils working with the Year 2 pupils. In both classes there is a good balance between direct teaching and practical activities and pupils are provided with challenging and demanding tasks. They are confident in speaking and active in listening. Good use of repetitive rhymes and songs amongst the younger pupils builds their confidence well. By the age of seven, most pupils read well with good elements of fluency and expression and readily recount the main ideas in their stories. The content of pupils' writing is, on occasion, better than their presentation, which is sometimes untidy and not regularly commented upon to encourage them to take pride in their work. Number work is again given a high priority and pupils measure each other accurately with a wide range of objects of different size. Some made a very good attempt at measuring the height of a visiting student using large interlocking bricks. Standards in numeracy and literacy show improvement on those reported at the last inspection.
8. Pupils' listening skills develop well as they move into Year 3 and 4. They grow in confidence and are secure in explaining themselves, for example in the lesson when they explained how their various types of teeth fulfil different functions. Whilst some of the pupils in Years 4 and 5, in a class with a high proportion of boys, find sustained concentration difficult, they show good standards of work as they filtered water to clean it, and many were able to work effectively at independent tasks in this lesson. In the class containing the oldest pupils, good standards of work are frequently seen. The selection of powerful verbs in literacy was extended to other aspects of writing over the course of the inspection, and at an early stage in the school year good quality writing was emerging, particularly in the developing stories of the walk through the wood. Gifted and talented children of this age are benefiting from being involved in group work where they are consistently challenged and work at a demanding pace. Standards are high here and the potential for improvement is good. Again this represents an improvement from the position reported when the school was last inspected.

9. Throughout the school there are many examples of work in a wide range of subjects benefiting from the pupils developing numeracy and literacy skills. Work on timelines in history, and effective information gathering in work on filtration of water, are two such examples. The pupils currently have only limited access to information and communication technology and, with the exception of regularly developing mouse skills for the youngest pupils and information gathering in history from a CD-Rom for the oldest pupils, it was rarely seen in operation during the course of ordinary lessons.
10. Pupils with special educational needs are well supported. Their needs are well known and identified at an early stage. They receive effective support from classroom assistants who are well briefed and confident when working with pupils in small groups, withdrawing them for specific work, or supporting them alongside their peers in the classroom. These pupils make good progress with their learning.

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

11. Pupils' attitudes to school are very good. They show interest and enthusiasm for all their work. They listen attentively and respond to questions thoughtfully. They approach lessons keenly and concentrate well over extended periods. They have respect for each other and for the school building. The premises are free from graffiti.
12. Behaviour is good in classrooms and around school. The school has successfully created a climate with very little bullying or oppressive behaviour. In the playground older pupils take care of younger ones and act as guardians. If the younger children are distressed in any way they can seek help and support. This system is very successful and the older pupils take their responsibility seriously. The school displays various colourful notices around the school that support the school ethos and remind pupils of appropriate behaviour. The pupils are polite to teachers and support assistants in lessons and show respect for those supervising at lunchtime. These ladies report that behaviour is good at lunchtime. The school has had no exclusions in recent years.
13. Pupils' personal development and relationships are very good throughout the school. The school ethos creates a caring environment for pupils to work and play in. Teachers treat the pupils with respect and pupils treat each other accordingly. In the Reception and Year 1 class pupils are encouraged to think about how they could be a friend to another child. Circle time is also used to teach pupils to respect each others' feelings. Some pupils were very new to school and they were reassured that other pupils were their friends and that their feelings mattered. Pupils are aware of the impact of their behaviour on others and this mutual respect is fostered through assemblies and the schools ethos. Pupils are able to take initiative and responsibility. Older pupils are given specific responsibilities, one being to answer the office phone and greet visitors at lunchtime. They discharge this task efficiently and well. They enjoy this responsibility and take it seriously. All pupils are courteous and polite to visitors around the school.
14. Punctuality is good. Pupils arrive at school on time and lessons start promptly. Teachers make registration a welcoming and friendly occasion. The arrangements for registration and the school's records for attendance comply with statutory requirements. The overall attendance levels are slightly above those for the majority of schools nationally, and the school has good systems in place to promote

good attendance. The rate of authorised absence is below the national average although the rate for unauthorised absence is above the national average. The school has a small number of traveller families on the roll and their inconsistent attendance has a negative effect on the overall statistics.

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

15. The quality of teaching is good overall. It is good in 53 per cent of the lessons, satisfactory in 42 per cent and unsatisfactory in 5 per cent. This is a position which is significantly improved on that reported at the last inspection. The good teaching is having a positive impact on pupils' learning and achievement in a wide range of subjects, but particularly in English and mathematics, and enables the pupils to attain high standards of work.
16. In the foundation stage of learning, children in the Reception Year are taught in a stimulating and encouraging manner. Singing rhymes are frequently used well to enable the children to recognise patterns in sounds and numbers and to gain confidence in their new learning. The exchange of money in the shop, often with the right 'change' being given, indicates that many of the children are developing a clear sense of number up to and beyond twenty. Good questioning by the teacher reinforces their learning and also extends the skills of the pupils in Year 1 who are also accommodated in the class.
17. There are very detailed plans available which show a clear grasp of the stepping stones in learning. For children under five it is firmly based on the early learning goals. For pupils throughout the school the teachers' planning is very good and securely based upon the requirements of the National Curriculum. There is a clear improvement here from that reported when the school was last inspected. Due attention is paid to the requirements of the National Strategies for Literacy and Numeracy. In almost all lessons, these activities are planned well to meet the needs of pupils with differing levels of attainment.
18. The teaching of pupils aged 5 to 7 is good. Pupils are well managed and classroom organisation is effective in ensuring that there is an appropriate balance between direct teaching and practical activities. Teacher questioning is again of good quality, promoting confidence in the pupils and ensuring that their learning is taken forward. Pupils listening and language skills are extended well, for example in the work undertaken with the text of 'Who is at the Door'. Pupils' listening and observational skills were extended as they had to describe exactly what they thought would happen next. Pupils were keen to join in and anxious to answer. Pupils showed great enthusiasm as they accurately measured the length of each other in a lesson where a wide range of good quality resources were used and pupils were managed effectively. The pupils achieved well and showed good awareness of size and measurement.
19. The teaching of pupils aged 7 to 11 is also good. The teaching of the younger pupils in this age range shows a clear grasp of the learning needs of the pupils. Teaching is undertaken in an unhurried but thorough manner in lessons which are well resourced and which stimulate pupils' interest. Again, there is a correct emphasis on the teaching of basic skills, but pupils' interest is also encouraged as, for example, they carefully examine their own teeth and make accurate suggestions about the purposes and uses of different categories. Pupils successfully match the sounds of a wide range of interesting percussion instruments after listening carefully

to them on a compact disk. Neither they, nor the teacher, were adversely affected by the disk sticking. Such was the good level of engagement to the lesson. The class containing pupils from Years 4 and 5 contains a very high proportion of boys. Here, the teaching does not always effectively engage those boys who find sustained concentration difficult. There are weaknesses in aspects of pupil management which occasionally lead to unsatisfactory teaching. However, the planning of lessons for this group of pupils is very thorough indeed, and the literacy text of the 'Goalkeeper's Revenge', which was well chosen, shows that much thought had gone in to the preparation of the work. When the pupils are thoroughly engaged to their task, as in the geography lesson where groups of pupils were filtered water, whilst others worked diligently at carefully matched independent tasks which clearly extended their skills and understanding, there are elements of good teaching. In the class accommodating the oldest pupils lessons are almost always consistently good. Literacy work undertaken throughout the week, probing the pupils' ability to find and use precise and expressive language for a piece of extended writing, was consistently of good quality. Pupils were eager to make their contribution, either to the class as a whole or to small groups working independently. The pace of the lessons was maintained well by the teacher, giving realistic but challenging time limits for tasks to be complete. Each group's work was then considered. Where good quality adverbs were being added to a text, the teacher moved easily into a short and effective consideration of synonyms, which resulted in good quality vocabulary being used in the pupils' texts.

20. Teachers' regularly have clear objectives in their planning and these are frequently shared with pupils. Good questioning techniques are used to involve the pupils from the start of the lessons. In some classes pupils have clear targets for improvement attached to the front cover of their books so that they know what they need to do to improve. However, this is not used consistently through the school. Relationships are good and pupils generally work together well either in classes or in small groups. Most listen carefully, know what is expected of them and try hard to succeed. There are many good features to the teaching which promote good learning and enable pupils to achieve high standards, particularly in basic skills. Improvement could be made in the quality of the presentation of work in some classes. In some classes, pupils' work is poorly presented and this does not encourage the pupils to take pride in what they produce. The school has a good quality policy on marking and presentation of work. It contains clear guidelines which are not being applied consistently. In some classes, notably amongst the older pupils, marking is good and is effective in offering indications to pupils on what to do next to improve their work. In some classes, marking is little more than ticks and positive comments, sometimes for work of an unsatisfactory quality.
21. The quality of teaching for pupils with special educational needs is good. They are well supported by skilful and knowledgeable teaching support assistants who understand their task well, often questioning pupils very effectively and enabling the pupils to work alongside their peers in the classroom or in small withdrawal groups. Work is carefully targeted to the needs of individual pupils and this enables them to make good gains in their learning.
22. Homework is used satisfactorily to build upon and extend the work that is happening in school. For younger pupils this takes the form of consolidating reading and spelling activities and, for older pupils, aspects of simple research. Some parents expressed the view that homework arrangements could be improved, for example by providing an increasing volume of work to be undertaken at home as the pupils



get older, but the inspection evidence indicates that arrangements are generally satisfactory.

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

23. The curricular and other opportunities offered are good, which shows improvement since the last inspection in many areas, especially in planning to meet the needs of all pupils. As a result, pupils have access to a range of stimulating learning experiences within a broad, well-balanced and relevant curriculum.
24. An effective learning environment has been created in the Foundation Stage of Learning which leads to children making good academic and personal progress in the areas of learning expected for this age range. Resource provision has been greatly improved for these children, which enables them to take part in a wider variety of worthwhile activities than was reported previously.
25. The National Literacy and Numeracy Strategies have been successfully implemented for pupils aged 7 to 11 and this enables them to achieve well in English and mathematics. The pupils now have an increased range of opportunities to undertake extended writing, though the school has put a high priority on this area for further development. In mathematics, there has been successful development of work in the use and application of mathematical skills and knowledge and this has been an important factor in the high standards now being attained in the subject. There are insufficient opportunities for pupils to develop their information communication technology (ICT) skills and consequently standards are unsatisfactory. The school is currently working to improve provision in this subject and has recently updated computers and associated software. There are swimming lessons provided for pupils in Years 4 and 5 and, by the time that they leave school, nearly all of them can swim a minimum of 25 metres. All statutory requirements are met.
26. There is also an emphasis on developing the pupils' creativity and they are able to take part in rich experiences in music and art. There have been visits to art galleries, museums and musical productions, while a variety of visitors, including professional musicians, have worked with the pupils to develop a range of skills. A notable feature of this provision is the Friday afternoon assembly in which pupils are encouraged to make a contribution in performing to the rest of the school. In so doing the pupils effectively develop their speaking and listening skills and develop their self-esteem and confidence. The curriculum is also enriched by involvement in national and local initiatives, which include projects to raise the attainment of more able pupils and provide more opportunities for the talented and gifted pupils to meet their full potential. This is a relatively new initiative which is having a positive impact on the pupils' learning.
27. There is good provision for the pupils' personal, social and health education and they have many opportunities to relate to others, in a variety of situations, so that they learn to respect the values and beliefs of other pupils and adults. Social development is effectively supported by a wide range of visits, including a residential stay for pupils in Years 5 and 6 during which they learn a variety of social skills, such as working together and caring for others. There are many opportunities, in and out of classrooms, for them to show initiative and take responsibility, which effectively supports their personal development. There is appropriate provision for

sex education for pupils in Year 6, with the help of the school nurse, which stresses the importance of caring Catholic family values. Pupils are helped to develop good attitudes towards healthy eating and, with the support of the community police and the school nurse, are made aware of the harmful effects of drugs. Pupils are also able to take part in activities in which they sit in a circle with their teacher to talk about any problems they might have and such issues as the importance of caring for others. A good example of this was when pupils in Reception and Year 1 were seen sharing things that were special to them with the rest of the class.

28. The school is committed to having equality of opportunity implicit in all aspects of its life and is successful in ensuring that all pupils have equal access to the curriculum. There are effective systems in place to support pupils with special educational needs, which enables them to make good progress towards the targets in their individual education plans. Teachers plan very effectively with classroom assistants for the needs of these pupils to enable the progress they make to be checked and then their learning needs adjusted accordingly. Good use is made of outside agencies to help with any specific difficulties that pupils may have. The planning of the curriculum has been improved since the last inspection and now provides teachers with clear information about the key learning objectives and skills to be taught. As a result, they are able to give work that effectively meets the needs of all pupils, including the more able and those who are gifted and talented.
29. All pupils are able to take part in the provision for extra curricular activities, which includes football, tennis, Irish dancing, badminton, violins and recorders. The activities are well supported. There is a good range of educational visits that enrich the curriculum by providing further significant learning experiences. These have included visits to an environmental centre at Skelton Grange, a farm, Butterfly Gardens and performances by the Leeds Orchestra as a way of extending their knowledge and understanding of a range of issues. There have been residential experiences at Scarborough and Filey for pupils in Years 5 and 6, which were linked to various aspects of the curriculum and supported the personal and social development of the pupils. The school arranges for numerous visitors to come to school, including authors, professional musicians and drama groups, to work with pupils to develop their skills across a range of areas. One such notable visit was by the 'Zulu Nation' group, which enabled pupils to gain an understanding of a way of life different to their own.
30. There are very good links with the community, especially the Parish Churches, which make a strong contribution to pupils' learning. The Parish Priests come into school to lead services and work with pupils to help develop their understanding of the Catholic faith and to support their spiritual development. Parents and grandparents work in school as volunteer helpers to support pupils' learning across a range of aspects, including reading. The community police come in to give 'Stranger Danger' talks, and the local fire brigade visits to give advice on fire safety. There are opportunities for pupils to raise money for a range of local and national charities, including 'Catholic Care', in which they gain a good understanding of the needs of others. There are effective links with partner primary schools on a range of aspects, and also with the local Secondary Schools, that successfully prepare pupils in Year 6 for when they transfer to these schools. There are also close links with Leeds University whose students come into school to work with pupils.
31. The overall provision for pupils' spiritual, moral, social and cultural development is very good, having been improved since the last inspection when it was judged to be

good. It effectively enriches the quality of the school's life as a community, helping pupils to develop positive attitudes, a sense of responsibility and high self-esteem. The school's aims, relating to pupils' development in these areas, are strong and well supported by the values that permeate the daily running of the school.

32. A key element in pupils' spiritual development is the way the school works closely with the Parish Priests. They work in classrooms and lead a variety of services and celebrations that are a focus of renewal and affirmation for all. Acts of collective worship successfully create an atmosphere of spirituality in which pupils could quietly reflect. The use of music heightened the feeling of spirituality within these assemblies, in which pupils prayed with reverence. The teachers greatly value pupils' ideas and efforts and this was shown by the way that all pupils were encouraged to make contributions during lessons and by the way their work is attractively displayed around school. The development of pupils' creative abilities feature highly in the curriculum, especially in art and music, and successfully reflects moods such as happiness or sadness.
33. Pupils' moral development is positively promoted through the school's approach to encouraging good behaviour. A high value is placed on pupils' understanding the difference between right and wrong and the school successfully raises awareness that an individual's behaviour has an impact on others. Moral themes are an integral part of the school's ethos and feature in many aspects of the curriculum. There are good role models provided by the staff, who obviously value pupils in their care, acknowledging and praising their efforts and achievements. Class rules and their consequences are well understood, with most pupils having a respect for each other and trying hard to live up to the school's high standards. The school promotes a sense of fairness among pupils and is successful in teaching them to be tolerant of each other.
34. In terms of social development, the pupils are encouraged to take responsibility for their actions and to work and play together with respect and tolerance. From the start of their time in school, pupils are provided with very good social development opportunities, with the staff providing good role models. They are encouraged to work collaboratively in pairs and small groups, as is especially evident in mathematics, science, and physical education lessons. There are very good relationships underpinning all of the school's work, being based on mutual trust and respect between staff and pupils. The range of extra curricular activities offered to pupils, including visits and a residential stay, effectively supports the development of their personal and social skills. As a result, the pupils show a great deal of confidence in a variety of social situations involving adults and other pupils.
35. Cultural development is supported through work in art, music, history and geography and is supplemented through the range of extra curricular activities, including visits and visitors. Artwork and music feature prominently in developing pupils' cultural awareness, including having opportunity to enjoy a performance by the Leeds Orchestra on an annual basis. However, the last report indicated that there were limited opportunities for pupils to learn about the values and lifestyles of other cultures, faiths and customs. Whilst the school has made progress, it realises that further actions are needed to prepare pupils more fully for life in a diverse, multi-cultural society.

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

36. The school cares well for its pupils. The ethos of the school is one of strong moral guidance, support and a co-operative approach to school life. Behaviour expectations are clear and based on encouraging participation such as older pupils looking after younger children new to the school. There are public rewards for particularly good behaviour, hard work or for kindness towards others.
37. Pupils' personal development is fostered by many tasks and responsibilities, which are willingly undertaken by older girls and boys. Pupils are encouraged to suggest their own assembly themes, to choose charities for fundraising and have open access to the head teacher to discuss their ideas.
38. The recent appointment of a learning mentor is providing a useful addition to the school's follow up of pupils who are underachieving, or whose attendance is causing concern or who need extra support. The mentor works well by liaising with families, working with pupils and providing interesting clubs and activities to involve them and reflect their interests.
39. The school's measures for monitoring attendance have seen an improvement since the last inspection, and the attendance figure is now just above the national average. Some travellers' children have a higher than average unauthorised absence and the school works hard to improve this.
40. Assessment is good and is becoming very clearly targeted to individual attainment. The school's analysis of its performance overall is used well as an integral tool to chart expectations. Pupils are involved in writing about their own progress at the end of the year.
41. Child protection is well addressed, with clear procedures and a policy which has had expert input. There are appropriate systems to record potential incidents such as bullying, racism or accidents.
42. Health and safety is a particular strength, with participation from an enthusiastic school caretaker who works with the pupils to identify hazards, the provision of healthy meals and care about routines in the playground which are carried out by well briefed and approachable staff.
43. The school liaises effectively with other agencies and uses their expertise to provide information and advice, for example, the school nurse and the emergency services give talks and advice to pupils. The school makes good use of the Education Welfare Officer, the Travellers' Education Service and the Family Support Unit to work with pupils and parents. Close links with the church also provide a valued layer of support to the school.

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

44. The school works well with its parents. Most parents were appreciative of the school's approach and said their children settled in well, liked school and made good progress, becoming more mature and responsible during their time there.
45. Parents and families come into school in large numbers for performances and they attend services at Christmas and Easter and at other times. There is a strong commitment to creating a community spirit. The School Association is active and

plays a vigorous role in emphasising this and provides useful links with the governing body.

46. Parents positively encourage their children to work hard and do their best, and some parents lend expertise to the school, for example a parent who is an accomplished musician accompanies singing and music lessons weekly.
47. The head teacher deals personally with any problems which may arise and prides himself on tackling contentious issues when necessary. He makes himself accessible to parents and produces regular newsletters about the school. Surveys of parental opinion have provided useful feedback for the senior management team and governors and have led to improvements in the school's overall provision.
48. Reports are informative about pupils' attainment, personal development, what pupils have covered in their lessons and contain some useful information about 'next steps' for some subjects. They need a better indication of whether the progress pupils have made is as expected for their age and attainment.

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

49. The leadership and management of the school are very good and significantly improved since the last inspection. The headteacher provides a clear and very purposeful sense of direction for the school. His commitment to ensuring that the pupils reach high standards is shared by all the staff and governors. There are very good systems in place to monitor the progress of individual pupils, matched against progress made by pupils across the Leeds LEA, and this enables the school to set very accurate targets for pupil performance. The head is ably assisted by two senior members of the teaching staff who work closely together as a senior management team. They work together successfully to bring about the changes necessary to move the school forward. The staff is relatively small in number and therefore coordinators' responsibilities place significant demands on individuals. Roles are clearly defined and extensively documented. Coordinators' tasks are carried out effectively. The school has a strong commitment to improve and a good capacity to succeed.
50. The procedures for monitoring and evaluating the work of the school are good. Teachers' planning files are of very good quality. They are regularly reviewed, together with the evaluation of samples of pupils' work. Classroom observations of teaching and learning have involved the headteacher, senior teachers and advisers from the local education authority. Individual feedback is given to staff. Coordinators monitor teachers' planning and sample pupils' work to ensure continuity and consistency in pupils' learning and to inform the action plans for subject development. This monitoring is very effective in ensuring the consistent quality of teachers' planning, and the progress of pupils' learning, but less effective in ensuring that pupils' work is regularly presented neatly, or that the good quality marking policy is consistently applied.
51. The governors are very effective in fulfilling their statutory duties. They are knowledgeable and have a clear understanding of the strengths and weaknesses of the school. Designated governors regularly attend relevant courses and are well informed as to their roles and responsibilities. The headteacher values the opinions of the governors and recognises their central role in setting a clear direction for the school. The chair of governors is a regular visitor to the school and understands his

role well in ensuring that the governing body are effectively involved in the processes which bring about school improvement and the standards it achieves. There is a clear desire on behalf of all the governing body to see this school maintain these standards and make continued progress.

52. Financial planning is good. The governors have a clear commitment to ensuring that the school receives best value from all its spending. Detailed records are kept of the spending plans submitted to the governors. A prudent budget is set annually and the school's spending is carefully monitored through regular statements which are received. The school accrued a moderate surplus in the last financial year which has been wisely spent. Recent improvements to the fabric of the building and the provision of internet access have been undertaken whilst maintaining staffing levels, including good quality support assistants. Very recent improvements in the provision of additional resources for information and communications technology are currently in school, but are not yet operative and were not in use during the period of inspection. Day-to-day financial administration and control are good. All school routines are well established and the school administrative officer provides good support for all the teachers, including the headteacher. Older pupils take their turn at 'office duty'. It is a role they fulfil very well, in pairs, giving a very good 'first impression' to visitors, and gaining confidence in using their initiative together with their speaking and listening skills.
53. The management and administration of special educational needs are good. The coordinator is knowledgeable, and effective. She keeps detailed records and ensures that all statutory requirements are met. In this relatively small school the needs of individual pupils are well known. Teaching and support staff work closely together to ensure that appropriate work is planned for the pupils. In many lessons, pupils on the special educational needs register work alongside their peers. They make good progress in their learning. The school has recently received funding to employ a Learning Mentor who has made an effective start to her new role. Very good plans for development are in place. Equally, the school funds additional teaching for Gifted and Talented pupils. This work is also coordinated effectively by an able coordinator. The project makes a positive contribution to the quality of learning for these pupils and is effective in maintaining high standards.
54. Staffing levels are good and both teaching and support staff are generally well deployed. Accommodation is good and the space available is effectively used. It is maintained to a high order of cleanliness by the site manager who is occasionally assisted by volunteers. Outdoor facilities are generally satisfactory with hard play space and extensive fields. There is a patio garden in which vegetables are grown. The pupils have assisted in its construction. The youngest children, however, lack an enclosed play space of good quality and this restricts their opportunities to use large toys and tricycles. Resources are generally of good quality. They are effectively used to support pupils' learning. This represents good levels of improvement since the last inspection, particularly in relation to the resources available to the youngest children.

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

55. The school has already identified issues for future development. The further improvement of pupils' writing is recognised as an area for continued focus. As the

school seeks to build on its current strong position, the governors, headteacher and staff need to:

- (1) Improve pupils' standards of work in information and communications technology. (Paragraphs: 9, 25, 52 and 121)
- (2) Provide increased opportunities for pupils to learn more about other faiths and cultures. (Paragraphs: 29 and 35)
- (3) Develop a more consistent application of the good quality policy on Marking and Standards of Presentation. (Paragraphs: 7, 20, 88, 97)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	53	42	5	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)	N/A	134
Number of full-time pupils eligible for free school meals	N/A	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	25

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

### Attendance

**95.2%**

#### Authorised absence

	%
School data	3.2%
National comparative data	5.2%

#### Unauthorised absence

	%
School data	1.7%
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	11	5	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	11
	Girls	5	5	5
	Total	14	14	16
Percentage of pupils at NC level 2 or above	School	88 (85)	88 (92)	100 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	5	5	5
	Total	14	15	15
Percentage of pupils at NC level 2 or above	School	88 (92)	94 (96)	94 (92)
	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	6	14	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	4
	Girls	12	12	13
	Total	16	17	17
Percentage of pupils at NC level 4 or above	School	80 (95)	85 (88)	85 (90)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	11	12	13
	Total	16	17	18
Percentage of pupils at NC level 4 or above	School	80 (75)	85 (85)	90 (90)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	114
Any other minority ethnic group	4

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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)	6
Number of pupils per qualified teacher	22.6
Average class size	30.2

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

Total number of education support staff	6
Total aggregate hours worked per week	77

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

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

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

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

### **Financial information**

Financial year	2000 / 2001.
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	£
Total income	333 038
Total expenditure	322 068
Expenditure per pupil	2 206
Balance brought forward from previous year	21 550
Balance carried forward to next year	32 520

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

Questionnaire return rate: 37.1%

Number of questionnaires sent out	140
Number of questionnaires returned	52

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	4	0	0
My child is making good progress in school.	52	42	0	0	4
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	10	44	29	12	6
The teaching is good.	52	44	0	0	4
I am kept well informed about how my child is getting on.	48	40	10	0	2
I would feel comfortable about approaching the school with questions or a problem.	62	21	12	2	4
The school expects my child to work hard and achieve his or her best.	62	35	0	0	4
The school works closely with parents.	54	25	15	0	6
The school is well led and managed.	58	31	0	4	8
The school is helping my child become mature and responsible.	52	38	4	0	6
The school provides an interesting range of activities outside lessons.	35	17	25	12	12

## **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**

56. Children start in the Reception Year in the autumn term of the academic year in which they are five years of age and most show average levels of skills for their age. The majority have had the benefit of pre-school education, but they are received from a very wide range of providers. There is no pre-school provision in school. There are currently 17 children in the Reception Year and they are accommodated alongside a group of the youngest pupils in Year 1, who are already five years of age. The classroom provides a stimulating and interesting environment which reflects the needs of young children. It was criticised at the time of the last inspection for being inadequately resourced, but this is now no longer the case. There is, however, only limited outdoor play space for these children. The class teacher and staff working with these children have a clear understanding of the foundation stage of learning and ensure that their provision is appropriate.

#### **Personal, Social and Emotional Development:**

57. The inspection took place very early in the school year and baseline assessment had not yet been completed. The majority of the children, although still exploring their new surroundings and still encountering new routines, are settling well. Many are familiar with sharing and taking turns and are 'getting to know' each other and making new friends. However, there are a small number who find aspects of personal, social and emotional development difficult.
58. Many are showing good levels of independence and are able to make choices. They are able to sustain interest in one activity for an extended period of time, for example in the shop, where they buy items from each other and give change, or in the writing area. Children settle appropriately to their activities following clear instructions from the teacher as they gather around her on the carpet. Most share equipment and cooperate with each other during their play and their activities. Some, however, find this difficult. The adults, some of whom are volunteers, offer good support. They are well briefed about their roles and deal effectively with these pupils, ensuring that they gain an understanding of how important it is to take turns and to share.
59. Good progress is made in this area of learning and this enables many children to meet the early learning goals by the time they start Year 1. The teaching is good, especially in the detail of the planning and the manner in which all involved with the children work purposefully together.

#### **Communication, Language and Literacy**

60. Most children start in the Reception Year with appropriate levels of communication. Many are clear and confident speakers and some are able to listen for extended periods of time. They relate appropriately to books. Many handle them with care and know that print conveys meaning. Some write their names and form letters with a good degree of accuracy. Good progress is made towards the learning goal.
61. Children have many opportunities to express themselves. Even though they have been in the class for only a short time, they are eager to stand next to the teacher at

carpet time and talk about what they have done. They listen to stories carefully and accurately anticipate the sequence of events. They are keen to join in rhymes and songs and many are confident to speak to the whole class, and even to sing alone to everyone. The teacher embraces these opportunities well, questions them perceptively and encourages their growing confidence.

62. The teacher uses the children's developing understanding well in games aimed at improving pre-reading skills. Puppets are used effectively in re-telling a story and the whole group are encouraged to anticipate which character will be introduced next. There is much excitement and enthusiasm in joining the teacher very speedily to introduce the next puppet. Children are expertly encouraged to listen for the initial sounds of words and to suggest words with similar sounds. The children have access to a wide range of books, with a large library area in one quiet corner of the classroom. It is attractively displayed. A good proportion of the class are already reading simple text, some with expression, before they leave the Reception Year.
63. The children have many opportunities to write for a purpose. There is a good writing area set up in the classroom and it is regularly in use. Children are always encouraged to try as they move from mark making to simple letter formation and the writing of words. By the time the children are ready to move to Year 1 many are able to write with growing confidence. Some are writing full sentences. Many are able to form letters correctly, but some still show reversals.
64. The teaching is good in this area of learning and there is a good balance between direct teaching and encouraging children to apply new skills in a stimulating environment.

### **Mathematical Development**

65. The majority of children start in the Reception Year with average levels of mathematical understanding, although some have already established a good understanding.
66. Children have a regular involvement in mental and oral mathematical work. Many are keen to join in and anxious to take their turn. Many know which number comes next in an ascending sequence and some can count back by one accurately. In their play, the children have many opportunities to count. For example, the shop occupies a prominent position in the classroom and children have frequent opportunities to buy items and to give and receive change. Sometimes this involves numbers up to twenty, with regular opportunities to add and subtract. There is good attention to practical activities where possible.
67. A significant proportion of the children can count up to twenty accurately and are able to count backwards and forwards. Some count in tens. Children are frequently assisted by class support assistants who question them well to probe their understanding. Children who find it difficult are assisted well.
68. The teaching is good in this area of learning and it is making a positive contribution to the children's learning. All are making good progress and some are on course to exceed the learning goals by the time they move into Year 1.

### **Knowledge and Understanding of the World.**

69. Many children show an appropriate general knowledge when they first start in the Reception Year and many are eager to take part actively in what is happening around them. The school builds successfully on this curiosity and many reach the goals expected of them by the time they reach Year 1.
70. During science activities they enjoy tasting different foods – some sweet, sour and salty – and they show real excitement in taking part and can effectively distinguish the different tastes. Some become over-excited and the teacher has to raise her voice to be heard. However, the lesson is well staffed and children benefit from a high degree of direct teaching. They show a secure knowledge and simple scientific vocabulary and many talk lucidly about their activities.
71. The class teacher brings her own baby into school and the children are able to recognise its features and compare them with their own. They express clearly their understanding of growth and change from this first hand experience. They begin to gain an understanding of changes which take place over time.
72. Children have regular access to a computer in this class. They use it with some confidence. They manipulate the mouse and move the cursor with a good degree of accuracy. They use a program which effectively enables them to ‘drag’ different articles of clothing across the screen to dress a teddy. The activity is regularly supported by a classroom assistant and children show good manipulative skills in their working.
73. The teaching is good for this area of learning. It successfully builds upon children’s existing knowledge and obvious enthusiasm. Activities are well chosen and very carefully planned. It enables the children to develop their knowledge well and build upon what they already know.

#### **Physical Development:**

74. Children make satisfactory overall progress in their physical development although they make better progress with their manipulative skills than with their gross physical skills. However, the children meet the early learning goals in this area of learning by the time they start Year 1.
75. In the classroom children are provided with many activities aimed at improving their manipulative skills. Children have regular opportunities to cut and glue as well as to write. They undertake these tasks with some skill and many show good consideration of what the end result is going to look like. Again, they are well supported in these activities.
76. There are relatively limited opportunities available for children to participate in outdoor play in an area specifically designed for their use. They have access to the playground, but it has to be used by pupils who are older. Opportunities are therefore restricted for children in the Reception Year. In physical education lessons in the hall, which include pupils from Year 1, the teacher is aware of using different equipment to meet the needs of children of different ages and abilities. This enables them to develop appropriate skills.

#### **Creative Development**

77. Children make good progress in this area of learning, enabling the majority of them to meet the early learning goals by the time they begin Year 1. The teaching provides many opportunities for children to develop skills in this area through painting, music and play.
78. The teacher makes regular and good use of singing to encourage children to recognise pattern in sound and shapes. They are clap and maintain a generally steady beat. Many have a good sense of rhythm and sing well together. Some accurately anticipate when they are required to join in and are enthusiastic when their turn comes. They listen well and are confident in demonstrating their skills to others in the class. Activities with music have strong connections to the development of children's early skills in literacy and numeracy and this has a positive impact on their learning.
79. There are regular opportunities for children to draw and paint. They experiment with shape and colour and texture. Activities are regularly available for the children in the good range of opportunities provided on a daily basis. Children use them well and produce some good results.
80. Teaching is good in this area of learning and the children are well supported by adults working in the classroom.

### **Teaching and Provision**

81. The overall quality of teaching is good and this maintains the position reported when the school was last inspected. Planning is very detailed and particularly thorough. Adults working alongside the children are well aware of their needs and have a clear understanding of what is expected of them. They support the class teacher well. Relationships are good and the classroom organisation is effective for teaching the foundation stage of learning. Adults question children well, assess their progress accurately and a good balance is maintained between direct teaching and the children learning through the good range of activities available for them. The classroom is well resourced with materials of good quality.
82. The provision for children of this age shows good levels of improvement from that reported when the school was last inspected.

### **ENGLISH**

83. In the National Tests for 11 year old pupils the school's results have been well above the national average in 1998 and 1999 and above the national average in 2000 in terms of average points scored. These results are also above the average for similar schools. The percentage of pupils gaining the higher level in the English tests in 2000 have been close the national average and the average for similar schools. Early indications are the 2001 results match this good level of performance and that the school marginally exceeded its target for pupils' performance in English.
84. Over the past few years, whilst the results achieved by both boys and girls at the age of 11, have exceeded the national average, girls have generally achieved better results than boys. There is no apparent reason for this that can be attributed to teaching and learning. The school is aware of these variations, however, and are monitoring the position as a matter of priority.



85. The test results for 7 year olds show that in reading, the school's performance is consistently above the national average between 1997 and 2000, except for 1999 when the overall percentage was close to the national average. A similar pattern is seen in the school's results in writing, where the percentage of pupils gaining the expected level is generally above the national average over time, except in 1999 when the results were well above the national average. In 2000, test results were above average in both reading and writing in comparison with similar schools. The performance of both boys and girls exceed the national average in both reading and writing, with the girls performing better than the boys in reading and the boys out-performing the girls in writing. So no clear pattern emerges. Indications are that the pupils results in 2001 maintains this good level of performance.
86. Standards in speaking and listening are generally good. Pupils are generally quite confident speakers in conversation and express themselves adequately. Pupils are frequently given the opportunity to speak in classes and show their understanding well. Younger pupils in Years 1 and 2 are generally eager to join their teacher and speak to their peers when the classes are together on the carpet. Younger pupils regularly anticipate the sequence of stories so that they are ready to join in when the moment arrives. Older pupils, for example in literacy lessons in Class 5, are very willing to enter positively into small group discussion over the selection of good vocabulary in story writing. These activities have a good impact in promoting and raising pupils' confidence when committing their thoughts to paper. Pupils of all ages listen attentively in assemblies which are led sensitively promoting confidence and self-esteem in the pupils. Pupils are confident to speak, knowing that their contribution will be received thoughtfully and positively. Older pupils, taking their turn to occupy the school office during break and lunch time, do so effectively, answering the telephone efficiently and welcoming visitors courteously. All these opportunities promote good use of the pupils' speaking and listening skills and help to raise their standards in the use of spoken language.
87. Standards in reading are good. There are examples of older pupils reading a wide range of literature and talking fluently about their likes and dislikes in the texts they have read. Well-chosen texts for pupils in the gifted and talented group stretch and enrich the pupils reading and comprehension skills and help to promote a love of literature. Older pupils use their reading skills well in finding information about the life and times of William Shakespeare using computer technology, but the opportunities to use computers are limited and currently insufficient.
88. Standards in writing are satisfactory and the school is doing much actively to improve them. Older pupils are beginning to organise their work well and choose good vocabulary. For example, in Year 6, 'Dominic stopped and listened; he peered into the darkness of the gloomy wood. His holiday was turning into a disaster.' The atmosphere is set well with good levels of tension at the start of this well organised piece of writing. There is good use of poetry, for example, focussing on 'Silver' by Walter de la Mare. As they get older a significant number of pupils are developing into competent writers. They chose their words well, describe scenes accurately and often use adventurous punctuation. Standards of writing by younger pupils are not so well advanced. Many are becoming competent with the basic skills of correct usage of capital letters and full stops and undertake simple descriptive writing quite well. A significant amount of writing, however, is untidy and badly presented and some basic grammatical errors are left unchecked. The school has a good quality policy on the marking and presentation of pupils' work, which is currently being

applied inconsistently. Younger pupils particularly are given insufficient encouragement to take a pride in what they write, and it is not always made clear to them what they should aim to do next to improve the quality of their written work.

89. The quality of teaching is good overall throughout the school. Lessons are consistently very well planned and support assistants offering good levels of help to pupils. This consistency is having a positive impact on the pupils' learning. The pupils are secure and confident in lessons and, in most classes, are eager to succeed. The school is setting challenging targets, which are carefully and accurately identified using good quality materials from the local education authority. Good attention is given in lessons, particularly in Class 5, to improving the quality of vocabulary chosen and the resulting quality of the writing. The teachers generate a positive learning environment in these lessons, but need to build on the good practice which exists and adopt a more consistent approach to presentation and marking of pupils' work.
90. Most pupils do appear to enjoy their work in literacy and they are rising to the challenge it offers. Teachers often select good texts, as in the case of 'The Goalkeeper's Revenge' in Class 4, chosen to particularly engage a large number of boys, and 'Who is at the Door' in Class 2, which encourages many pupils to want to join in. Pupils respond well to the stories and make good progress with their literacy. Pupils with learning difficulties are well supported in these lessons. They often work in the classroom alongside their peers and good progress in their learning as a result. They frequently contribute ideas in lessons and benefit greatly from the sensitive and effective support they receive.
91. Literacy skills are used well in other subjects. A good example was seen when pupils independently charted the stages in the process of water filtration and they showed good comprehension skills of ordering a sequence and expressing each step carefully. Younger pupils use speaking and listening skills well as they compare their growth to that of a baby in the classroom and they identify changes that take place over time.
92. Learning resources are good, with an increasing and appropriate range of good quality texts for pupils to use. The subject is well managed with effective information available to all staff about priorities for improvement, good evaluations of tasks which have been completed, and very detailed records of each pupil's individual progress over time.
93. Overall, this represents a significant level of improvement in the English provision since the school was last inspected. Standards are higher than when last reported. Pupils' skills in reading, writing, speaking and listening have all improved on the sound levels last reported. The good procedures for assessment which were in place have been refined and put to improved use in monitoring pupils' progress and estimating realistic targets for pupils performance. The school has built effectively upon the good and enthusiastic leadership of the coordinator and has improved the provision for the pupils.

## **MATHEMATICS**

94. Standards in mathematics in the school are above average. The results of national tests show that many pupils at ages 7 and 11 are attaining and exceeding levels for their age and many pupils are reaching the higher levels of attainment.

95. Standards for pupils age 7 are good. Levels of attainment in mathematics have been consistently above the national average since 1997. Standards in mathematics were well above the national average for similar types of school in the year 2000. The numbers of pupils achieving the higher levels in the national tests was twice the national average. Both boys and girls in school perform better in the national mathematics tests than boys and girls nationally. Girls consistently perform better than boys, except in 1999 when the boys performed better. The pupils enter the school with average levels of skills in mathematics and make good progress up to the age of seven. In the reception /year 1 class pupils who had only just started school could count up to five and engage effectively in singing and counting rhymes. Older pupils were able to count, order and add numbers up to 10 and apply these to the counting of money. They could play in the class shop giving money and change accurately. Good use was made of the generous level of classroom support that understood the purpose of the lesson and helped the pupils make good progress within the lesson. By the end of Year 2, a high percentage of pupils demonstrate the skills expected for age. However, whilst pupils covered a good range of the national curriculum, the standards of layout and presentation in the books was poor. On several occasions the work done by the more able pupils did not seem sufficiently different from the work of the average pupils to challenge them effectively.
96. Standards at the age of eleven are very good. In the year 2000 national tests pupils attained levels in mathematics that were well above the national averages and the averages for similar schools. The recent trends show standards in mathematics to be well above the national average with the exception of a decline in 1998. The progress made by this group of pupils since they took tests at age seven is also well above the averages of most schools. Both boys and girls do better than boys and girls nationally. In school boys out perform girls. In one mixed year 3/4 class pupils were able to half and double numbers to 50. Pupils in the main part of the lesson could use mathematical names for a good range of two-dimensional shapes and classify them accurately according to their properties. They knew the terms corner, side, symmetry and could classify shapes in different ways. In year 5/6, pupils could name common fractions correctly and divide large improper fractions into the correct mixed numbers. Some pupils were able to add fractions together mentally and some could add mixed numbers with good levels of accuracy. Some could find fractions of three digit amounts of money. A small group worked on a computer programme, which presented challenging fraction problems to solve. Overall, these pupils demonstrated very good levels of understanding in these challenging tasks
97. The quality of teaching and learning in mathematics is good. Teachers plan their work very thoroughly. Medium terms plans are clearly linked to the national numeracy strategy. Weekly and daily plans are of very good quality. They are clear and detailed and contribute positively to the good teaching observed. Teachers make good use of time in their lessons. Their teaching effectively follows the guidance in the National Numeracy Strategy and this promotes good learning on the part of the pupils. Teachers make good use of the dedicated support staff in mathematics lessons. They work well with the pupils and play a significant part in the good progress made by pupils with special needs. Teacher assessment is good. Ongoing assessment helps pupils know what they can do well and what they need to do to improve. Where teachers have to make overall judgement at the ages of seven and eleven, these results are very close to the pupils' actual performance. Overall there is an insufficient use of information technology in

supporting teaching and learning in mathematics. Only one example was seen of its use in mathematics lessons. Also, the quality of marking is inconsistent. Whilst much marking is good, in some books there were examples of unmarked work. Often, when pupils made errors there were no comments telling the pupil what they need to do to improve.

98. Attitudes to learning mathematics are good. Pupils take part in the oral work at the beginning of each lesson enthusiastically. They approach their work confidently and enjoy challenge and success. In the main part of the lesson pupils of all ages organise themselves and their work well. They are able to work successfully, independently or in small groups. They support each other and co-operate well. They have respect for each other and each other's work. In one class with a high proportion of boys, they had some difficulty in maintaining concentration to the end of the lesson and there was some unnecessary and distracting noise.
99. The school has a good supply of resources for the teaching of Numeracy. They are used well to promote effective learning. Classes are supplied with hundred squares, number fans, counting blocks and other aids to assist in developing number skills. A further supply exists of apparatus for teaching a variety of measures that is kept centrally in the staffroom in clearly labelled boxes.
100. The subject is well led by the curriculum coordinator. She has a clear picture of the strengths and weaknesses of the subject and has a good knowledge of the quality of teaching and learning from a wide range of evaluations from senior staff and the link adviser from the LEA. A school policy shows how mathematics should be taught. It contains the aims for the subject, references to planning and assessment and sections on resources and the use of ICT. It is regularly reviewed.
101. Standards in mathematics were sound at the time of the last inspection so the school has shown a good overall improvement since that time.

## **SCIENCE**

102. The national test results for eleven-year-olds in 2000 were close to the national average but below average when compared with similar schools. Some improvement is seen in the 2001 results. Pupils in Year 2 also attain average standards. Though this represents steady improvement over the last few years, the school is currently reviewing and changing provision in an attempt to raise standards to match the high levels attained in English and mathematics.
103. The quality of teaching is satisfactory and helps pupils to make steady progress and achieve in an appropriate manner. The teachers plan their lessons thoroughly, manage pupils well and make sure that they have access to appropriate resources. There is effective use of questioning to find out what pupils know and can do, and to develop their understanding of the idea being studied. The pupils in Years 1 and 2 are given many opportunities to develop their knowledge and understanding by taking part in practical activities. This was evident in work on simple electrical circuits in which they made accurate predictions and then tested them out. Pupils learn how to handle simple scientific equipment with care and due regard for safety and are taught how their work in science can be linked to their everyday lives. This was seen when pupils in Reception and Year 1 were learning about how they change as they grow older. In this lesson, the teacher brought her recently born baby to provide an exciting stimulus for questions and discussion. Pupils are

helped to develop a secure understanding of how to lead a healthy lifestyle and that there are similarities and differences between humans. They are encouraged to find ways of recording for themselves, but there are times when the expectation of the quality of presentation of work is not high enough by teachers. As a result of the activities that pupils experience, most of them, by the time they are seven, carry out a simple fair test effectively, with some help from the teacher, and talk about their work using appropriate scientific vocabulary.

104. The teachers of older pupils continue to ensure that they are given opportunities to develop their learning by being involved in practical investigations, such as when finding out if plants need light to grow healthily and in trying to make a saturated solution. The teachers have good classroom management and organisational methods that ensure that the pupils work hard throughout the lessons. There is good use made of interesting resources to act as a stimulus for learning, as in a lesson for pupils in Year 3 in which apples, cream crackers and mirrors helped develop their understanding of the different purposes of different teeth. Good use is made of visitors to extend learning, as was the case for pupils in Year 6 when the school nurse effectively taught them about the dangers of the misuse of medicines and drugs. Throughout the school, there is limited use of pupils' skills of using information technology to enhance their work in science, and this is an area for further development.
105. Teachers also recognise that the pupils' conclusions to experiments need to be more evaluative and based on prior scientific knowledge, as currently they are mainly descriptive. The ability of pupils, especially the more able, to interpret effectively the data collected from experiments, is also underdeveloped. However, the quality of teaching ensures that, by the time that they are 11, most pupils show appropriate ability to identify the need for a fair test and to be able to plan and carry one out, independently of the teacher.
106. The attitudes of pupils to their work are positive, with them working well collaboratively and taking some responsibility for their actions. They are very well behaved, curious and show a lot of enjoyment in their work especially when involved in investigations. They take care when handling resources and equipment and show appreciation of the views of others during group and whole class discussions. Pupils make good use of their literacy skills in their investigative report writing, such as when researching and presenting information on sound. They also show that they are able to make effective use of their numeracy skills to take careful measurements, including readings from force meters, during their experiments to show that how much an elastic band stretches depends on the force acting on it. The progress of pupils with special educational needs is satisfactory throughout the school as a result of the well-structured support that they are given. Pupils are encouraged to develop their speaking and listening skills and, as a result, they are able to make effective contributions to class discussions during science lessons.
107. There is satisfactory leadership by the co-ordinator, who is taking a leading role in setting priorities to address the identified areas for development in the subject. The school knows of the need to improve co-ordination, by ensuring that the co-ordinator has a specific evaluating role and responsibility for developing the subject through the school. The curriculum that is offered to the pupils is satisfactory, with sufficient opportunities for them to be involved in practical investigative activities. The systems for monitoring pupils' academic performance and the use of assessment information to plan future work have been improved since the last inspection and are now good.

The school has recently put in place very detailed procedures to analyse the statutory test results to identify areas of weakness and then set manageable targets for improvement for groups and individual pupils. There is a lack of a consistent approach to the good quality policy on marking and standards of presentation that is adversely affecting the work of pupils in some classes. The scheme of work, which now incorporates the guidelines from the Qualifications and Curriculum Authority, is effective in supporting continuity and progression of learning through the school. All the pupils have opportunity to take part in a variety of educational visits that enrich the curriculum by providing further significant learning experiences. These include visits to an environmental centre at Skelton Grange, a farm and the Butterfly Gardens in Leeds. The accommodation includes a nature trail and wildlife areas that are used well to develop pupils' understanding of life processes and living things. The current provision for science shows satisfactory improvement since the last inspection.

## **ART / DESIGN & TECHNOLOGY**

108. No overall judgements can be made about Design and Technology. The school uses a blocking system with Art being done in the first half of each term and Design and Technology the second. As such, no design and technology lessons were seen during the period of the inspection.
109. Standards in art for pupils aged seven are in line with national expectations. Pupils have the opportunity to use an appropriate range of techniques and a wide variety of media to express their feeling and ideas. In the mixed reception/year 1 class pupils explore colour and texture to mix paint well to produce good quality paintings. The pupils also used painting effectively in a science lesson to paint things connected with their senses. They experienced an appropriate range of different materials to make models of animals with eg. playdoh and plasticene and they use a variety of materials, for example, a wooden spoon, paper and fabric to make puppets of nursery rhyme characters. Pupils have many opportunities to use appropriate tools such as brushes, scissors and glue spreaders. They use them sensibly and with suitable control. Many are able to cut accurately. The pupils use a suitable range of starting points for developing imagination and creativity. For example, pupils in year one have the opportunity to study the work of artists and are able to mix and use colours effectively and to produce paintings that reflect the artists style. (Van Gogh's 'Sunflowers'.) In year two children continue their study of artists by looking at the work of Rembrandt.
110. Standards in art for pupils aged eleven are in line with national expectations. Many pupils are able to use tools with increasing control and accuracy. In one year 3-4 class the teacher very clearly modelled the techniques required in drawing the human face. Pupils were given mirrors to observe their own faces. They used them well and tried hard to emulate the example they had been given. Some pupils made a variety of puppets including shadow puppets, glove puppets and stick puppets. They evaluated their work and made appropriate suggestions for improvement. They performed a shadow play using their puppets. Links with art and other subjects was continued in Key Stage 2. In the year 5/6 class pupils made good models of Viking helmets and shields.
111. Overall standards of teaching are satisfactory. Teachers plan their work thoroughly and the planning reflects national guidelines. There are examples of good teaching, for example in the modelling of the technique required to draw a human

face. Here, the teacher's subject knowledge and skill was good and her instructions were clear and understandable. The coordinator has a clear picture of the strengths and weaknesses in the subject. There are plans to extend the range of resources available. Pupils' attitudes and behaviour are satisfactory. Pupils are in the main well behaved in art lessons; they enjoy art and approach the subject with enthusiasm. They are attentive and involved, working co-operatively on a range of activities when required. They appreciate the work of other pupils and can make positive comments about each other's work.

112. The school has made satisfactory progress in maintaining the standards it achieved at the time of the last inspection.

## **GEOGRAPHY AND HISTORY**

113. During the inspection it only possible to observe a relatively small amount of geography and history being taught. Judgements about attainment and achievement are therefore based on evidence obtained from discussions with pupils, from an analysis of their previous work and from work on display. Standards in both subjects are in line with those expected for the pupils' aged seven and eleven. Pupils throughout the school make satisfactory progress in both subjects and achieve appropriately.
114. In geography, Key Stage 2 pupils explore aspects of their own locality and locate places correctly on simple maps and plans. Environmental work undertaken nearby has resulted in a good quality display of Morley Bottoms, with a large map to locate the major landmarks. From the immediate surroundings, geographical work stretches further afield. Younger pupils explore aspects of other countries as they follow Barney Bear visiting different countries of the world. Visits to the seaside give younger pupils first hand experience of aspects of coastline features which pupils recognise and understand and written work indicates that they are able to make an effective comparison of the similarities and differences between life on an island compared to life on the mainland. Pupils are introduced to aerial photographs which help them to effectively locate major landmarks from a different perspective.
115. Older pupils compare their own locality to that of Chembakoli in India. They are able to compare and contrast different locations, styles of schools and kinds of work. Their written work shows that many have a good understanding of these similarities and differences. Further work on two-dimensional plans introduces the pupils to directions and the positioning of landmarks. Many pupils are able to locate these landmarks well. Some pupils are able to correctly calculate distances between two places on the map. Work of older pupils shows some good research work into the formation of mountains. Pupils know that mountains are built up by plates or strata of rock. They study the courses of rivers and know something of the rudiments of how they are formed. Pupils in Class 4 work with real interest in filtering dirty water in order to clean it. They use good research skills and work independently to identify the different steps in the process.
116. In history, the youngest pupils have a good understanding of the passage of time. They compare their own growth appropriately to that of a young baby. Pupils in Class 2 have studied toys through the ages and contrast their own toys to those of

children living in Victorian times. Their written work shows a good understanding of the differences in lifestyle of the rich and the poor in that era.

117. In Key Stage 2, pupils study the Celts and the Romans. They know that archaeologists can re-create a village using primary sources of historical evidence. Older pupils study Invaders and Settlers. They research aspects of the life of Anglo-Saxons in Britain and use their understanding of the Vikings in their story writing.
118. Overall the national curriculum requirements of geography and history are taught appropriately. The school uses many opportunities to extend the pupils' literacy and numeracy skills well through history and geography. Calculating distances on maps and choosing good vocabulary such as 'inhabit' for 'occupy' are simple examples. Only moderate use of information and communication technology is used in the teaching of history and geography, although the pupils in Class 5 did use a CD-Rom to gather information about the life and times of William Shakespeare.
119. Insufficient teaching was seen to make an overall judgement of its quality, but good teaching was seen in a successful lesson in Class 4 where water was being filtered and pupils worked well, showing good research skills together with an interest and enthusiasm for the task.
120. The subjects are currently both co-ordinated temporarily by the Deputy Head following the recent resignation from the school of the last co-ordinator. Good records of work are kept and the subjects are appropriately resourced. The school has maintained the satisfactory levels of provision indicated at the time of the last inspection.

## **INFORMATION & COMMUNICATIONS TECHNOLOGY**

121. By the age of seven and eleven pupils attain standards in information and communications technology (ICT) that are generally below those for pupils of these ages. There is currently too little opportunity for pupils to use computers on a day-to-day basis. This means that the progress pupils make in developing skills in information technology is unsatisfactory. The school is aware of this and it is being addressed.
122. By the age of seven, pupils attain standards that are generally below those expected for pupils of this age. Pupils in the reception/year 1 class use a mouse confidently to use a "Dress Teddy" programme. In year 2 they were introduced to a writing program and the teacher introduced the icons on the toolbar. Pupils demonstrated appropriate levels of skill in using these icons. There was a display of key words on the classroom wall to assist pupils in gaining the key vocabulary associated with the computer, which the pupils understood. There is, however, no opportunity to record data in databases and display the information gained. No use of graphics packages was seen. The reception/year 1 class has a programmable robot but this was not seen in use during the inspection.
123. By the age of eleven, pupils attain standards that are generally below those expected for pupils of this age. In one year 4/5 class pupils were taught the procedures for navigating a CD ROM. They were taught the meaning of the icons and the scope of the program. This program was based on the human body and was to be used to develop understanding in science. No use of e-mail or the



Internet as a resource for learning was seen during the inspection. This is because the school has only recently been equipped to have access to the internet and staff training has only recently begun. In general, information technology is not used sufficiently to support learning in other subjects. However, this is not true for the oldest pupils. In the year 5/6 class a mathematics program is used successfully to develop an understanding of fractions. Pupils in this class also use a CD-ROM in English to access information about William Shakespeare. The school has two digital cameras but during the inspection no evidence was seen of pupils using these.

124. The teaching observed during the inspection was satisfactory. Teachers planned the lessons thoroughly with details of key vocabulary and teaching and learning activities. In the reception/year 1 class the teacher organised her lesson so that 2 or 3 children were always working at the computer. They were ably supported by a teaching assistant. Children in this class make satisfactory progress. They use a mouse confidently and understand the scope of the program they are using. They use the terms associated with the computer competently.
125. The school has recently changed the computers it was using and has had major building and re-wiring work done to give internet access to all classes and shared work areas. Teachers are currently undergoing a national programme of computer training to improve subject knowledge and confidence. The teachers, themselves, make good use of ICT in the classrooms with posters, labels and captions for displays.
126. The school has made good use of specific grants and its own budget to build up its IT facilities. Currently the resources for IT are good. In addition to computers, some with CD re-writers the school has purchased 2 digital cameras, two laptops, three programmable robots, an interactive white board and an intel microscope. The coordinator is aware of the current position of IT and has produced a very clear action plan for its development. This contains a detailed curriculum map and aims, targets for year groups and procedures for assessment and recording pupils' progress. This action plan, together with the recent investment in information technology accompanied by the training for teachers, places the school in a good position to proceed with the planned developments.

## **MUSIC**

127. Only a small number of music lessons were observed during the inspection, but from that evidence, talking to pupils and observing some additional music activities outside the school day, it is possible to reach the judgement that the school's music provision is good and pupils attain standards which are above those normally expected for their age by the age of eleven.
128. In Class 2, pupils in Years 1 and 2 sang to taped action songs. They demonstrated a good sense of pitch in their singing and maintained a steady rhythm. They kept together and sang the words clearly. Many performed the actions with great enthusiasm. The well-chosen songs enabled the pupils to have first hand experience of a good variety of rhythm.
129. In Class 3, pupils in Years 3 and 4 listened intently to a compact disk which introduced them to a wide variety of percussion instruments with particularly distinctive sounds. Most pupils were good at recognising them and could then place

them correctly in a sequenced order. They clearly enjoyed this activity and were not disruptive when the disk player got stuck and caused a break in the continuity of the lesson.

130. Pupils in Class 4 worked well together as they sat in a circle in the hall and clapped complex rhythms together. They could maintain a sequence well and clapped in three groups, thus maintaining three distinct rhythms.
131. The school is very ably assisted by a music specialist who is also a parent of a pupil in school. Pupils' attention is held during singing practice, during which the quality of singing is of a high standard. Pupils produce a pleasing quality of tone and clarity of diction. They demonstrate a controlled increase in the volume of their singing and respond well to the clear and precise instructions they are given.
132. The school provides a wide range of extra-curricular activities focussed on aspects of music. Irish dancing lessons are available for those who wish to take part and the activity is well supported. Pupils develop a good sense of rhythm in their movement and dance well in time to the music. A large number of pupils attend a violin group on Monday evening. Lunchtime recorder groups are also held, where two groups of pupils play a wide range of recorders. There is a beginners' group led by a class teacher and a more advanced group led by the music specialist. The younger pupils play well accompanied by a tape. They keep together well and are developing a good sense of keeping in time. They are being introduced effectively to formal musical notation and know the musical value of a wide range of notes. They are currently at an early stage of development but are making good progress. The older pupils have a greater understanding of notation. They understand simple time signatures and play the opening bars of Dvorak's 'New World' theme effectively on woodwind instruments even though sight reading the notation. Most sustain notes well and show good potential in their musicianship.
133. Throughout the school pupils show a great interest in their music and are keen to succeed. A large percentage of the pupils are gaining experience of a wide range of music and a knowledge of how to play in groups and perform in public.
134. Although the number of lessons seen was too small to make an overall judgement on the quality of teaching, those occasions which were observed showed teaching of a good quality. Lessons were led by teachers and parents with good subject knowledge and high levels of musical expertise. They had high expectations of the pupils and the pupils were motivated to do well, whether in class units or in small groups.
135. The subject is well led by an enthusiastic coordinator who has access to a wide range of good quality expertise. Resources are good and are put to good use. This good overall provision represents an improvement on the position reported when the school was last inspected.

## **PHYSICAL EDUCATION**

136. By the time that time they are 11, the pupils attain average standards, having made satisfactory progress and achieving appropriately through the school. This shows that the school has made satisfactory improvement since the last inspection.

137. The quality of teaching is satisfactory, with teachers planning their lessons thoroughly and ensuring that pupils perform their activities in a safe environment. There is secure subject knowledge that enables teachers to set tasks that challenge pupils in an appropriate manner. Pupils are encouraged to work co-operatively and use their imagination, as was evident in a dance lesson for pupils in Year 2 when they were exploring ways of moving in the ways of different animals. Most teachers set good examples by dressing appropriately for physical education lessons and, as a result, are able to demonstrate techniques in an effective way. There is suitable emphasis placed on the teaching of basic skills, as was seen in a lesson for pupils in Years 5 and 6 on developing their netball skills in which the teacher taught different methods of passing effectively and then let pupils practise them in small group situations. In this lesson, the pupils showed good control of their movements and an appropriate awareness of space and of others. In a gymnastics lesson for pupils in Years 3 and 4, the teacher's high expectations of her pupils' behaviour and of their performance, ensured that they made good progress in their ability to move around at different levels and in a variety of shapes. When these pupils moved onto the apparatus, they carried out the activities sensibly with due care for safety. As they get older, the boys and girls are equally exposed to a wider range of activities, which gives them confidence and many opportunities to learn from each other. Pupils in Years 4 and 5 are able to develop their swimming skills at the local pool and by the time they leave school most of them are able to swim 25 metres. By the time that they are aged eleven, most pupils follow instructions, watch others carefully in demonstration and use it well to improve their own performance. They are able to practise, improve and refine their skills in small game activities, to a satisfactory standard.
138. The pupils have attitudes to learning that are positive, showing a great deal of enjoyment and enthusiasm in their activities. They co-operate well and recognise the need for safety when using equipment and when working on apparatus. The pupils with special educational needs are fully involved in physical educational activities and they also make satisfactory progress.
139. Leadership is in the hands of the head teacher, as the co-ordinator has recently left the school. He advises and supports colleagues in an appropriate way. The curriculum is broad, balanced and relevant to all the pupils and the scheme of work is successful in ensuring continuity and progression of their learning. The curriculum is enhanced by a good variety of extra curricular activities that are open to boys and girls, which emphasises the school's commitment to equality of opportunity. The resources are adequate and the accommodation includes a good-sized hall that is well used for a variety of physical education activities.