

## **INSPECTION REPORT**

### **SHIPLEY C E PRIMARY SCHOOL**

Shipley West Yorkshire

LEA area: Bradford

Unique reference number: 107341

Headteacher Mr A Davy

Reporting inspector: Mr D Hardman  
17794

Dates of inspection: 5<sup>th</sup> – 8<sup>th</sup> November 2001

Inspection number: 193732

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Otley Road  
Shipley  
West Yorkshire

Postcode: BD18 2PT

Telephone number: 01274 583900

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R North

Date of previous inspection: 15<sup>th</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17794	Mr D Hardman	Registered inspector	English	What sort of school is it? The schools results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
12511	Mrs L Buller	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
11510	Mr K Oglesby	Team inspector	Science Design and technology Special educational needs	How well does the school care for its pupils?
27545	Mr A Scott	Team inspector	Mathematics Art and design English as an additional language	How good are curricular and other opportunities offered to pupils?
23375	Mr J Hicks	Team inspector	Information and communication technology Physical education Music Equal opportunities	
30827	Mrs S Withnall	Team inspector	Geography History Foundation stage	

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

### **INFORMATION ABOUT THE SCHOOL**

Shipley Primary School is a community school and admits pupils from Frizinghall, Saltaire and the Bradford Beck districts. It serves a wide geographical area, there is a broad social mixture in the school and the full range of ability is represented. The school's initial assessments of pupils' attainment when they enter show that many pupils have standards in line with the levels expected for their age. There are 180 boys and 161 girls currently on roll. A large percentage have English as an additional language and are from minority ethnic groups, both proportions being well above the national average. There are 45 pupils eligible for free school meals, which is below the national average. Forty-four pupils have been identified as having special educational needs, which is below the national average. Seven have statements of special educational need, which is in line with the national average. Most pupils with special educational needs have moderate learning difficulties. The school is part of a local Education Action Zone that supports a number of initiatives, focusing upon pupils' personal development.

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

Shipley Primary School is going through significant changes; the move from a First School to a Primary School, a number of staff changes and the planning needed to manage the reduction of pupil numbers over the next four years. The head teacher and staff, well supported by the governors, are managing some of these changes well. For example, the school has maintained a family atmosphere and relationships are very good. The school has given the teaching of English a high profile and this has successfully raised pupils' attainment to levels above those expected for their age in Year 6. Pupils are responsible and their behaviour is very good. The school is providing a satisfactory education for its pupils. Expenditure is similar to the national average and the quality of education provided in most classes means that the school gives satisfactory value for money.

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

- The teaching of English, including that for pupils with special educational needs and English as an additional language, is good, which leads to pupils' above average attainment in Year 6.
- Teachers' management of behaviour is very good; as a result pupils' behaviour is very good throughout the school.
- Pupils' attitudes are good, there is very good provision for pupils' personal, moral and social development and relationships are very good.
- The school welcomes pupils of all abilities and ensures that they all participate in as many activities as possible.

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

- The attainment of pupils by Year 6 in science and certain aspects of information and communication technology.
- The information provided for parents on pupils' progress.
- The health, safety and welfare issues discussed with the head teacher and governors during the inspection.
- The attendance of some pupils.

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

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

There has been satisfactory progress in dealing with the issues identified in the previous inspection in 1997. There is now an established framework of leadership and management, governors work closely with the headteacher and have established agreed policies for most aspects of school life. These are beginning to be effective but the disruption caused by the change from a first to a primary school, changes to the teaching staff, temporary classrooms and the reduction each year of pupil numbers has slowed the rate of change. For example, there has been good progress in establishing a modern computer suite and pupils' attainment is improving; however, there is a lack of resources to allow pupils to cover the National Curriculum in information and communication technology to the required depth. The school has reorganised the teaching of music and improved pupils' attainment so that it is now in line with the level expected for their age in both key stages. There are good guidelines in place for all subjects of the National Curriculum. Although teachers' planning sometimes includes the identification of assessment opportunities, the school has not yet established a system to set challenging targets for individuals and small groups of pupils and so raise standards further. The roles of the subject co-ordinators are now clearly defined but, apart from the literacy and numeracy co-ordinators, there are no opportunities for them to monitor and evaluate teaching and learning in their subjects. The special educational needs co-ordinator is providing good leadership and all statutory requirements are now met. The governors tackled the identified areas for development in the last report by redefining their roles and improving the planning for future developments. However, the recent disruption caused by the change of status has created new problems that have not yet been successfully resolved. For example, a number of health and safety issues were discussed with the governors and headteacher during the inspection. Governors are not yet fulfilling their duties sufficiently well.

## STANDARDS

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

Performance in:	compared with			
	all schools		similar schools	
			2001	2001
English			C	C
Mathematics			C	C
Science			D	D

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

There are no results available for previous years because 2001 was the first time the school had pupils aged 11 taking the National Curriculum tests. Therefore, it is not possible to make any judgements on trends over time. The table shows that in the 2001 National Curriculum tests for 11 year olds the school's results were average in English and mathematics and below average for science. When compared to similar schools, pupils' performance was average in English and mathematics but below the average in science. Inspection evidence shows that standards have improved in English, which reflects the importance the school has given to the subject and this is shown in the good teaching and learning for pupils. Most children in the nursery and reception classes, now called the Foundation Stage, make at least satisfactory progress and most reach levels in line with those expected for their age. In Year 2, pupils' attainment is in line with the expected level for all subjects except reading, writing and mathematics, where it is below the level expected for their age. The school's assessments of this group of pupils from their entry into the school show that they have made satisfactory progress in most subjects but the higher proportion of pupils with special educational needs and English as an additional language, in that particular year group, has an adverse effect on their overall level of attainment.



In the current Year 6, pupils' attainment in English is above the level expected for their age and in all other subjects, except science and aspects of information and communication technology, it is in line with the level expected for their age. Teachers' knowledge, skills and understanding of the requirements of older pupils in these two subjects needs to be improved. The school is beginning to use the analysis of the results of tests well. For example, this analysis shows that pupils whose attendance was below average did not perform as well in National Curriculum tests in 2001 as their classmates. The school's implementation of the National Literacy and Numeracy Strategies and the setting arrangements for older pupils in English and mathematics is beginning to have a positive impact on pupils' attainment. The school is well set to continue to improve standards, meet its challenging targets and implement any future changes in the curriculum.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have good attitudes to the school and their work. Most are keen to come to school and this improves their learning.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. They have a good understanding of what is right and wrong. There have been no exclusions from the school in the last year.
Personal development and relationships	Pupils' personal development and relationships are very good and are a strength of the school. They respond well to the rules clearly displayed in all classrooms. Visitors and visits to places of interest improve pupils' personal development very well.
Attendance	Unsatisfactory. Attendance is below the national average for primary schools.

Pupils' good attitudes result from the school's positive ethos and pupils' response to the caring, family atmosphere in the school. Pupils are polite, friendly and welcoming. They are considerate of others when they move around the building and use the dining hall. Pupils respond well to the trust and respect they are shown.

## **TEACHING AND LEARNING**

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

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

Sixty-seven lessons or part lessons were seen. The quality of teaching was satisfactory overall, with examples of good teaching in lessons, seen throughout the school, especially in the basic skills of literacy; teaching in the skills of numeracy was satisfactory. The quality of teaching has improved since the last inspection. Teaching has been monitored by the headteacher, deputy head teacher and literacy and numeracy co-ordinators and the sharing of good practice is improving the quality of teaching, particularly in English. Teachers manage pupils very well. As a result, pupils' behaviour and their relationships with teachers are very good.

Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies and when they organise tasks to challenge different ability groups in classes, pupils make good progress. However, teachers' knowledge, skills and understanding, especially for older pupils in science and information and communication

technology, are not yet as well developed as they could be. In addition, there are missed opportunities to use the classroom computers to support pupils' developing skills and use them in other subjects. The school is beginning to use teacher assessments, together with the results from standardised and National Curriculum tests, to record pupils' progress. These assessments are then used effectively to set school targets, for example in English and mathematics. However, these assessments are not always used consistently to set challenging but achievable targets for individuals and small groups of pupils or to guide teachers' planning for the next stage of learning. Classroom assistants give effective support to individuals and groups of pupils when they are working with them. Pupils with special educational needs and English as an additional language are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a relevant curriculum that meets the needs of all pupils. It is enriched by the provision made for pupils' personal and social education. However, the school does not meet statutory requirements in information and communication technology because of a shortage of certain essential resources. The provision of extra-curricular activities to enrich the curriculum is satisfactory.
Provision for pupils with special educational needs	There are good procedures and provision for pupils with special educational needs. Teachers know the pupils very well and provide challenging activities that make a positive contribution to their attainment and learning.
Provision for pupils with English as an additional language	Good. All staff work with pupils to make sure they join in all the activities available. As a result, pupils make good progress in their knowledge, understanding and use of English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' moral and social development is very good. It is satisfactory for their spiritual and cultural development. Pupils' spiritual development is promoted well through assemblies. The quality of relationships makes a good contribution to promoting the school aims.
How well the school cares for its pupils	Procedures for ensuring pupils' health, safety and welfare are unsatisfactory. A number of health and safety issues were raised with the headteacher and governors during the inspection. There are satisfactory procedures for assessing pupils' attainment and progress.

The curriculum meets statutory requirements, except for information and communication technology. There is a satisfactory range of extra-curricular activities and visits and visitors give pupils a wider experience and help them learn. The school has formed a satisfactory partnership with most parents, which makes a satisfactory contribution to pupils' learning both at home and in school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The head teacher, deputy head teacher and key staff provide satisfactory leadership and management and they have maintained the family atmosphere during a difficult reorganisation programme.
How well the governors	Since the last inspection, governors have increased their role in

fulfil their responsibilities	managing the school and their knowledge of its progress. They have helped to lead the school through the recent changes and maintain a positive atmosphere for all pupils. However, mainly because of the number of health and safety issues brought to the school's attention, they are not fulfilling their duties sufficiently well.
The school's evaluation of its performance	Satisfactory. The school knows its strengths and areas for development. The monitoring and evaluation programme is only just beginning to have an impact on the quality of teaching, however, all staff work very hard to improve their own work and the educational opportunities provided for pupils.
The strategic use of resources	The school has sufficient staff. The accommodation is well maintained. Resources to support pupils' learning are satisfactory, except for information and communication technology, and they are used effectively. The library is adequate but the reorganisation has meant that it is placed where it cannot be used very effectively to support pupils' learning in all subjects. The school's finances and administration procedures are satisfactory.

The headteacher and key staff provide a clear direction for future improvement. Governors are regular visitors to the school, monitor financial planning and have formed committees that are involved in all aspects of the school. They make a good contribution to the preparation of the school development plan and are aware of the financial implications of the falling roll. Governors, the headteacher and the bursar keep a close eye on spending to ensure that they follow the principles of "best value" well.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school and are making good progress.</li> <li>• Teaching is good.</li> <li>• Behaviour in the school is good.</li> <li>• The school expects children to work hard.</li> <li>• The school helps children to become more mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• A number of parents feel that they do not get enough information about how their children are doing and that the school does not work closely enough with parents.</li> <li>• Some parents would like to see a more interesting range of activities outside lessons.</li> </ul>

Inspection findings broadly confirm the positive views expressed by parents about the school. The inspection team agrees with parents that the information provided to them is unsatisfactory and does not give them a clear picture of what their children are learning or the progress they have made. The range of activities outside lessons is very similar to that provided by many primary schools and, therefore, the team does not agree with the parents' concerns.

#### **PART B: COMMENTARY**

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

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

1 In Year 6, pupils' attainment in English is above the level expected for their age. In mathematics it is at the level expected for their age. Pupils' attainment in science and information and communication technology is below the level expected. In information and communication technology the school does not have the necessary resources to teach the full curriculum for primary aged pupils. In addition, the staff's knowledge, skills and understanding of the requirements of older pupils in these two subjects need to be improved. Comparisons of pupils' attainment in Years 5 and 6 cannot be made with the last inspection because the school was then a First School and pupils left at the age of nine. The school has managed most of the changes undertaken during the last two years well and staff are well set to continue to improve standards, meet the realistic targets and implement any further changes to the curriculum. During the inspection, no significant variation was noted in the attainment of boys and girls in any subject. However, throughout the school the attainment of a number of pupils is limited by poor attendance.

2 In the school the Foundation Stage is made up of a nursery and one reception class. Children enter the nursery with levels of attainment which are similar to those of most other children of the same age. They make satisfactory progress through the Foundation Stage and most of the children, including those with special educational needs or English as an additional language, are on course to achieve the standards expected by the end of the reception year, in all areas of learning. However, a significant number of children in the present year group are on course to exceed the expected standards in personal, social and emotional development and physical development.

3 For pupils in the present Year 2, attainment in reading and writing is below the levels expected for their age and in speaking and listening it matches what is expected. This shows a fall since the previous inspection. However, there is a large number of pupils with special educational needs and English as an additional language in the present Year 2 and they are improving in relation to their previous attainment. In the most recent National Curriculum tests in 2001, pupils' attainment in reading was above the national average and in line with the average for writing. Pupils' performance in the reading tests was above average in comparison with similar schools and average in writing. Pupils' attainment is improving because of improved teaching and the successful implementation of the National Literacy Strategy.

4 In the 2001 National Curriculum tests in English at the end of Year 6, pupils' attainment was in line with the national average and also in line with the average for similar schools. There can be no comparison with the last inspection or a judgement over time because 2001 was the first year the school had pupils in Year 6. Pupils' attainment is improving given their previous attainment, and inspection findings show that in Year 6, pupils' attainment is above the average in writing and reading but in line with the average for speaking and listening. Standards are improving, particularly for pupils in Years 5 and 6, where there has been a range of initiatives including one to improve writing skills. The analysis of assessment information means the school has evidence of the good progress made by these pupils over the last four years. Teachers use pupils' literacy skills in other subjects well; for example, in the recording of experiments in science and in written descriptions of different faiths in religious education.

5 In the National Curriculum tests in 2001 at the end of Year 2, pupils' attainment in mathematics was below average, it was in line with the average at the end of Year 6. In the present Year 2, pupils' attainment in mathematics is below the level expected for their age. This shows a decline in standards since the last inspection. However, this is due to the large proportion of pupils in Year 2 with special educational needs and for whom English is an additional language. In Year 6, pupils are achieving standards, which are in line with the level expected for their age. By this age, language is much less of a problem for pupils who do not

have English as their first language. These pupils progress as well as other pupils. Pupils with special educational needs also progress well but do not achieve average levels in the National Curriculum tests. A significant number of higher attaining pupils achieve the higher levels, which is an improvement since the previous inspection.

6 In the National Curriculum teacher assessments in 2001 for Year 2, pupils' attainment in science was in the lowest 5 per cent in the country. This is a decline in standards since the previous inspection, when standards were above national expectations. The reason for this decline is the low grading by teachers and the large number of pupils in this year group with special educational needs and English as an additional language. Pupils capable of higher achievements reached higher than average levels in the teacher assessments last year. Those in the present Year 2 are making good progress and are set to maintain these standards. In the National Curriculum tests in science at the end of Year 6 in 2001, pupils' attainment was below average. In the present Year 6, pupils' attainment is below the level expected for their age. The school has recently been reorganised and has limited experience in preparing pupils for the National Curriculum tests at eleven. Enforced staff changes have meant that some teachers in this part of the school have not taught science before. Despite this, the school has not kept a close enough eye on the quality of teaching and the standard of pupils' work. As a result, the teaching, although satisfactory overall, is inconsistent and has not been good enough to keep pace with the big improvement in standards seen nationally. Pupils with special educational needs and English as an additional language are supported well and make satisfactory progress.

7 In Year 2, pupils' attainment in information and communication technology is at the level expected for their age and they make satisfactory progress. In Year 6, pupils make satisfactory progress in a number of aspects but do not reach expected standards overall. This is because they do not cover certain aspects of the National Curriculum adequately, mainly because of a lack of specific resources. Although there have been some improvements since the last inspection these have not been sufficient to raise standards to the expected level by the age of 11. As a result, improvement since the last inspection is unsatisfactory. Since the last inspection the school has set up a computer suite that contains sufficient modern equipment to allow full classes to be taught together. Pupils are regularly timetabled to have satisfactory access to the suite to enable the curriculum to be taught. The inclusion of an "interactive whiteboard" allows teachers to monitor the work of all pupils simultaneously and to make valuable teaching points without delay, which improves their learning. However, computers in the classrooms are rarely used to develop learning in other subjects such as mathematics. This is because, despite recent training, many teachers lack confidence in the subject and do not plan the use of information and communication technology well enough.

8 In all other subjects, pupils' attainment is in line with the levels expected for their age. It is above the level expected for pupils in Year 2 for physical education. Other subjects of the National Curriculum make an effective contribution to pupils' literacy and numeracy skills. For example, through discussions in history and geography, recording their visits to places of interest, producing graphs in mathematics and explaining their designs when working in design and technology. Pupils with special educational needs and English as an additional language make good progress, especially in literacy skills. These pupils work at levels that are well matched to their abilities and their previous experiences. Teachers set work, paying particular attention to the targets identified in the individual education plans. Extra support is provided for these pupils and teachers assess their work regularly and review their individual educational plans accordingly. The curricular opportunities for pupils with special educational needs and English as an additional language are good; all pupils are included in as many activities as possible. All pupils on the special educational needs register have their areas of need identified and appropriate activities are planned. Pupils with special educational needs meet the targets set out for them. There is a weekly timetable for extra support and during this time pupils make good progress in their learning. In addition, the very good provision for promoting pupils' social and moral development has a significant impact upon their very good standards of behaviour and personal development.

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

9 Pupils' attitudes to school are good. Their enthusiasm for school is apparent in their very good behaviour and in the interest they show in lessons and activities.

10 Children in the Foundation Stage enjoy coming to school. They have very good relationships with their teachers and other adults. As a result, their behaviour is very good and they develop good levels of self-confidence and independence. For example, children in the reception class demonstrated high levels of confidence when using equipment and climbing apparatus during a physical development lesson. They dress themselves with a minimum of adult support and are prepared to persevere with difficult buttons. In Years 1 to 6, when teachers' expectations are high and pupils are clear about what they have to do, they are eager to take part and work hard. Pupils' attitudes remain satisfactory but their enthusiasm for learning is diminished when teachers spend too long directing the class and not enough time is allowed for pupils to work independently or take responsibility for their own learning.

11 Good support for pupils with special educational needs and those with English as an additional language ensures that they have positive attitudes to learning. They respond well to the extra help given by teachers, classroom assistants and support staff. As a result, they play a full part in lessons and are just as keen as other pupils to get on and do well.

12 Very good standards of behaviour have been maintained since the last inspection. From the time they enter nursery, children are made aware of the standards of behaviour that are expected from them and classroom routines are put in place to support this. As a result, the majority of pupils settle quickly in lessons, listen attentively and do as they are told without making a fuss. There were no exclusions during the last school year.

13 Pupils' personal development is very good. Very good relationships between staff and pupils form the basis of pupils' positive attitudes to learning. Pupils respond well to opportunities provided for them in personal, social and health education lessons to consider the feelings of others and the added responsibilities and choices that they are required to take as they get older. For example, Year 5 pupils consider how to take responsibility for their own safety both in and out of school. Year 6 pupils discuss with maturity the actions they should take in a situation of conflict after reflecting on the feelings of all those involved.

14 Levels of attendance are unsatisfactory and are below the national average. As at the time of the previous inspection this is because of the number of pupils who take extended holidays in order to return to the Indian sub continent. This has a negative impact on the standards attained by these pupils and is one of the reasons why the school does not perform as well as they could in National Curriculum tests.

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

15 During the inspection, teaching was satisfactory or better in all but one lesson in both key stages. It was good in 42 per cent of lessons and very good in a further 10 per cent. This is an improvement since the previous inspection, when 13 per cent of lessons were unsatisfactory. Discussion with teachers and analysis of pupils' work show that the quality of teaching is improving, especially in English, as teachers adjust to the change of status of the school. Some of this improvement has resulted from the observations by the headteacher and English and mathematics co-ordinators, who observe colleagues teaching and check to ensure that all pupils are learning effectively. The National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are improving by the end of Year 2. The quality of teaching is having a positive impact on pupils' learning but has not yet had time to raise their attainment further by the end of Year 6. Teachers assess individual pupils' attainment and progress regularly and use their daily observations of pupils' work to set challenging tasks but evidence from pupils' work shows that this is not always consistent; often, assessments are not identified in teachers' planning and do not contribute as well as they could to guide future planning.

16 The quality of teaching for children in the Foundation Stage is satisfactory overall. In nursery, teaching is good; in the reception class it is satisfactory and occasionally good. Where teaching is good, the teacher maintains children's interest and extends their concentration. The detailed planning shows clearly the learning activities that come from the national guidance for children of this age. Activities are clear, well prepared, interesting and carefully organised. A series of assessments of children's attainment in mathematics and language is used at the beginning and end of nursery. Another assessment in mathematics, reading and writing is made at the beginning and end of the reception class. The results show that most children make good progress in nursery, but this rate of progress is not always maintained in the reception class. Most children make satisfactory progress. The main reason for this is that the results of assessment on entry to the reception class are not being used effectively to target different groups of children. This is necessary to ensure that they are given tasks which are matched to their ability and that all children, including higher attaining children and children with special educational needs, make the progress they are capable of.

17 The teaching of basic skills in English is good; in mathematics it is satisfactory. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies and tasks are sometimes organised to challenge different ability groups in classes. The pace of most lessons is good and teachers use the techniques of the Literacy and Numeracy Strategies to best effect. Pupils have very good relationships with teachers and adults in the classroom which has helped to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are high and pupils are expected to do their best. This was seen in a Year 6 mathematics lesson, when pupils improved their knowledge and skills of mental recall when working out answers to problems called out in turn. They were very attentive to the teacher's introduction and tried very hard to beat the time target for the activity. They listened attentively to others' answers. The brisk pace of the lesson and the mature attitude of pupils led to good learning and pupils' improving skills in the use of factors, prime numbers and square numbers. Teachers use the Literacy

Strategy effectively and plan lessons that are challenging and interesting. For example, in a Year 2 English lesson pupils joined in enthusiastically with the shared reading of a poem and improved their knowledge of how the structure of poetry uses rhyming words in a particular way.

18 Not all teachers have a good knowledge and understanding of the subjects of the National Curriculum. For example, the school has recognised that teachers' skills need to be improved, especially for older pupils, in science and information and communication technology. However, most use the correct language to develop the pupils' knowledge and understanding of the particular subject. This was particularly evident in English and mathematics, where specific technical language was used well. For example, in a Year 4 mathematics lesson pupils understood the concept of "number arrays" and the teacher illustrated well the way that  $5 \times 2$  is the same as  $2 \times 5$ , using objects as a visual aid. Teachers have a good knowledge and understanding of the teaching of English and mathematics and they use good observational assessment of pupils to build upon the areas that pupils need to develop. For example, in an English lesson in Year 3, pupils responded well to the teacher's questions by using words such as "exclaimed", "demanded" and "pleaded" to replace "said" when characters in a play spoke their lines.

19 Teachers know and manage their pupils very well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. Teachers use their daily observations of pupils' work to set challenging tasks but this is not done consistently throughout the school. For example, particularly in English, assessment opportunities are not identified in teachers' planning and so it is more difficult for teachers to show how they use the results of assessments to guide their plans for pupils' future work. Scrutiny of pupils' work shows that they often start lessons from the same point and pupils capable of higher attainment are given extension tasks if there is time, instead of more challenging work at the start of the lesson. Most teachers include positive comments when marking but do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils are learning from their mistakes. The school has an established homework policy that teachers use consistently and as a result the amount of homework given is about right for pupils' ages.

20 The teaching of pupils with special educational needs and English as an additional language is good. All staff have a very positive attitude towards these pupils and know their strengths and areas for development well. The school ethos, characterised by high expectations of behaviour and very good relationships between adults and pupils, means that pupils learn well. Pupils with special educational needs learn effectively owing to the good support they receive. Teachers have a clear understanding of how to use support staff in group activities so pupils are fully involved in most lessons. In literacy lessons teachers modify the curriculum for pupils with learning difficulties and use different parts of the national guidance for literacy well. Clear records are kept on each pupil's attainment and this information is used effectively to guide future planning and teaching.



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

21 The school's curriculum is satisfactory. It is sufficiently balanced between all subjects and there is a correct focus on English and mathematics. Some subjects, such as geography and history, alternate during the school year but this does not affect pupils' standards. The school makes good provision for the teaching of literacy. A recent emphasis on reading has produced encouraging results. The provision for numeracy is satisfactory. The school gives enough time to all areas of the curriculum, although it does not provide all aspects of the curriculum in information and communication technology.

22 There are good programmes of work which follow national guidance and guarantee a strong structure and a suitable progression in the development of pupils' skills. However, in some subjects, teachers follow the schemes too closely and do not introduce enough additional material to inspire pupils. This is certainly the case in art and design. Teachers mostly prepare their termly plans carefully and those who work in parallel year group classes team up to produce consistent learning for all pupils in that year. The school has also chosen to tailor the curriculum in Years 5 and 6 to address pupils' needs in English and mathematics. This means that, in general, pupils receive work that is challenging.

23 The school makes good provision for pupils with English as an additional language. It uses its grants well to fund staff in the early part of the school to help pupils settle in comfortably and learn English quickly. The school does not withdraw pupils from lessons to provide extra support but keeps these pupils in classes so that they can learn English as a normal part of their everyday life. Before long, language is not a major consideration in most pupils' learning. This means that teachers' planning does not need to specify different work or use of vocabulary for pupils with English as an additional language.

24 The school extends the curriculum through visits to places of interest and by inviting experts to the school. Year 1 pupils, for example, have broadened their artistic horizons by visiting the Yorkshire Sculpture Park. Older pupils benefit from residential visits to the country to improve their skills in geography and environmental science. A theatre company has visited the school to bolster pupils' awareness of drama and sport has received a boost through the visit of coaches from teams like the Bradford Bulls. Extra-curricular activities are satisfactory. These are mainly sports activities, which include football, netball and rounders but there are also activities such as scrabble and computers. At present there are no musical activities but the school does offer individual tuition in a number of musical instruments.

25 A strength of the school is the curriculum for personal, social and health education, which is very good. This has been supported by the school's inclusion in an Education Action Zone, which also has pupils' personal development as its focus. Staff have undergone training and a variety of good resources have been purchased. This has helped to maintain pupils' very good behaviour, and provide pupils with the opportunity to give their opinions and think about the impact of their actions on others. Pupils are taught about the misuse of drugs, sex education, how to keep themselves safe and how to have a healthy lifestyle. As they get older pupils are encouraged to consider the actions they should take in order to become mature responsible citizens.

26 The school's satisfactory links with the community have been maintained since the previous inspection and contribute positively to pupils' learning. A strength of this provision is the business links that have been developed with the local Inland Revenue office, whose staff regularly visit the school to read with pupils. Links with local professional sporting teams add significantly to pupils' skills in physical education. Satisfactory links with local schools

enhance the curriculum by providing the opportunity for regular sporting competitions and aid the smooth transfer of pupils from one phase of their education to the next.

27 The school continues to make very good provision for pupils' moral and social development. Provision for spiritual and cultural development remains satisfactory. This is the same as the situation reported at the time of the last inspection. Staff have very good relationships with their pupils. The pupils respect their teachers, who act as valuable role models so that moral and social development are enhanced. The strong Christian values of the school continue to underpin pupils' personal development. For example, assemblies are used well to encourage pupils to think carefully, seen when good links were made between the Bible story of Gideon and "The Weakest Link" television programme. This time was used to make the valuable point to pupils that we are all special. The good spiritual development seen in assemblies is not always supported by work in other subjects, so that overall provision is satisfactory rather than good.

28 Pupils' moral development is a priority for the school and very good systems are in operation to support it. Pupils are aware of the school's rules that are displayed on classroom walls. They are encouraged to consider their own behaviour and what they need to do to make sure that the school is a safe and happy place for everyone. Pupils consider their attitudes to a number of difficult subjects. For example, pupils in Year 5 explore and discuss their feelings about worry, friendship, anger and looking after others. Year 6 pupils understand the need to set a good example to younger pupils and this reflects well on the moral tone of the school.

29 The social development of pupils continues to be a strength of the school. Pupils share materials and work together in many subjects and show an understanding of the needs of others when they take turns without argument. Pupils relate well to their teachers, classmates and visitors and show very good social awareness. Older pupils take on a few additional responsibilities such as helping younger pupils at lunchtime. This is an area to be developed now that the school contains 10 and 11 year old pupils who are capable of much more. Pupils regularly go on a number of visits some of which involve being away from home. For example, Year 4 pupils visit Ingleborough Hall and engage in adventurous activities that help their personal and social development. These visits add an extra important element as pupils learn to relate to each other and become increasingly self reliant. Year 6 pupils enjoy taking on extra responsibilities for their own welfare when they take part in a residential visit to Newton House as part of their geography studies.

30 Provision for pupils' cultural and multi-cultural development is satisfactory overall, although there are pockets of better practice in the school. All pupils learn about the culture of this country through their lessons in history, geography, art, music and information and communication technology. However, this is not consistent across the school because there is no plan or policy to ensure variety and depth of coverage. Groups of pupils visit museums such as that at Eden Camp where their studies of the Second World War are greatly enhanced by seeing and handling things at first hand. Other pupils visit the Hockney Gallery to study the work of that artist at first hand and gain valuable insight into the work of artists generally. Year 1 pupils visit the Yorkshire Sculpture Park as part of their studies of art and design and experience a wide range of real-life artistic objects that would otherwise not be available to them.

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

31 The procedures for ensuring the health, welfare and safety of pupils are unsatisfactory. Although the school meets the legal requirement to have a health and safety policy by its adoption of the policy provided by the Local Authority, these procedures are not implemented rigorously enough to ensure the health and safety of pupils. The school does not have a system for recording the risk assessments which they carry out in respect of the school site and, as a consequence, these are not carried out often enough or effectively shared with all staff. As a result, several concerns were raised with the headteacher and governors during the inspection.

32 The school has maintained appropriate arrangements for child protection. The headteacher has responsibility for this and the school follows the local area guidelines. Health education is taught well within personal, social and health education lessons and through many areas of the curriculum. As a result, pupils in Year 2 talk with confidence about how their bodies react to exercise and Year 5 pupils identify those things which are hazards to their safety when traveling to school.

33 The school has satisfactory procedures to monitor and promote attendance. As a result, it is aware of those pupils with poor attendance and use this information to work with outside agencies and parents to try and bring about improvement. This needs to be continued, as frequent long absence has a detrimental effect on pupils' attainment.

34 The school has good procedures for assessing and recording what pupils know and can do in English and mathematics. After the previous inspection, the school identified assessment as an important tool in raising standards. In these two subjects, progress has been good. Teachers use standardised and National Curriculum tests to check and record pupils' progress. These are then used to set realistic targets for individual pupils and to predict how well they will achieve in the next two years. Teachers use the results of tests, and their own assessments, to identify whether pupils need extra help and if they are learning fast enough. These procedures, and the use teachers make of them, have helped to raise standards, particularly in English. Subject leaders have analysed the test results to improve the curriculum and the way that it is taught. This has been done well in English. For example, in Years 1 and 2, the school noticed that scores for speaking and listening were low. It then prepared a manageable assessment system to help teachers improve their lessons and to see which pupils need extra help. Teachers make effective use of all the assessment information to support average and less able pupils. However, they do not always use it to plan work that is challenging for the more able pupils.

35 The school gathers a lot of useful assessment information in science. The subject leaders for science have correctly decided on an analysis of the pupils' answers in National Curriculum tests as the next step forward. In most other subjects there are no agreed whole-school systems for recording what pupils can do. There are often good records in each year group, but teachers do not have easy access to information about pupils' achievements over several years. However, the experience gained in English and mathematics puts the school in a good position to put systems in place for other subjects.

36 The school's support for pupils' academic progress is satisfactory. There are good procedures to help the less able and pupils with special educational needs. However, the provision for more able pupils is inconsistent, they are not always given demanding enough work in lessons. Teachers' support through marking is also inconsistent. In some classes there are lots of comments and stickers that make the pupils feel that their work is valued. In other classes marking is less thorough and there is little to encourage further effort.

37 The school's provision for supporting personal development is very good. There are very good relationships between adults and pupils and pupils work well together. Teachers use praise whenever possible and respond quickly and gently when pupils are upset or not working hard enough. There are good reward systems to celebrate success, however small. The school works hard to raise the confidence and self esteem of all pupils. This has been a significant factor in helping pupils to cope with the changes following the recent reorganisation.

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

38 The majority of parents have positive views of the school. Most believe that their children are happy in school and that they are expected to work hard. They feel that their children make good progress because teaching is good and that the school is helping their children to become mature and responsible. Inspection findings support the positive views held by parents, except that, while there is some good teaching in school, the overall judgement is that teaching is satisfactory.

39 Some parents have expressed concern about the extra curricular activities available. Inspection findings are that there is a satisfactory amount of after school clubs and that these are popular with pupils. A number of parents feel that they do not get enough information about how their children are doing and that the school does not work closely enough with parents. Inspection findings are that parents are right to be concerned as the information provided to them is unsatisfactory. For example, reports to parents on their children's progress are unsatisfactory, although there are examples of good reporting by some staff. The best reports clearly explain to parents what it is that their children can do and set targets for future learning. However, many others provide conflicting information or report only on subject coverage, with many comments being the same for each pupil in the class. Despite recent revision of the school prospectus and governors' annual report to parents, they still do not contain all of the information required.

40 The school is keen to develop an effective working relationship with parents and this is at present satisfactory. Many parents support their children's learning by supporting the work they do at home and this in turn is used effectively to support work in classrooms. However, this involvement is limited by a lack of information about what it is their children are currently learning. Parents' contribution to the work of the school and to their children's education is satisfactory. The school effectively uses parents' skills and expertise to support teachers and pupils' personal development. For example, a parent effectively uses her expertise to support the class teacher in developing information and communication technology skills with reception children.

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

41 The head teacher, deputy head teacher and key staff provide satisfactory leadership and management and they have maintained the family atmosphere during a difficult reorganisation programme. The quality of teamwork by all staff is improving and fosters an atmosphere in which all pupils are valued and their efforts well supported. The head teacher and key staff give a clear educational direction for the school, which is raising pupils' standards. For example, the school has used the analysis of pupils' results in National Curriculum tests to explain the fluctuating results. This information shows clearly that pupils with a poor attendance record do not perform as well as they could in the National Curriculum tests. It is a credit to staff that the relationships and very good behaviour of pupils have been maintained since the last inspection during the recent upheavals caused by the change to the status of the school, staff changes, temporary classrooms and the planning needed for the reduction each year of pupil numbers.

42 The governing body takes its responsibilities seriously; governors are committed to maintaining and raising standards further. The roles and responsibilities of all staff have been reviewed and now give a clearer educational direction to the school. The roles of the subject co-ordinators are now clearly defined but, apart from the literacy and numeracy co-ordinators, there are no opportunities for them to observe and evaluate teaching and learning in their subjects. The special educational needs co-ordinator is providing good leadership and all statutory requirements are met. The provision for these pupils is good, they make good progress, especially in English, and reach levels of attainment that are appropriate for their abilities. The governors tackled the identified areas for development in the last report by redefining their roles and improving the planning for future developments. However, the recent disruption caused by the change of status has created new problems that have not yet been successfully resolved. For example, a number of health, safety and welfare issues were discussed with the governors and headteacher during the inspection. In relation to these matters governors are not yet fulfilling their duties well enough. The school has worked effectively to deal with most of the key issues from the previous report and is well placed to maintain the strengths of the school and build effectively upon them.

43 The head teacher and governors work together closely and are managing some of the changes well. There is clear direction for the work of the school, ensuring that strategic decisions determine the financial and educational development of the school. The school works closely with the bursar to ensure that all decisions relating to the budget are closely linked to the development plan, are manageable and that the principles of "best value for money" are applied rigorously. The recent decision by the Local Education Authority on the funding for older pupils in the school means that there is a greater amount of money available to the school. This has created a larger than normal surplus, which is being effectively used to increase resources, provide more training for teachers and provide a small contingency fund in the light of falling pupil numbers over the next four years. Detailed analysis of children's attainment on entry to the school is undertaken regularly and the results are used effectively to set realistic targets for children's future attainment. The staff meet regularly, both formally and informally, to discuss curriculum matters.

44 The head teacher and staff are all involved in preparing the school development plan. This working document is then fully discussed with governors before being adopted as the action plan for future years. It is an effective document, which clearly identifies the priorities and targets to be tackled and guides the work of the school. It takes into account the changing status of the school and, where possible, with the new temporary buildings and the status of a primary school, educational priorities are closely linked to financial planning. These include the development of more time for co-ordinators to check on the quality of teaching and learning across the school. The school knows its strengths and areas for development and has a satisfactory grasp on how to improve. All staff work hard to improve their own performance and the educational opportunities presented to pupils. The school has clear targets for improvements. For example, the school is aware that further resources are required for information and communication technology to allow pupils to fully develop their skills in all aspects of the subject.

45 There are sufficient appropriately qualified and experienced teachers. All teachers have job descriptions and they are clear about their responsibilities and those of their colleagues. Almost all staff were trained for the age range of pupils at this school. Between them they have sufficient expertise in all of the subjects of the National Curriculum except for science, and this does have a negative impact on pupils' standards. Some staff lack confidence in teaching physical education and music and the school wisely buys in external expertise for these subjects, which helps to raise pupils' attainment. However, staff training and confidence boosting opportunities in music are sometimes lost when teachers do not

stay in to observe these lessons with their own classes. Staff training is linked to priorities in the school plans for the future, which has focused recently on the development of literacy and numeracy. Arrangements for performance management are in place and meet statutory requirements. The school administrative staff and bursar make a valuable contribution to the efficient running of the school.

46 The accommodation is satisfactory and allows the curriculum to be taught effectively. Most of the classrooms have large windows, sometimes on three sides of the room. There are few blinds and this can result in uncomfortable working conditions for pupils and staff, during the summer months in particular. The school library is situated in the hall of the annexe, with the result that it is not often available to support the development of pupils' independent research skills. The buildings are well maintained by the caretaker and cleaning staff and there is no evidence of litter or graffiti. Helpful directional signs for visitors have been provided since the last inspection. The school has access to a nearby playing field, which entails crossing a busy road. However, in one of the activities observed, there was evidence of dog fouling on this field. There is a large area of sloping, hard surfaced playground, which results in some drawbacks in physical education lessons, for example, in team games. Seating and plants enhance the outdoor environment, which is suitably fenced. Regular fire drills are carried out and the maintenance checks made on extinguishers meet requirements. Learning resources are adequate for all subjects, except information and communication technology, to enable the curriculum to be taught effectively.

47 The school benefits from external sources of funding, such as the Education Action Zone. Money is spent wisely and is linked to the school's priorities for development. The principles of "best value" are applied appropriately by the headteacher and governors. There is satisfactory leadership by the head teacher, key staff and governors, satisfactory financial management and very good relationships in school. Expenditure is similar to the national average and the quality of education provided in most classes means that the school gives satisfactory value for money.

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

**In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:**

**A. Improve the attainment of pupils by Year 6 in science and certain aspects of information and communication technology by:**

and providing appropriate training for teachers to improve their knowledge, skills understanding in these two subjects;

in using the analysis of pupils' results in science in the National Curriculum tests 2001 to target specific areas for development;

that using the results of teachers' assessments of pupils' abilities to plan activities provide more challenge for all pupils in science;

requirements providing the necessary resources to allow the school to teach the full of the National Curriculum for information and communication technology to older pupils.

98, (Paragraphs 1, 6, 7, 15, 18, 19, 21, 35, 35, 44, 45, 46, 53, 76, 79, 81, 91, 97, 99, 102.)

**B. Improve the information provided for parents on pupils' progress by:**

providing more detailed information on what their children are learning and the progress they are making in all subjects of the National Curriculum.

(Paragraphs 36, 39, 40.)

**C. Rectify the weaknesses related to health, safety and welfare discussed with the headteacher and governors during the inspection.**

(Paragraphs 31, 42.)

**D. Work more closely with parents to improve the attendance rates of some pupils.**

(Paragraphs 1, 14.)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	28	31	1	0	0
Percentage	0	10	42	46	2	0	0

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

### 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)	25	341
Number of full-time pupils known to be eligible for free school meals		45

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		7
Number of pupils on the school's special educational needs register	2	44

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	113

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

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



### ***Attainment at the end of Key Stage 1 (Year 2)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	25	26	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	22	23	21
	Total	42	43	42
Percentage of pupils at NC level 2 or above	School	82 (92)	84 (92)	82 (88)
	National	88 (83)	90 (84)	92 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	20
	Girls	23	21	19
	Total	43	42	39
Percentage of pupils at NC level 2 or above	School	84 (92)	82 (87)	77 (85)
	National	89 (84)	90 (88)	90 (88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	35	21	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	25	28
	Girls	20	17	18
	Total	45	42	46
Percentage of pupils at NC level 4 or above	School	80	75	82
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	24
	Girls	18	16	17
	Total	38	39	41
Percentage of pupils at NC level 4 or above	School	68	70	73
	National	72 (70)	74 (70)	82 (79)

*There are no school percentages in brackets because 2001 was the first year the school had Year 6 pupils taking the National Curriculum tests.*

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	12
Pakistani	83
Bangladeshi	2
Chinese	0
White	212
Any other minority ethnic group	0

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

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

Total number of qualified teachers (FTE)	16.8
Number of pupils per qualified teacher	20.3
Average class size	28.9

**Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	166

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	12.5

*FTE means full-time equivalent.*

**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.*

**Financial information**

Financial year	2000 - 2001
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	£
Total income	699,442
Total expenditure	677,227
Expenditure per pupil	1,850
Balance brought forward from previous year	22,913
Balance carried forward to next year	45,128

**Recruitment of teachers**

Number of teachers who left the school during the last two years	3.2
Number of teachers appointed to the school during the last two years	1.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

#### **Questionnaire return rate**

Number of questionnaires sent out

366

Number of questionnaires returned

124

#### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	33	5	0	1
My child is making good progress in school.	53	40	4	0	3
Behaviour in the school is good.	51	45	2	0	2
My child gets the right amount of work to do at home.	44	44	8	0	5
The teaching is good.	57	39	2	0	2
I am kept well informed about how my child is getting on.	45	34	14	3	4
I would feel comfortable about approaching the school with questions or a problem.	70	22	7	1	0
The school expects my child to work hard and achieve his or her best.	64	27	3	2	4
The school works closely with parents.	33	39	19	5	5
The school is well led and managed.	44	39	7	4	6
The school is helping my child become mature and responsible.	54	40	4	1	2
The school provides an interesting range of activities outside lessons.	31	22	17	17	13

## **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**

49 Children in the Foundation Stage are taught in a nursery class and reception class that are housed in a self contained annexe. Children enter the nursery with levels of attainment which are similar to those of most other children of the same age. They make satisfactory progress and most of the children, including those with special educational needs, or English as an additional language, are on course to achieve the standards expected by the end of the reception year, in all areas of learning. A significant number of children are on course to exceed the expected standards in personal, social and emotional development and physical development.

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

50 Children's personal social and emotional skills are developed well through good teaching and a range of interesting activities. Their attitudes to learning are good. They work and play with enthusiasm and enjoyment. They use resources carefully and begin to develop skills of independence. Children learn to share and take turns, supported by carefully structured activities planned by their teachers; for example, in activities when children sit in a circle and pass a toy from one child to the next, knowing that whoever holds the toy may take his or her turn to speak or perform. Most children listen carefully and often levels of concentration are good. Children persevere for lengthy periods to complete a task. They respond very well to teachers and other adults and most are keen and confident to share their ideas, often despite poorly developed speech and language skills. Behaviour is very good. Children are well mannered and take great care of their environment and of each other. For example, one boy was concerned that a girl had been upset. Thoughtful activities help children develop an empathy with each other. The children took Teddy into the hall to join in the singing games. He was included in their circle and in their song, which named everyone present and welcomed them individually. Children learn to take account of other people's feelings and to become aware of how their actions can affect others, through sensitive reminders such as, "Teddy hasn't been in the hall before, how do you think he might be feeling?" or "Teddy hasn't played this before, how can we help him?" Children's self help skills are good. In class they collect the equipment they need for a task and they promptly clear away when requested. They understand familiar routines and recognise that they need to carry these out sensibly. In the reception class, children undress themselves and dress themselves again after physical education lessons very capably, pulling sleeves through to make dressing easier and requiring only a little help with shoe fastenings.

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

51 Skills in communication, language and literacy are satisfactorily taught through many activities such as purposeful and imaginative play, consistent routines, repeating rhymes and poems and through planned and spontaneous opportunities for children to talk in groups of different sizes. In both classes children enjoy listening to stories and happily share books with each other or with adults. Many of the children in nursery know that print is different from pictures, that it, "tells the story" and that it is read from left to right. Many recognise their name and some letters of the alphabet. On arrival at nursery each day children try to find their name card and match it to its holder. Excitedly pointing to an inspector's name badge a boy said, "That says 'S'". He looked for and named other letters on the badge, which were also in his name, which he sounded out carefully. In the reception class children are introduced to keywords in the school's chosen reading scheme. A child was delighted to

discover he could read a new book from the reading scheme by himself, because it contained the key words he had learned. Children learn how to use a book and the correct terms to use. Many know terms such as front, back, cover and title, a few recognise a question mark. They know where to begin reading and look for picture cues to help them give plausible answers. Speaking and listening skills are carefully taught and children listen to instructions, stories and each other. Two girls in nursery were very articulate in their accounts of the firework displays they had seen the night before. Children learn the conventions of turn taking in conversations and that questions usually are followed by an answer. Interesting role play situations capture their imagination and stimulate the use of new vocabulary and the development of lively conversations. Children steadily develop writing skills. In the nursery they see themselves as “writers” as they play confidently in the office area, encouraged by the wide range of support materials provided. They write invitations to their favourite toys asking them to come to a party at snack time. A few children write their first name unaided on their work, others write the first letter. In the reception class, children write three letter words themselves. From looking at a portfolio of work from the reception class, it is evident that children become confident about “having a go” at writing descriptions about breathing and the circulation of blood; for example, “ She is puffn her csnck out. The blud is going rod insnd the pulpeps doDis”. The two classes do not have a shared approach to the teaching of letter formation and children’s work indicated some slow progress in this area. The teaching areas in both classrooms are set up to encourage literacy skills. Labels, captions, pictures, books and displays provide a great deal of information, questions or suggestions and this encourages children to browse or settle down to a task.

## **Mathematical development**

52 Everyday contexts are used successfully to generate children’s interest in mathematics. In the nursery this includes listening to stories and rhymes on a mathematical theme, which involve actions that children enjoy. Activities are often linked to other areas of learning so that children have frequent opportunities to practise or extend their mathematical understanding. For example, after listening to the story of “Sonny’s Wonderful Wellingtons” children sorted wellingtons by colour, recording what they found on a simple chart. Their recognition of numerals and number value is tested everyday at the snack table, by cards, which tell them they may choose one biscuit or three pieces of fruit. Playing in the sand or water, children demonstrate their growing understanding of terms such as full, empty, heavy, light. When completing the daily weatherboard in the reception class, children know that if yesterday was the 5<sup>th</sup>, today must be the 6<sup>th</sup>. They learn how to form numerals properly and know their value, by numbering clouds from one to five and drawing a matching number of raindrops underneath each cloud. They sort objects into sets and say which has more, which has less. Most count reliably to five, some to ten, higher attaining children put twenty shapes on a line. They recognise repeating patterns and make their own using plastic fruit. Using play dough, children make three worms, which they successfully place in order of size, from biggest to smallest. Although teaching is satisfactory, on some occasions children are confused by the complexity of the materials provided for a task. For example, squares of wrapping paper were so heavily patterned that it was very difficult for children to find an obvious way to sort them, although they did try very hard, making sensible suggestions about possible ways.

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

53 Children learn to make sense of the world through engaging in a wide range of well-planned and interesting activities. Teaching is at least satisfactory and often good. For example, children explore, observe, test, discuss and say what they think might happen.

They talk about the weather, keep a weatherboard and consider the effect of the weather on people and the countryside. In the nursery a child dictated to his teacher "I like lightning. The clouds get grey and it rains", to accompany his "weather" painting. Teachers develop children's scientific awareness well when they investigate the qualities of different materials and use the materials to make colourful, collage umbrellas. They learn about change when baking biscuits or cooking potatoes and about growth by planting seeds. They use simple tools appropriately, cutting carefully around stamps and gluing them on to envelopes. While enjoying dressing up and being the postal worker or a member of the lifeboat crew, children begin to appreciate how many people help us. Visitors, for example from the Lifeboat Association, provide first hand information and allow children to ask questions, which help them to make sense of their world. They also act as a stimulus for good quality activities in which children remain absorbed over an extended period of time. Children in the reception class learn how to use a variety of fasteners, such as glue, staples, sellotape etc. and make choices about the best ones to secure the gift bags they make. Small groups of children visit the new computer suite, accompanied by a parent helper. Here they learn how to open a program, which allows them to draw and print. This is a valuable experience, which develops children's skills. However, opportunities to practise new skills are missed in both classrooms, when computers are switched on but children are not encouraged to use them.

### **Physical development**

54 Children's physical skills are developed well through a range of imaginative, challenging experiences and good teaching. Each day children manipulate small tools and equipment such as pencils, brushes, scissors and glue sticks well. They squeeze, squash and roll malleable materials such as dough or thick paint. They sew spiders' webs and use a range of construction materials, which require increasing dexterity. Teachers make good use of the space in the hall, which is available for daily use. Children enjoy moving imaginatively to music, "walking in the rain and jumping in the puddles". They learn to move safely in a space without bumping into others. Soft play equipment, set up alongside low climbing apparatus, creates a difficult route, which the "lifeboat crew" must negotiate to reach a shipwreck. They climb over, under, through, across, they balance and slide, practising and improving their skills. Nursery children regularly make good use of their small outdoor area to play with large, wheeled toys, improving their pedalling, pushing, pulling and co-operative play. Often the theme for the day is extended to outdoor play, so while the children indoors were "writing" invitations to a snack time party the children outdoors were setting up a picnic party for teddies. Such sessions are carefully planned and good quality props are provided to extend children's play. They extend not only children's physical skills, but their creative and social skills too. In the reception class, children use the main school hall for physical education lessons using large climbing apparatus. Their behaviour and attitudes in such lessons are excellent. They listen carefully to instructions, enabling them to achieve success in each part of the lesson. They move quickly up a ramp and jump off a balancing table. They move creatively under a frame work of canes where children notice what others are doing and improve their own actions. Children show no signs of anxiety; they are confident, enjoying the challenges set for them.

### **Creative development**

55 The quality of teaching for children's creative development is good. They experience and enjoy a wide range of creative activities, which include art, dance, music and imaginative play. They draw, print, paint, model and use collage to create colourful pieces of work. They make carefully observed drawings and they use art techniques to support their work in other subjects. For example, when learning about the weather, children try to capture the movement of the wind using paint on paper, to good effect. Teachers encourage children to

create bright, striking displays, which enhance their learning environment. Children sing tunefully and with pleasure a broad repertoire of songs. They beat an accompanying rhythm using claves, with varying levels of success but high levels of enjoyment. Children move imaginatively to music in dance lessons. They respond in a variety of interesting ways to what they see, hear, touch and smell. They extend their learning by exploring colour, texture, shape and sound.

56 The quality of teaching for children in the Foundation Stage is satisfactory. In the nursery, teaching is good in the reception class it is satisfactory and occasionally good. Where teaching is good, the teacher is skilled in switching strategies to maintain children's interest and extend their concentration. Her detailed planning relates to the learning outcomes, which are recommended for children in the Foundation Stage. Activities are clear, well prepared, stimulating and carefully organised. They are appropriate for children of this age, being visual, practical or interactive. An assessment of children's attainment in mathematics and language is used at the beginning and end of nursery. Another assessment in mathematics, reading and writing is made at the beginning and end of the reception class. The results show that most children make good progress in nursery, but this rate of progress is not always maintained in the reception class. Most children make satisfactory progress. The results of the assessment on entry to the reception class are not being used effectively enough to target different groups of children, to ensure they are given tasks which are matched to their ability and to ensure that all children, including higher attaining children and children with special educational needs, make the progress they are capable of.

57 Teaching and support staff work extremely well together. Support staff make a positive impact on children's learning. All staff know individual children very well and are secure in their knowledge of the needs of children in the Foundation Stage. There is an appropriate balance between direct teaching and independent activities. The classroom areas are attractive, spacious and set up in such a way that they support children's independent play well, in each of the areas of learning. In lessons, areas of learning are usually linked and daily routines are used to strengthen children's knowledge and skills. Each day is well structured and lessons usually proceed at a good pace. Resources are sufficient to enable the Foundation Stage curriculum to be taught effectively. Since the previous inspection pupils' progress is slower than it was in mathematics and knowledge and understanding of the world and more rapid in personal, social and emotional development and physical development.

## **ENGLISH**

58 Standards in English have risen since the last inspection, although any comparisons with pupils in Years 5 and 6 cannot be made because the school only had pupils up to age nine in the last inspection. An emphasis has been placed on improving standards in literacy by taking part in a variety of initiatives, such as "talking partners", "guided talk", "additional booster groups" and the "setting" arrangements for the older pupils. The initial emphasis on improving standards in Years 5 and 6 has been successful and good emphasis is now placed on teaching the basic skills in both key stages. As a result, pupils' attainment in Year 6 is above the level expected for their age in English. However, for the present Year 2 class, pupils' attainment in reading and writing is below the level expected for their age. This is mainly because this class has a high proportion of pupils with special educational needs and English as an additional language. Throughout the school, a number of pupils have a poor attendance record and this adversely affects their attainment. Teachers have worked hard to improve pupils' skills in all aspects of English and in speaking and listening skills particularly, this has been successful and pupils' attainment in these areas is in line with the level expected for their age.

59 In Year 2, some pupils are confident enough to express their ideas when discussing books in literacy or what they feel is fair or unfair in personal and health education lessons. They listen carefully to their teachers and other pupils in discussions as they look for rhyming words in the shared class poem. In discussions they explain some of their previous work; for example, two pupils showed their drawings of Florence Nightingale and explained what made her famous. Older pupils build effectively on their skills. For example, in Year 3 pupils discuss the difference between how the script of a play is written and how dialogue is shown in a story. In Year 5, pupils display good knowledge of particular issues related to their studies of poetic language and the description of one pupil that "I see the water trying to bash through the maze of rocks" captures the image the poet is trying to project. In discussion, pupils in Year 6 demonstrated a good understanding of the whole aspect of fact, fiction and opinion when studying the biography of Harriet Tubman. Personal, social and health education lessons make a good contribution to pupils' speaking and listening skills.

60 In Year 2, pupils' standards in reading are below those expected for their age but many pupils have built effectively on their previous attainment and now make good progress. Pupils enjoy shared reading activities during the literacy lessons and join in with enthusiasm when reading stories or poems such as "The Dragon". In Year 2, lower attaining pupils have gained a basic knowledge of letter sounds, but they are not fully confident about the full range of sounds made when letters are combined, which limits the pace of their reading when faced with new words. However, most pupils enjoy reading at home and school, have a sound understanding of letter sounds and read their books with some expression. Their reading is generally fluent and they have a satisfactory understanding of the alphabet so they can use basic dictionaries to check the spelling of simple words and use the index and contents to find information in non-fiction books. Pupils capable of higher attainment have a good vocabulary and have a secure understanding of how to use punctuation and expression to add interest and sense to the story. For example, a pupil read the phrase "Can't I come too?" with the expression in the voice that made it a question.

61 In Year 6, pupils attain standards in reading above the national expectations for their age. They develop a good range of strategies to decipher meaning from print and most break down words into syllables and use contextual clues effectively. Pupils enjoy reading and they recount the significant ideas, events and characters in stories or literature. Pupils capable of higher attainment read good quality fiction with fluency, expression and understanding. For example, when reading the story of "Charlotte's Web" a pupil clearly understood and empathised with the character trying to save the small pig and put real feeling into the phrase, "Would you kill your daughter if she was small?" They cope well with the more complex narrative structures of these stories. Most pupils have a secure understanding of how to use the index, glossary and contents pages in non-fiction books and dictionaries. Although they do not use the library much at the moment, they have a good understanding of the Dewey system of classification and explain clearly how they would find the information they need for a school topic.

62 In Year 2, pupils' attainment in writing is below the level expected for their age. Lower attaining pupils' writing is barely legible but they can put a series of printed sentences into the correct sequence to show how a ginger bread man is made. Pupils capable of higher attainment use capital letters and full stops but not consistently or accurately. Most of their writing is legible, and the quality of presentation is improving with practice. Minor spelling errors such as "cosen" for "cousin" show that pupils use their knowledge of letter sounds to make good independent efforts that are very close to the accurate spelling of words. The content of the writing is satisfactory, with pupils writing in different styles such as telling stories, writing simple poems or writing instructions. The few pupils capable of higher attainment have a more developed style and use a broader range of punctuation and



adjectives to add extra interest to their work, although there are still errors in basic skills and the quality of their presentation is very variable.

63 In Year 6, most of the writing by older pupils is joined and they develop their own personal style. The use of capital letters and full stops to denote sentences and the use of capital letters for proper nouns is consistent. Pupils have a good understanding of how to use a wide range of punctuation including commas, exclamation and speech marks consistently within their work. Most common words are spelt correctly. Higher attaining pupils' writing is full of interest. They develop their ideas well and use adventurous vocabulary to add interest. For example, a piece of writing where pupils remembered their time in the nursery included a well described picture of having snacks, "It's snack time, the munching of biscuits, the passing of time". Descriptive language is developed well, for example, a pupil in Year 5 used adjectives well to improve the sentence, "I walked to school" when rewriting it as, "I slowly walked on the narrow road to school". This is developed well in Year 6 when a pupil describes in a poem, "The wind shrieks murderously like a madman".

64 The teaching of English and pupils' learning are good. This reflects an improvement in the quality of teaching since the last inspection. Consistent strengths of the teaching are the clarity of the instructions given to pupils so that they are very clear about what they have to do and the very good management of pupils. Teachers ask good questions that require pupils to look at the books and to use their knowledge from previous lessons. The lessons generally follow the national guidance for literacy and have satisfactory pace. These aspects of the teaching ensure that lessons are well organised, pupils behave very well and they achieve well when compared to their previous attainment. Literacy is effectively used in other areas of the curriculum. There are examples of good practice when introducing specialist vocabulary to pupils for example, when working in mathematics, science and art and this helps to broaden pupils' language.

65 In English, teachers plan their lessons well and make suitable provision for pupils of different abilities, including those with special educational needs and English as an additional language. Most teachers use time at the end of lessons to celebrate and share pupils' work and reinforce learning. For example, at the end of a Year 1 lesson the teacher focused on the good examples of words to describe fireworks and pupils responded very well with imaginative suggestions, such as "boozoom, dazzle and bang" said with great expression. Teachers choose books and materials carefully to capture the attention of pupils and maintain their interest. For example, pupils in a Year 5 lesson used a poem by Robert Southey to explore and enjoy poetic language. A good example of cross curricular work supporting English was in a Year 4 science lesson on friction where pupils used their speaking and listening skills effectively when comparing different materials and the effect they had on their experiments. The results of National Curriculum tests and non-statutory tests are carefully recorded and evaluated to make sure that pupils make good progress in literacy lessons and to check their attainment.

66 Pupils with special educational needs and English as an additional language are well provided for and make good progress. Individual education plans are well written and have clear targets and areas for development. Consequently, work is well focused and matched to their needs. Teachers and support staff work well together and this ensures that pupils receive good levels of support throughout the school.

67 The English co-ordinators, with the support of the head teacher and the local education authority consultant, have worked hard since the last inspection to introduce the National Literacy Strategy across the school, including the new Years 5 and 6. Owing to teachers' high expectations of behaviour the subject makes a good contribution to pupils' personal development. However, information and communication technology is not yet used

to its full potential for pupils to record and present their work in a variety of ways. The monitoring of teaching and standards has improved well. Lessons have been observed and comments given to staff to develop and improve their practice. Resources have been bought carefully to match the needs of the curriculum. In addition, the school has developed a comprehensive assessment and monitoring process that includes setting targets for classes based on looking at their work and achievement in the end-of-year or end-of-term tests.

## **MATHEMATICS**

68 In Year 2, pupils' attainment in mathematics is below that expected for their age. This shows a decline in standards since the last inspection. This is due to the proportion of pupils in Year 2 with special educational needs and for whom English is an additional language. In addition, the attainment of several pupils is hampered by a weak record of attendance. In Year 6, pupils are achieving standards, which are average for pupils of their age. It is not possible to make comparisons with the previous inspection since the school has recently changed to a primary school. By this age, language is much less of a problem for pupils who do not have English as their first language. These pupils progress as well as other pupils. Pupils with special educational needs also progress well but do not achieve average levels in the national tests. An encouraging number of higher attaining pupils achieve the higher levels, which is an improvement since the previous inspection.

69 In Year 2, pupils have sound number skills. Teachers give more importance to the teaching of number and pupil's benefit from constant practice. They add and subtract one-digit and two-digit numbers, and remember which numbers add up to ten and twenty. They use their knowledge in dealing with real life situations, as in counting money. However, lower attaining pupils and pupils with special educational needs are less accurate when counting. Higher attaining pupils handle numbers up to 100 confidently. Pupils who do not have English as their first language achieve as well as other pupils. All pupils identify several two and three dimensional shapes such as triangles and pyramids from the number of sides and faces.

70 In Year 6, pupils have satisfactory skills in most aspects of mathematics. Pupils have a sound grasp of their multiplication tables and use them effectively, for example, when subtracting numbers with two decimal points, solving fractions such as  $\frac{5}{9}$  of 18 or finding 80 per cent of 200. Pupils with special educational needs are less secure. They are accurate when adding one and two digit numbers and they round up three digit numbers, but their uncertain knowledge of their multiplication tables is limiting. Pupils with English as an additional language do as well as other pupils because, by this stage, their language skills in mathematics are equally as good. Higher attaining pupils have more confidence when solving problems. This is because their basic skills are strong enough to enable them to cope comfortably when breaking numbers down or calculating square roots. All pupils interpret and present data in graphs satisfactorily in different forms. They set out their working efficiently and their neat presentation clarifies their understanding. Pupils are not so good at developing their own strategies for solving problems. Teachers encourage higher attaining pupils to think for themselves but most tend to follow the systems provided by their teachers.

71 The quality of teaching is satisfactory. There is some good teaching but not enough to ensure consistently good progress for pupils. The real strength of the teaching lies in the good relationships between the teachers and the pupils. This not only produces very good behaviour from the pupils but a healthy interest for the subject and a willingness to learn. It also creates a positive working atmosphere in classrooms that allows teachers to focus their attentions on pupils who require more guidance. Teachers praise pupils' efforts well and this raises their self-esteem. Teachers explain new learning helpfully to pupils and they ask sensible questions to make sure that pupils understand. However, they do not always check

to see whether all pupils understand. For example, in one lesson, many pupils were unclear about how to solve problems like, "How much would eight apples cost at 12p each?" This meant that the teacher had to spend time re-explaining strategies and this slowed down the rate of learning.

72 Teachers know the abilities of their pupils but do not always assess their progress regularly enough to help them set work that is appropriate to their needs. There is a good level of challenge for higher attaining pupils in Year 6 but not for all. For example, lower attaining pupils in Year 6 were allowed to spend too long colouring in bar graphs, but they were not encouraged to construct one for themselves. Teachers do not enliven the curriculum enough by linking mathematics with other subjects. This is particularly the case with information and communication technology. Pupils do not use computers often enough to produce graphs or spreadsheets and this is a weakness.

73 Teachers make good provision for pupils with special educational needs. They detail their needs clearly in their individual plans and make sure that their teaching includes these. Support staff usually work sensitively, actively guiding pupils through all parts of the lesson and noting down how well they learn. However, teachers do not always brief support staff efficiently before lessons and this can lead to wasted opportunities. In one lesson, two support staff worked with only three pupils with special educational needs and not with other pupils who had greater special needs. Teachers do not make sure that pupils know precisely how well they are doing through clear and useful marking. Teachers rarely write comments, which will help pupils correct their errors. Similarly, teachers do not set individual targets for pupils to help them focus on which aspect of the subject they really need to concentrate. Teachers do, however, provide regular homework, which consolidates and extends pupils' learning.

74 The school has successfully introduced the Numeracy Strategy but teachers are not yet flexible enough within this to adjust their teaching to meet all pupils' needs. The quality of teaching and learning is monitored regularly but the feedback is not always objective enough to help teachers develop their skills. The school has done well to introduce some good systems of formal assessment using both National Curriculum and commercial tests. This gives teachers a good overview of pupils' progress over time and helps the school to select the best groupings of pupils for learning. The mathematics co-ordinator is keen to strengthen the subject and has created a useful action plan to improve mathematics further.

## **SCIENCE**

75 In Year 2, pupils' attainment in science is in line with that expected for their age. This is a worse picture than was seen at the previous inspection, when standards were above national expectations. The main reason for this decline is the large number of pupils in this year group with special educational needs and English as an additional language. Pupils capable of higher attainment reached higher than average levels in the teacher assessments last year. Those in the present Year 2 are making good progress and are set to maintain these standards.

76 In Year 6, pupils' attainment is below the national average. There are several reasons for this. The school has recently been reorganised and has limited experience in preparing pupils for the National Curriculum tests at eleven. Enforced staff changes have meant that some teachers in this part of the school have not taught science before. Despite this, the school has not kept a close enough eye on the quality of teaching and the standard of pupils' work. As a result, the teaching, although satisfactory overall, is inconsistent and has not been good enough to keep pace with the big improvement in standards seen nationally.

Pupils with special educational needs and English as an additional language are supported well, and make satisfactory progress.

77 In Year 2, pupils have an appropriate range of scientific knowledge. They are good at describing what they do and using sketches with labels, for example when they make electrical circuits. They use reference books to support their practical work. Pupils work together well, most of them persevering even when the work is difficult. They observe closely and are beginning to understand what a fair test is; this was seen in their good writing after an experiment toasting bread.

78 In Year 6, pupils have built up a reasonable fund of knowledge about the different areas of science that they study. They know and use some scientific vocabulary but pupils cannot always see the relevance of what they learn. Only a minority could make the connection between measuring water up-thrust and swimming or sailing. A significant number of pupils are not good at explaining their ideas; they offer hopeful one word answers such as "gravity" or "friction", instead of thinking about the question. When investigating, all pupils carry out a test planned by the teacher. They look at the evidence, make fair comparisons and record the results. However, pupils do not by themselves consider the effects of other variables in these tests, nor do they look at their results critically. This is because teachers generally present pupils with a pre-decided experiment, rather than a question to be solved. These lessons do not develop pupils' investigative skills enough, or promote good attitudes to science. This was shown when pupils in Year 6 were measuring forces on objects in air and water. In these lessons, no pupils were curious enough to work out if there was a correlation between their two sets of figures.

79 Teaching is satisfactory, with some good and very good teaching in Year 4. Teachers prepare lessons well and make sure that there is plenty of equipment to handle. They explain what has to be done clearly and make sure that all pupils understand. As a result, pupils are interested, they listen well, work safely and measure carefully. However, teachers do not make the best use of this enthusiasm to extend pupils' thinking. One of the reasons why pupils in Years 3 to 6 do not learn at a fast enough rate is because teachers do not plan enough opportunities for them to investigate science for themselves. Learning slows, for example, when pupils begin to write about their experiment. This is because when they write "what we did" and "what we used" they are really writing what the teacher decided they should do and use. They learn how to set out their scientific experiments in a logical order, but they do not have enough chances to collect and present their own evidence in their own way.

80 In the good and very good lessons seen during the inspection, the teachers' good subject knowledge and class management meant that pupils made good progress in their knowledge of friction. Teachers used a good range of questions with correct scientific vocabulary. They planned well, so that pupils were guided through a logical build up of new challenges. Because of this, and the skilful support given, pupils were able to take increasing responsibility in choosing materials and making predictions. This extended their thinking and investigation skills.

81 The science co-ordinators have a clear picture of the school's strengths and weaknesses in science. They have sound ideas for improving teaching and learning. However, they have not so far done enough to raise standards. This is because science has not been an area for development recently, the school has given priority to improving standards in English and mathematics. In addition, information and communication technology is not used well enough in classrooms to support the development of pupils' scientific enquiry. The school has already identified the need to put a greater emphasis on inquiry skills, a good system has been put in place to record what pupils have learned.

However, teachers do not always use this information in their lesson planning. The programme of work has been improved and includes that required for the pupils in Years 5 and 6. The school has bought useful guidance to support less confident teachers, but training for teachers and the systematic monitoring of lessons remain the most urgent steps if standards are to rise.

## **ART AND DESIGN**

82 Pupils' attainment in Year 2 is at the level expected for their age. This is not such a strong picture as at the time of the last inspection. The school has in recent years concentrated on developing pupils' skills in literacy and numeracy and there has been less emphasis on art and design. Pupils have satisfactory practical skills but lack a broad range of experiences. It is a very similar picture for pupils in Year 6. Pupils paint and draw with reasonable skill but do not benefit from a rich curriculum. Pupils with special educational needs and English as an additional language achieve as well as other pupils.

83 In Year 2, pupils draw in reasonable proportion and colour. For example, they produce self-portraits, which are an acceptable likeness, with suitable facial features. They learn to appreciate the different shades of colour by experimenting with powder paints. They develop good skills in observation. For example, pupils in Year 1 produced good chalk drawings of a skeleton and pupils in Year 2 reproduced an old photograph of Florence Nightingale, using pencil shading well. Pupils use a paint program to produce pictures on a computer but the use of computers is underdeveloped. Pupils know how to print effectively, using different shapes. Pupils in Year 1, for example, created some striking designs using cross-sections of apples, grapes and bananas. The use of colour was especially good.

84 In Year 6, pupils develop satisfactory practical skills but they are not particularly creative. They produce some bright, colourful postcard pictures, but the views were essentially copied from real postcards. Similarly, pupils show a good eye for detail in an architectural skyline but all their work is similar to the original. Pupils are accurate in their drawing but their work is not supported enough by sketching and careful preparation. This means that their work rarely achieves high quality. Pupils experiment a little when creating patterns but are less imaginative when working in three dimensions. Chairs made out of pipe cleaners and Modroc had all very similar designs, although their colouring was bright and individualistic. Pupils benefit from their studies of the work of major artists like Van Gogh and David Hockney, but not enough. There is little evidence that, for example, pupils appreciate art from around the world. Similarly, pupils do not work enough with textiles and information and communication technology to give them a wide experience of art.

85 The teaching of art and design is satisfactory. Teachers have a good rapport with pupils, which ensures a healthy concentration and involvement. Pupils are eager to take part in lessons. Teachers use good examples of other pupils' work and explain techniques well to help pupils acquire new skills. Where guidance is sensitive and expectations are high, pupils produce good work, as seen in the fruit prints in Year 1. More usually, however, teachers give pupils too much direction and do not encourage individual creativity. In one lesson, pupils drew star shapes to represent exploding fireworks, but they were almost identical. Teachers do not use inspiring enough resources to motivate pupils nor do they celebrate the pupils' work sufficiently.

86 The school has focused on the development of English and mathematics: art and design are not yet a high priority for development. The school ensures there is enough time for the subject, but there has been no recent training for teachers to update their skills and there are no plans for doing so. The school has wisely adopted a good national programme of work but teachers' termly plans only highlight the development of skills and do not specify

details of coverage. For example, there are few references to what kind of materials pupils should be working with or which art from other cultures they might explore.

## **DESIGN AND TECHNOLOGY**

87 In Year 2 and Year 6, standards in design and technology are broadly in line with those expected for pupils' ages. Standards have been maintained since the previous inspection because of some satisfactory teaching and the pupils' willingness to work hard on their products. However, standards have not yet improved because most teachers do not give pupils enough opportunities to try their own designs, choose tools and materials, or reflect on what they could have done differently. In too many lessons, the choice of materials is limited and the designs are directed by the teacher. In a Year 3 lesson, for example, only two pupils made a bridge, which was different from the teacher's idea. As a result, the pupils' skills and confidence in designing are not as good as those in making.

88 Pupils respond well when teachers with good subject knowledge give them challenging tasks. They show that they can take responsibility for the whole process of planning, making and evaluating a product. In Year 6, pupils look closely at several types of slipper before they decide how to make their own. They consider the needs of the wearer, for example deciding that old people would enjoy bright colours or that children should have a firm heel to keep the slipper on. Teachers give pupils time to find out what works well and what doesn't; for example, pupils try different types of glue and stitches on their first attempts. Because of this experience in the design process, pupils look back and suggest improvements, "If I was asked to make this again...". In Year 2, pupils are shown how to develop their ideas for Joseph's coat by using drawings and coloured paper before they make their final version. This training works well, so that when pupils move on to making wheeled vehicles they do not rush to complete the task but try different techniques to join materials and achieve a good standard of finish. In Year 4, pupils make detailed sketches before starting to make money holders and begin to think about who will use their product, for example, when they design and make chairs.

89 Occasionally, teachers underestimate what pupils can do. Pupils enjoy the work, but they could do more. In some lessons the teacher's narrow direction means that pupils make almost identical objects. Pupils capable of higher attainment handle more difficult materials and use a greater variety of fastenings and finishes. Pupils learn and practise some techniques for making things, but they are not challenged in other aspects of design and technology. Until Year 6, for example, teachers do not teach pupils to think about what the products are used for or the needs of those who might use them. Some teachers do not yet fully understand the aims of design and technology education. As a result, teaching and planning is not consistent throughout the school and pupils do not make as much progress as they could.

90 Teachers manage the lessons well, they explain clearly and see that tools are used safely. They use adult help well to support small groups and to ensure that pupils with special educational needs play a full part in the lessons. Teachers make some useful time saving links with other subjects; for example, pupils in Year 2 use their puppets to practise speaking and listening skills in English lessons. Pupils in Year 4 use their knowledge of electricity from science lessons to light their models or make alarms.

91 Development in design and technology has been slow, because the school has been concentrating on raising standards in English and mathematics. The subject leaders have been in post for only a few weeks. There are sound ideas for improving standards, particularly through looking at teaching and planning and providing training for teachers, but the school has not yet allocated time for these. In addition, teachers do not use computers

often enough to enhance pupils' work in design and technology. The good programme of work follows national guidelines and some teachers are beginning to use the assessment suggestions, which are published with these effectively. However, there is still no whole-school system to record what pupils can do. This was an issue at the last inspection and is one of the reasons why the pupils capable of higher attainment are not always sufficiently challenged in their work. Until these gaps in provision are remedied it is unlikely that the school will be able to raise standards beyond what they are at present.

## **HISTORY AND GEOGRAPHY**

92 Few opportunities were available to observe history and geography lessons during the inspection. Two history lessons were observed in Year 5 and one in Year 6. These observations together with looking at teachers' planning, pupils' work, displays and talking to the co-ordinator of these subjects, indicate that pupils' attainment in Years 2 and 6 are in line with the expectations for pupils of this age.

93 In history, pupils in Year 1 and Year 2 use a range of sources such as pictures and artefacts to help them place objects and events in chronological order. They begin to differentiate between the past and the present. They consider what life was like by looking at items used in the past and discuss the progress we have made since earth closets, candles and tin baths were in daily use. The lives of famous people such as Neil Armstrong, Florence Nightingale and Guy Fawkes are considered in relation to events and why they happened. For example, one pupil wrote about the Gunpowder Plot, "King James was very cruel to Catholics, they made a plot to kill the king". In geography, pupils develop enquiry skills and express their views about people, places and environments. Using the locality around the school they offer sensible suggestions about how the area might be made safer. Looking farther afield they compare an island home with their own and chart where Barnaby Bear's passport to the world takes him. In this way they develop their knowledge and understanding of different places.

94 Pupils in Years 3 - 6 study local, British, European and world history, through the everyday lives of people and investigate how British society was shaped by the settlement of different groups of people. They consider actions and events from different points of view. For example, they appreciate that the Iceni and the Romans would have very different opinions about Boudicca. They express their own opinions about the good and bad things Henry VIII did. Visitors dressed in clothes appropriate to the time of the Second World War helped pupils to understand what the war meant to ordinary families. Pupils in Year 5 investigate the extent of the cultural legacy left by the Ancient Greeks. Pupils in Year 6 use information from census returns in Victorian times to find out what a street near to school would be like then. Who lived there? How many lived in one house? What were their jobs? They identify, discuss and record the achievements of the Victorians.

95 In geography pupils produce interesting tourist brochures, draw comparisons between Skegness and London, hot and cold places and develop their mapping skills effectively. Pupils in Year 4 produce careful, detailed maps of the locality of the school, providing a key to help others to use it for information. Pupils in Year 6 study mountains, hills and lowlands and produce files, detailing a broad and interesting range of study. They enjoy a three-day residential visit to a field study centre where their work shows that every possible opportunity for learning has been seized.

96 Teaching is satisfactory. In Year 6, teaching is consistently good. The teacher has a good grasp of both subjects and has high expectations and sets challenging, interesting and purposeful tasks. Her enjoyment of the subjects is picked up by pupils, who take a pride in the presentation of their work, rise to the challenges and persevere with their tasks. Where

worksheets are used, they are mainly designed and produced by the teacher; therefore they are matched to the learning intentions of the lesson. Pupils' work in history and geography enables them to practise and improve their literacy skills. Planning and preparation are detailed and thorough. It is evident that the subject knowledge of some teachers is less secure and this results in more mundane activities that are less likely to capture pupils' interest.

97 The history and geography co-ordinator manages both subjects well. She has set priorities for developments needed which include familiarising staff with the levels of attainment in history and geography for assessment purposes, setting up a format to record pupils' achievement and acquiring resources to strengthen curricular links in literacy and information and communication technology. Teachers do not use information and communication technology enough to support pupils' work in history and geography. The school's recent focus on developing literacy and numeracy has meant that there has been no staff training or development in history and geography for a few years. The co-ordinator is capable of presenting in-school training, to help and support colleagues and much can be learned from the management of the subjects. There are sufficient resources to support the requirements of the National Curriculum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

98 In Year 2, pupils' attainment in information and communication technology is at the level expected for pupils of their age and they make satisfactory progress. In Year 6, pupils make satisfactory progress in a number of aspects but do not reach the expected standards overall. This is because they do not cover the topics of modelling, sensing, communication and control to the required depth. Although there have been some improvements since the last inspection they have not been sufficient to raise standards to the expected level by the age of eleven. Overall improvement since the last inspection is therefore unsatisfactory.

99 Since the last inspection the school has set up a computer suite that contains sufficient modern equipment to allow full classes to be taught together. Pupils are regularly timetabled to have satisfactory access to the suite to enable the curriculum to be taught. The inclusion of an "interactive whiteboard" allows teachers to monitor the work of all pupils simultaneously and to make valuable teaching points without delay. Teachers use the suite satisfactorily to teach pupils the knowledge and skills necessary to support learning. However, computers in the classrooms are rarely used to develop learning in other subjects such as mathematics. This is because, despite recent training, many teachers lack confidence in the subject and do not plan the use of information and communication technology with any vigour. Work is supported by national guidelines and this gives the necessary structure to ensure pupils are taught appropriate skills and knowledge at all ages. There is a system to assess and record the progress and attainment of pupils but it is not yet applied by all teachers and is therefore not effective enough.

100 Pupils are taught satisfactorily and systematically and make satisfactory progress, in the areas they study, in both key stages. Year 1 pupils use word processing to write sentences such as, "My bedroom has a low bed" and Year 2 pupils change the size and colour of print to add interest and emphasis. They develop their pictures well by adding colour. Year 3 pupils combine their skills with text and pictures to produce drawings with labels. In Year 4, pupils write imaginative stories such as "Chocolate Land" and use a range of print, colours and sizes to add impact. Year 5 pupils extend their knowledge and skills when they collect data and produce spreadsheets and graphs of class pets. They use word processing to label their work and provide explanations for the data. Year 6 pupils search the internet for information and make useful links with geography when producing a table of the world's longest rivers.



101 Pupils of all ages enjoy learning about and using information and communication technology. They work well together, showing due care and respect for the expensive and fragile equipment as well as for the suggestions and opinions of their classmates. However, a significant number are still uncertain how to proceed at times and this leads to wasted time as they search fruitlessly for answers instead of working systematically.

102 The headteacher is currently taking responsibility for the subject since the recent departure of a knowledgeable and enthusiastic co-ordinator. Resources have been acquired from a number of sources and have been used wisely to modernise the school's equipment and teaching spaces. The school still lacks the necessary resources to support learning about modelling, control and sensing, so that older pupils do not develop the necessary depth of knowledge in these areas. The school is treating this issue as a priority and also recognises the need to ensure that teachers are kept up to date by training in the use of these new facilities.

## **MUSIC**

103 Pupils' attainment and progress were satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2 at the time of the last inspection, when the school only took pupils to nine years old. There has been good improvement in standards since then and pupils in Years 2 and 6 now attain the expected standards for pupils of their age. The school has decided to deal with the issue of unsatisfactory teaching noted in the last inspection report by employing a part-time music teacher for Years 2 to 4. Pupils in Years 5 and 6 are taught by staff from the local authority music service. The school's own music co-ordinator continues to teach music to the youngest pupils. Three lessons were observed during the inspection and these were taught by a specialist music teacher employed by the school for one morning per week. These lesson observations, together with discussions with Year 6 pupils about their work and a detailed examination of planning files, provide the evidence for judgements about this subject.

104 Pupils are taught well by knowledgeable and skilled music specialists and pupils in both key stages make good progress. The specialist teachers plan their work carefully so that pupils are challenged to do well and refine their skills and knowledge during every lesson. A strong feature of lessons is that pupils are kept actively involved and enjoy the challenging and stimulating learning tasks they are given. As a result, pupils of all ages say they thoroughly enjoy their music lessons and pupils in Year 6 say they give the subject "full marks". Pupils in Year 2 clap regular and complex beats as they sing songs like "Shoo Fly Don't Bother Me". They listen to Vivaldi's "Four Seasons" and show sensitivity when they say "It reminds me of somebody dancing". Pupils work together when they clap and sing nursery rhymes as two groups. They recognise and name different instruments in the orchestra and there is a good emphasis on developing the vocabulary used in music.

105 Pupils in Year 4 sing tunefully and to a good standard. They are encouraged to perform as individuals when they repeat a phrase sung by their teacher. The teacher is constantly aware of opportunities to provide new challenge so that pupils combine singing with simple instrumental backing to produce a pleasing, integrated sound. The teacher uses praise well to encourage higher standards and makes sure that pupils know how their learning will develop. Teaching is particularly good in lessons where the class teacher remains in the room but only a small number of staff are developing their own knowledge and understanding of the subject by working closely with the specialist during lessons.

106 The current music co-ordinator is due to leave the school at the end of term. She currently maintains an overview of music throughout the school and teaches the subject to

the Foundation Stage and Year 1 pupils. The specialist music teacher for Years 2, 3 and 4 has a temporary contract for one term. If the arrangement is extended these pupils will continue to receive the firm grounding required if standards of music are to be maintained and improved throughout the school.

## **PHYSICAL EDUCATION**

107 In Years 2 and 6, pupils' attainment is at the levels expected for their age. This is similar to standards reported at the time of the last report when the school only had pupils up to nine years of age. There has therefore been satisfactory improvement in view of the change to a full primary school.

108 In Year 2, pupils know some of the ways their bodies are affected by exercise. They know how to use warm up and cool down time as part of every lesson and go through the routines with care. Pupils control their bodies with increasing precision and imagination so that they link movements in a pleasing and aesthetic way. Taking increasing responsibility for their own learning, they work under supervision to put out apparatus and tidy up after lessons. Year 3 pupils develop average proficiency at throwing and catching large balls but are less skilled when they need to move and throw at the same time. Year 4 pupils enjoyed an action packed lesson with personnel from the Bradford Bulls. They were taught with great skill to run, change direction, pass and receive a ball with the accent on accuracy. As a result pupils make better choices when deciding where to pass the ball or how to interact with other pupils. These training sessions prepare pupils to take part in a variety of team games. Pupils' attainment in swimming is at least satisfactory and often good. For example, pupils perform well in the local inter-school gala.

109 The teaching of physical education is satisfactory and some examples of very good teaching were seen. Class routines are usually well established so that pupils get changed quickly and lessons begin promptly. There is no agreed planning system and so teachers do not plan lessons in enough detail. Plans are taken from sources such as the Internet. As a result, some teachers who lack confidence in the subject lack sufficient support and guidance and do not do as well as they could. Teachers control pupils well so that they listen carefully to instructions and act on them accurately. Support staff are sometimes involved in lessons but their work is not always planned and so they do not contribute as well as they should. Teachers' attitudes ensure that pupils enjoy their physical education lessons and join in with enthusiasm. Pupils generally listen well to their teachers' instructions and show perseverance and imagination when developing skills such as throwing and catching in games they have made up themselves. They are proud to be chosen to demonstrate good practice and co-operate well and without fuss when required to work on projects together.

110 The subject co-ordinator is knowledgeable and enthusiastic but has only been in post for a few weeks and has not yet had time to affect the curriculum greatly. She is clear about the need to develop better planning, assessment and recording systems, together with in-service training to support those teachers who lack confidence in the subject. There is no evidence that information and communication technology is used to support the subject. The school has recently begun to use the expertise of local professional football and rugby clubs to develop pupils' skills and to raise funds for additional games equipment. This is having a positive effect by increasing the range of physical activities on offer, especially in after-school clubs.