

# INSPECTION REPORT

## **BEECHWOOD PRIMARY SCHOOL**

Seacroft, Leeds

LEA area: Leeds

Unique reference number: 107920

Headteacher: Mr. J. Beckett

Reporting inspector: Miss M A Warner  
OFSTED No: 17288

Dates of inspection: 14<sup>th</sup> – 17<sup>th</sup> January 2002

Inspection number: 194092

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:	Foundation
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Kentmere Avenue, Seacroft, Leeds. West Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T. Clarke
Date of previous inspection:	6 <sup>th</sup> – 9 <sup>th</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17288	M. A. Warner	Registered inspector	Mathematics Information and communication technology English as an additional language	Information about the school The school's results and pupils' achievements Teaching and learning Spiritual, moral, social and cultural development Leadership and management What the school should do to improve further
9907	W. Orr	Lay inspector		Attendance The school's care of pupils The school's partnership with parents Accommodation
29688	M. Brammer	Team inspector	English Religious education Special educational needs	
8845	H. Sumner	Team inspector	Geography History Physical education	Curriculum and other opportunities
19507	B. Andrews	Team inspector	Art and design Design and technology Music Personal, social, health and citizen education Equal opportunities	Pupils' attitudes, values and personal development Assessment
24805	A. Cogher	Team inspector	Science Foundation stage	

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

### **INFORMATION ABOUT THE SCHOOL**

Beechwood Primary School is situated in the Seacroft area of Leeds. The school is much bigger than most primary schools nationally with 412 pupils, aged 3 to 11, on roll, including 61 part-time places in the nursery. The percentage of pupils entitled to free school meal is high, at 49 per cent. The large majority of pupils are from white United Kingdom backgrounds with a small number from other ethnic backgrounds. Three pupils have English as an additional language. Almost all the pupils come from the immediate area which is one of the largest council housing estates in Europe. Twenty-seven per cent of pupils have special educational needs, which is broadly in line with the national average and three per cent have formal statements of need, which is above the national average. Although the children's range of attainment is wide when they start in the nursery, many have standards of attainment well below those expected of children of this age in some areas of personal development, communication, language, literacy and mathematics.

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

Beechwood is an improving school and gives good value for money. Whilst pupils' standards of work, overall, are below average, teaching is good across the school, as are pupils' attitudes. The cost per pupil is high but improvement since the last inspection has been good and the school is therefore effective. This is due, substantially, to the excellent leadership by the headteacher and deputy and very good support given by the senior management team.

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

- The leadership of the headteacher and key staff is very good and, as a result, the school reflects its stated aims excellently. The staff, at all levels, have a shared commitment and their capacity to succeed is without doubt. Accommodation, particularly to support small group teaching, is used well.
- As at the last inspection, the quality of relationships continues to be a strength of the school. Pupils' attitudes are good and their interest and involvement in activities are a particular strength.
- The school makes very good provision for children in the Foundation Stage.
- Provision for pupils with special educational needs is very good, with specific provision made for various different groups of pupils.
- The strategies for using human resources in music are very effective, providing pupils with a wide range of opportunities. The school also provides a wide range of extra curricular activities in various areas.
- The school has excellent systems for monitoring good behaviour and this assists pupils' moral development. The school has very good systems in place to ensure pupils' welfare.

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

- Raise standards in literacy, particularly in speaking, handwriting and literacy across the curriculum;
- Raise expectations and standards in mathematics, by ensuring that the whole of the National Numeracy Strategy is covered in enough depth and pupils develop their mental strategies in number and their problem solving skills;
- Ensure that assessment procedures, particularly in science, art and design, and design and technology are consistently applied;
- Ensure that there is consistency in the marking, so that pupils' know how to improve their work;
- Review the curriculum time-allocation for religious education, so that pupils learn in greater depth;
- Review arrangements for withdrawing pupils from lessons for literacy, numeracy and music to ensure they do not regularly miss other subjects.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in May 1997 has been good. The following key issues have been fully addressed: schemes of work and time allocation for geography and history; concerns about the quality of teaching; provision and the coverage of the curriculum for children under five; management issues; spending issues. Issues related to religious education and assessment have been partly addressed. Other improvements have been in standards in geography, history and music and the development of the curriculum which is beginning to have a positive impact on raising standards. Standards in art are not as high as at the last inspection.

### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E	D
Mathematics	C	E	E	C
Science	C	D	E	C

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

In 2001, results of the National Curriculum tests in Year 2 show that:

- In English, reading and writing were well below the national average. Results were above similar schools for reading and broadly in line with similar schools for writing.
- In mathematics, results were below the national average but above those in similar schools.
- In science, results of teacher assessments were below the national average and above similar schools.

In English in Year 2, boys' results were higher than girls'. In Year 6, girls' results were higher than boys'.

In mathematics in both Years 2 and 6, there was little difference between the results of boys and girls.

Trends over time show that the school's trends are broadly in line with the national trend.

Inspection evidence shows that pupils' attainment:

- in English, in both Year 2 and Year 6, is well below the average expected of pupils of their age, but listening skills are higher than speaking, reading and writing skills;
- in mathematics, in Year 2, is below and sometimes well below what is expected, although in lessons it is slightly higher. Pupils' work in number is considerably higher than in other aspects of the subject throughout the school. In Year 6, standards are well below expectations but there are also some pupils who are on course to reach Level 5.
- in science, in Years 2 and 6, is in line with what is expected of pupils of their age.

The school did not meet its targets at the end of Year 6 for English or mathematics in 2001 but has increased them for 2002. Whilst inspectors judge that they are unlikely to reach these targets, based on present standards; the school has every hope of reaching them by introducing the Booster classes again.

In other subjects:

- In art and design, design and technology, geography and history, pupils' attainment is in line with what is nationally expected of pupils at the age of 7 and 11.
- In music, pupils' attainment is in line with expectations by the end of Year 2 and above expectations by the end of Year 6.



- In information and communication technology, it is below expectations as pupils are still building up their skills, but they are confident in what they can do and in the use of computers.
- In physical education, pupils' attainment is above expectations at the end of Year 2 and Year 6.
- In religious education, pupils' attainment is below expectations of the Agreed Syllabus at the end of both Year 2 and Year 6, because of the lack of time given to the subject.

The progress made by children under-five is good. Pupils' progress is satisfactory in science, although their enquiry skills are often not fully developed. Pupils' progress in geography and history is good, which is an improvement since the last inspection. Pupils' progress in physical education is good across the school and it is good in music in Key Stage 2. Pupils' progress in religious education is unsatisfactory. In other subjects their progress is satisfactory.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic, enjoy learning and apply themselves diligently. They concentrate and persevere: achieving well. They seldom work independently, however.
Behaviour, in and out of classrooms	Most pupils behave well, in and around the school. Discipline is fair, firm and consistent. There has been a recent reduction in fixed period exclusions.
Personal development and relationships	The quality of relationships is a strength of the school. Pupils form constructive relationships with each other and with adults. Older pupils are caring and supportive of younger pupils. There is satisfactory provision for their personal development.
Attendance	Attendance is below the national average. Unauthorised absence is about double the national average. The school is applying a more rigorous approach towards unauthorised absences because such absence disrupts learning and limits the progress pupils make.

## TEACHING AND LEARNING

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

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

- Teaching is good or better in the large majority of lessons.
- The greatest strength in teaching across the whole school is in the management of pupils and the use made of time and support staff. Planning is good and teachers' expectations are appropriately high across the school. The teaching of basic skills, literacy and numeracy are good across the school. Teaching in mathematics is very good in both key stages there is excellent teaching of pupils in lower sets. Particular strengths in classes from the Nursery to Year 2 are teachers' very good understanding of the curriculum, assessment and the very effective teaching methods used.
- There are no real weaknesses in teaching but problem solving in mathematics and assessment procedures and marking in most subjects could be better developed.
- The school meets the needs of pupils with special educational needs very well: they make good progress in the Foundation Stage and satisfactory progress across the rest of the school. No teaching of pupils with English as an additional language was seen as pupils were absent.

- The quality of pupils' learning is good across the school. The main strength of pupils' learning is in the effort they put into their work. They work productively and at a good pace, are interested and concentrate well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good, but the withdrawal of pupils for extra literacy or numeracy lessons means that they do not always have full access to other subjects. The school provides a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Very good. Special provision is made for groups of pupils with different needs. All these extra learning opportunities are very valuable, resulting in enhanced progress being made by many pupils.
Provision for pupils with English as an additional language	The three pupils with English as an additional language were out of the country during the inspection. There is satisfactory provision made for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral development is very good, for their social development is good and for their spiritual and cultural development is satisfactory. There are few opportunities for pupils to develop an awareness of Britain as a multi-cultural society.
How well the school cares for its pupils	The school takes very good care of its pupils. Teachers and support staff know the pupils well and much emphasis is placed on developing mature attitudes. Procedures for assessing pupils' attainment and progress are very good in literacy and numeracy.

The effectiveness of the school's links with parents is satisfactory, overall, but the school needs to find further ways to encourage parents to take a greater part in their children's learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very Good. The leadership of the headteacher is excellent. He is very ably supported by a competent and effective deputy head and a supportive senior management team. As a result the school's capacity to succeed is high.
How well the governors fulfil their responsibilities	Good. They are dedicated to the school and value the support given by the headteacher in keeping them well informed about developments.
The school's evaluation of its performance	Very good. The governors hold the school to account for standards and evaluate its performance. They have taken effective action in the appointment of key staff.
The strategic use of resources	Very good. The deficit found at the last inspection has been much reduced and the school now has a small amount of money to carry forward to next year. Resources are used strategically.

The school is very well staffed, both in number and in expertise. The accommodation is good and there is a good range of resources. The school applies the principles of best value very 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>• The school expects my child to work hard and achieve his or her best. (98%)</li> <li>• My child likes school. (97%)</li> <li>• My child is making good progress. (97%)</li> <li>• I would feel comfortable about approaching the school with questions or a problem. (97%)</li> <li>• Parents think that some of the main improvements have been in relationships, behaviour, newsletters, fund raising for charities, school uniform and security. (PM)</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work my child gets to do at home. (8%)</li> <li>• The behaviour of some pupils. (7%)</li> <li>• To be kept better informed about how my child is getting on. (7%)</li> <li>• The school working closer with parents (7%)</li> <li>• Parents' concerns relate mainly to the unimaginative and sometimes ill-maintained site, lack of sports facilities and the loss of a dedicated art room. (PM)</li> </ul> <p>% = response to parents' questionnaires PM = parents' pre-inspection meeting. (8 present)</p>

Inspectors agree with the positive comments made by parents and that homework is inconsistent. Parents at the Parents' Meeting considered that improvement in behaviour is one of the main improvements in the school: inspectors agree. The school tries to work closely with parents. The response from parents is not always very positive, although a recent survey about the school received over 100 replies, many with constructive comments. Inspectors agree that attention needs to be made to improving the site facilities but there is not necessarily a need for a dedicated art room.

## **PART B: COMMENTARY**

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

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

1. Assessments show a very wide range of attainment when children start in the nursery. Many children have levels of attainment well below expectations in some areas of personal development, communication, language and literacy, and mathematics. All children, including those with special educational needs, make good progress. However, a significant minority, enter the reception classes with levels of attainment that remain below those expected for their age. Assessments carried out in the reception classes show children's attainment in aspects of speaking and listening, reading, writing and mathematics to be particularly underdeveloped.
2. In the 2001 National Curriculum tests in English, pupils at the end of Year 2 achieved results in reading and writing which were well below the average. When compared with pupils in similar schools, these results were above average for reading and were broadly in line for writing. At the end of Year 6, the results for pupils were well below the national average. They were below the average for similar schools and were very low in comparison with their prior attainment. This was a group of pupils in which a high percentage had special educational needs. Until this year there had been an overall improvement which was broadly in line with the national trend.
3. Inspection evidence confirms that attainment in English is well below what is expected of pupils of their age. Throughout the school, pupils' attainment in listening is good because most pupils listen attentively to their teachers and follow instructions carefully, but standards of speaking are well below that expected nationally. The school recognises the need for improvement. Pupils' attainment in reading is well below expectations because many find it difficult to acquire the skills necessary to read independently and with understanding. The school has addressed this by introducing daily guided reading lessons. Pupils' attainment in writing is well below expectations because many of the pupils lack the punctuation, spelling and handwriting skills which support work of good quality. The school has endeavoured to raise standards through staff training, target setting and moderation of the pupils' work. Higher achieving pupils in Year 6, however, write with a good sense of sentence structure and organise their work in paragraphs. At its best, their vocabulary is precise and well-chosen. They write in a good range of genres which include biography and autobiography. Very few pupils join their letters well.
4. The National Literacy Strategy is implemented effectively and the school has introduced regular guided reading lessons. The full effect of this is not yet measurable.
5. In the 2001 National Curriculum tests in mathematics, pupils' attainment in Year 2 was below the national average, but above that of similar schools. At the end of Year 6, pupils' attainment was well below the national average but in line with similar schools.
6. Inspection evidence shows that pupils' attainment in mathematics over time in Year 2 is below and sometimes well below average although in lessons it is slightly higher. Pupils' work in number is considerably higher than in other aspects of the subject. In Year 6, overall standards are well below average but there are also pupils who achieve above average and are on course to reach Level 5. The additional lessons after school last year helped to raise standards and the school expects to raise the present standards in the same way.

7. The school is implementing the National Numeracy Strategy but there is some unevenness with regard to the time spent on different aspects of the subject. However, the emphasis on number and the work being done to raise standards in mental recall lower down the school, likely to have a positive effect on standards as these pupils go through the school. Pupils are not required to apply these skills to problem solving frequently enough.
8. The school did not meet its targets for English and mathematics in 2001, yet has increased them for 2002. The inspection judgements, based on present standards, are that the school is unlikely to reach these revised targets. The school, however, believes them to be achievable through extra support in Booster classes.
9. Teacher assessment in science in Year 2, in 2001, shows pupils' attainment to be below the national average in all areas of the subject. By the age of seven, they can sort materials by type, such as wood, metal or plastic and have an appropriate knowledge and understanding of electricity and are able to construct simple circuits from components. Most pupils in Years 1 and 2 are beginning to use scientific vocabulary appropriately. Overall, pupils' attainment in the current Year 6 is in line with, and sometimes above, national expectations, although the National Curriculum test results for 11 year old pupils in 2001 were well below the national average. Standards have risen since the last inspection, and evidence indicates that the 2001 results reflected the overall lower ability of the year group.
10. The performance of boys was significantly better than girls in English at the end of Year 2, but the performance of the girls was significantly better than that of the boys at the end of Year 6 in English. There was little difference between the performance of boys and girls in mathematics in either Year 2 or Year 6 in the 2001 National Curriculum tests.
11. In art and design, and in design and technology, pupils' attainment at the end of Year 2 and Year 6 is in line with that expected of pupils of their age. However, in Key Stage 2, there are examples of work in art that are incomplete, unmarked and immature in the development of basic artistic skills representing under-achievement of some pupils. In geography, pupils' attainment at the end of Year 2 and Year 6 is generally in line with national expectations, although a minority of pupils attain at a higher level. For instance, the work of higher-attaining pupils, in their study of their own locality, shows a more advanced understanding of the subject. The standards achieved in history match national expectations for pupils at the end of both Year 2 and Year 6, although again a minority of pupils achieve above and below the average standards in both cases. An increase in the teaching time available to the subject has contributed significantly to the raising of standards since the last inspection, especially in Key Stage 2. Pupils' progress over the years is good, although the quality of their writing does not usually reflect this. Much of the recording by pupils, other than that of higher achievers, is limited to drawings and captions of various types.
12. In music, pupils' attainment at the end of Year 2 is in line with that expected of pupils of this age. The pupils' attainment at the end of Year 6 is above that expected of their age. They enjoy music making, particularly singing and pupils, including those with special educational needs, generally make good progress. The school has improved on the standards described at the time of the last inspection. Standards in information and communication technology are below average overall, but pupils are very confident in what they can do, and their use of computers. The National Curriculum is being covered, but at a slow pace while pupils build up their skills. In physical education, by the end of both key stages, the attainment of the majority of pupils is above national

expectations. While a small minority fail to meet these standards, many pupils match them in one or more aspects of the subject. In dance, particularly, the majority of pupils achieve above the level expected for their age. No gymnastics were observed in Key Stage 1, but lessons seen in Year 3 and 4 ranged between satisfactory and unsatisfactory. A significant minority of pupils have yet to achieve control, accuracy and fluency of movement when constructing gymnastic sequences. The majority of pupils show good levels of skill in games. A very notable feature is their sportsmanship. In religious education the pupils' attainment at the end of both Year 2 and Year 6 is below the expectations of the Agreed Syllabus. This is because of the low allocation of time.

13. The achievement for pupils of all abilities in English and mathematics is satisfactory, because the teaching is good and some of the pupils' greatest needs are being addressed. Overall, pupils' achievements in developing scientific knowledge and understanding, and investigative skills, are satisfactory in both key stages. However, pupils' enquiry skills are often not fully developed because they have insufficient opportunities to make decisions for themselves in planning and carrying out investigations. The pupils' achievements in geography and history are good, which is an improvement since the last inspection. Pupils' achievement in music is satisfactory in Year 1 and 2 and is good in Years 3 to 6. It is good across the school in physical education. Pupils' achievement in religious education is unsatisfactory because they do not have the opportunity to develop the necessary knowledge and understanding, and is unsatisfactory in information and communication technology because of the unreliability of the resources and the need for further in-service training for some teachers.
14. Overall, pupils with special educational needs make satisfactory progress. Many pupils with emotional and behavioural difficulties make good progress. Well-focused individual education plans support the pupils' learning. Pupils on the register of pupils with special educational needs move appropriately through the stages so that their specific needs can be met.

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

15. Pupils' attitudes, behaviour and personal development are good. At the time of the last inspection pupils showed interest in their work and had a confident approach to learning. This situation has been maintained and pupils are enthusiastic and enjoy learning. Pupils with special educational needs respond well to planned activities which match their needs, work purposefully. All pupils demonstrate a positive attitude to their work and are interested in what is being taught. In almost all lessons pupils apply themselves diligently to the tasks set; for example, in an art lesson, young pupils worked with attentiveness and curiosity as they changed the shape of materials. The majority of the pupils display good attitudes, they sustain concentration, persevere to achieve well and work with enthusiasm. However, there are limited opportunities for pupils to use their initiative, take responsibility for their learning or study independently and develop research skills. There is little evidence, for example, of independent work in pupils' books.
16. When talking with pupils, inspectors found them to be friendly and polite. Some pupils are keen to accept responsibility for routine tasks in class and around the school. However, at the present time only a few pupils undertake duties, and the overall result has shortcomings. Those pupils given responsibilities, such as helping at lunchtimes and preparing the hall for assembly, carry out their duties efficiently and competently but rarely are pupils required to use their initiative.

17. Most pupils behave well in and around the school and discipline is fair, firm and consistent. They are aware of the care and consideration taken by the staff for their welfare. They show respect and courtesy to each other and to adults. The behaviour of the majority of the pupils in the classroom, in the playground and moving around the school is good.
18. The headteacher has introduced effective practices for recording and analysing disciplinary incidents in which staff and governors are involved. Staff handle incidents of misbehaviour promptly and consistently, according to the guidelines set out in the school's behaviour policy. Staff expect high standards of behaviour and pupils are aware of these standards. Eleven pupils have been excluded for fixed periods over the last school year: all as a result of anti-social behaviour. This is a vast improvement on previous years. The headteacher is committed to reducing exclusions and he personally monitors pupils' return to school and the ongoing support for excluded pupils. This has had a positive effect and there has been a 50 per cent reduction in fixed period exclusions since September 2001.
19. As at the last inspection, the quality of relationships is a strength of the school. Pupils form constructive relationships with each other and adults. They are tolerant and sensitive to each others' needs, working and playing together well. Younger pupils work collaboratively in groups as they explore and record their musical compositions and older pupils talk about projects undertaken together while on residential visits. Pupils display a high regard for the headteacher, class teachers and other adults around the school. The care and commitment of staff is recognised and has a positive effect on the personal development of pupils. Staff have an impressive knowledge of their pupils and show a high degree of commitment to their wellbeing.
20. Pupils respond well to the many opportunities provided for them to be involved in the life of the school. The school places a strong emphasis on personal development, providing opportunities that allow pupils to participate in whole-school performances. They are filled with enthusiasm by special activities; for example, pupils in Years 5 and 6 talked with excited anticipation of their forthcoming visits to the residential centres at Holly How and Lineham Farm.
21. Additional support for pupils' personal and social development stems from a programme of study for personal, social, health and citizenship education (PSHCE) that has been introduced. This allows pupils to explore their feelings, rights and responsibilities both during class lessons and in the lunchtime sessions. These sessions are operated by staff to counsel pupils and help pupils improve their self-esteem. Older pupils are caring and supportive of younger pupils; for example, each day a Year 5 pupil willingly sits by a very young pupil coaxing him to eat his sandwiches because he is so small and needs the nourishment.

22. Parents attending the pre-inspection meeting agreed that behaviour is good, that bullying is minimal and incidents are quickly and effectively dealt with by the headteacher. The very good quality of the relationships between pupils and teachers contributes well to pupils' personal development.
23. The school's provision for pupils' spiritual, moral, social and cultural development also contributes well towards their positive attitudes. For example, in assembly a story was told about the adoption of a boy from a children's home and pupils were able to empathise with someone without a family of their own, and the importance of being loved and loving others. Pupils' ability to listen, however, is impaired when brass lessons take place in the adjoining hall, during assemblies. In a religious education lesson their spiritual development is enhanced when they show that they realise that the Bible is 'God's book for Christians', hearing the story of when Jesus was 'told off by his mum and dad'.
24. The stories told in assemblies have an effect on the pupils, for example, one that encouraged pupils not to try to do everything themselves but to work with others. The ethos of the school is promoted through assemblies, with expectations regarding discipline, self discipline and codes of conduct having a positive effect on the whole life of the school. Pupils learn to appreciate the school as a community through assemblies in which they share with each other what they are learning in class. A number of pupils have to learn a new moral code and social behaviour when they come to school. Assemblies and the good role models of teachers all help to develop these. Adults, teaching and non-teaching staff and parents, work hard to promote these qualities. The after-school clubs all promote pupils' social development well and visits to places such as Fountains Abbey and Eagles Crag, promote both their social and their spiritual development, with the results that pupils learn to live alongside each other in a setting outside school and learn to appreciate beauty and the world about them.
25. Studies of Ancient Egypt in history develop their appreciation of other cultures as does a study of an Indian village in geography. Pupils show real interest in these different ways of living.
26. Attendance is below the national average. Unauthorised absence is about double the national average at 1.3 per cent. This is higher than in recent years as it reflects the school's more rigorous approach towards unauthorised absences, aware that these disrupt pupils' learning and limit their progress.

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

27. The quality of teaching is good in all three key stages. Excellent teaching was observed in mathematics, music and physical education.
28. Teaching overall in the Foundation Stage is good. In the nursery it is very good with some excellent features. In the reception classes it is good with some very good features. Teachers have a very good understanding of the Foundation Stage curriculum and how young children learn. They are very competent in the teaching of phonics and other basic skills. Teachers have high expectations of children and plan activities that are very well matched to their learning needs. Planning for all areas of the Foundation Stage is comprehensive. Activities to promote children's skills in communication, language and literacy, mathematics, and aspects of personal social and emotional development are emphasised strongly. Teachers use a comprehensive range of assessment procedures very effectively, to monitor children's progress and direct their planning. The nursery nurses in the nursery, and classroom assistants in



the reception classes make a significant and very valuable contribution to children's learning. All staff work very well together as a team to provide high quality experiences for all children including those with special educational needs. They manage the children very well, which ensures that sessions are purposeful and productive.

29. The greatest strength in teaching across the whole school is in the management of pupils and the use of time, support staff and resources. Teachers have very good knowledge of subjects such as English, mathematics, science and geography and use very effective teaching methods. Assessment is used well in Years 1 and 2 and particularly well in the Foundation Stage. In science there are 'end of topic' assessments but it is not used so well for day-to-day planning. However, planning and teachers' expectations are generally good across the school, as is their teaching of basic skills. The teaching of literacy skills is good and of numeracy it is very good.
30. In English, the quality of teaching and learning in Years 1 and 2 is good because the teachers' use vocabulary well to further the pupils' learning. The quality of teaching in Years 3 to 6 is also good in English and the setting practised in Years 5 and 6, both in English and mathematics, encourages good learning for pupils of all abilities. The quality of teaching in mathematics is very good in both key stages. The main strength being the step by step approach to learning new skills and the good pace to lessons. The teaching of lower sets in mathematics is excellent and gives pupils both confidence and skills. Pupils throughout the school enjoy science because their teachers are enthusiastic and present them with stimulating contexts for lessons. Teachers expect pupils to behave well and apply themselves fully in lessons. These expectations are clearly understood by pupils who co-operate with each other, act responsibly and handle resources with care. As a result, science lessons are enjoyable and productive for pupils.
31. In art, the quality of teaching is good because teachers clearly explain what they want pupils to do or find out, question to ensure that pupils understand what is expected and make sure that all the necessary resources are accessible. Pupils listened with interest as the teacher explained and demonstrated how materials can be changed. The teacher provided individual feedback that helped them to improve and refine their work. Good use is made of time, with teachers ensuring that pupils stay on task and focus on the skills to be learned. Learning support assistants are used in an effective manner to support learning. It is not possible to make a secure judgement on the quality of teaching of design and technology in each of the key stages as only one lesson was observed.
32. Geography teaching is good, overall, and sometimes very good. The teachers are adept at providing stimulating learning activities which provide interest and support for pupils at all levels of prior attainment. Teachers take account of pupils' limited literacy skills when planning recording activities. Although this provides good, immediate access to the subject, the limited use of literacy skills inhibits pupils' progress in the longer term, for instance, when using written resources. In history, the lesson observed and the learning recorded in pupils' work show teaching to be good overall and occasionally very good. Learning is well supported by visits to sites of interest, such as a World War Two Museum, a Tudor house, a working mill and an exhibition of artefacts from Ancient Egypt. There is little or no extended writing however. Teachers provide some opportunities for pupils to use the computer, including its use for researches and relevant artwork. The teaching of information and communication technology is good. Teachers are confident and manage the pupils well, with lessons taking place both in classrooms and the computer suite.

33. Music throughout the school is well supported by a number of competent musicians on the staff and visiting specialist tutors. Generally, the quality of teaching and learning throughout the school is satisfactory. In Key Stage 2, teaching is good because of the wide range of opportunities available for pupils with musical ability to practise and extend their skills. The quality of teaching in physical education is rarely less than good. Frequently it is very good and sometimes it is excellent. High quality teaching enables pupils with a wide range of needs to learn effectively and teamwork utilises the strengths of individual teachers. Teachers' knowledge of the subject is good, many having extra qualifications in some aspects. These raise their expectations of the pupils and contribute significantly to the standards they achieve. The quality of teaching in religious education is good because the teaching is stimulating and draws out good responses from the pupils and teachers have good subject knowledge. However, a scrutiny of the pupils' work shows that it lacks depth of study and not all has been marked with the learning objectives in mind.
34. There are only minor weaknesses in teaching. Expectations in literacy and mathematics could be still higher, especially when pupils continually get their sums right. Problem solving in mathematics could be further developed. In English, when teaching is only satisfactory, the learning objectives are not shared with the pupils to focus their learning. The pace of the lesson is slower on routine tasks, like copying from a worksheet, are carried out. Assessment procedures could be more consistently applied and constructive marking carried out more regularly. Marking is insufficiently allied to learning objectives. The quality of marking is variable across the school. The best marking indicates clearly to pupils what they have learned, and challenges pupils' thinking through the posing of questions. In history marking is encouraging, providing prompts for thinking in the most helpful cases and this support for pupils' learning is now good. Very occasionally, pupils need to be better managed in physical education.
35. The quality of pupils' learning is good across the school. The main strength of pupils' learning is in the effort they put into their work. They work productively and at a good pace, are interested and concentrate well. Pupils' knowledge of their own learning, however, is limited as they do not know what levels they are working at nor how they can improve.
36. No teaching of pupils with English as an additional language was seen. The school meets the needs of pupils with special educational needs very well. They make good progress in the Foundation Stage and satisfactory progress across the rest of the school. Teaching of the pupils with special educational needs is good. Individual education plans, which are well focused, contribute to this. Learning support assistants with responsibility for the pupils with special educational needs, make a good contribution to their learning. They relate well to the pupils. During whole class discussions they often reinforce the points the teacher is making to enable the pupils to take a full part in the lesson. There is no homework policy and the setting of homework is inconsistent across the school and year groups.

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

37. The school provides a good quality, broad and balanced curriculum which is relevant to the needs of its pupils, although provision in a few areas is underdeveloped, especially for aspects of literacy and in religious education. In this latter case, the teaching time available is insufficient, adversely affecting pupils' attainment. The shortages of time previously identified for history and geography have now been remedied, enabling pupils to make good progress in these subjects. The curriculum fulfils statutory requirements, including the provision of religious education for children in the reception class. Outside agencies are involved in assisting the school in delivering drug and sex education. The overall quality and range of learning experiences provided in the Foundation Stage follows national guidelines and provides a very good basis for children's progress when they enter the main school.
38. Good quality policies and schemes of work guide teaching at classroom level and teachers use imaginative strategies to promote pupils' progress towards the nationally required learning objectives. The school uses national guidelines as a basis but monitors the effectiveness of the various suggested learning opportunities, adjusting its curriculum to suit the particular needs of its pupils. Visitors and visits to a variety of venues support learning in many subjects. However, cross-curricular links between subjects, although high-lighted in subject policies, are not yet implemented systematically. The National Literacy and Numeracy Strategies are now well-established as key elements in the provision for English and mathematics respectively, but effective use of these two areas of learning is not yet adequately established across the curriculum. This undermines pupils' performance in other subjects as well as reducing opportunities for pupils to improve their basic skills in aspects of English and mathematics. Subject leaders' action plans for each curriculum area are generally well-matched to pupils' needs. Key areas for development are prioritised and incorporated into the school development plan.
39. The school is strongly committed to providing equal opportunities for all pupils and, for the most part, pupils have full access to the curriculum. The detailed policy is understood by staff who work together to achieve clearly set targets for improvement for all pupils, and who endeavour to reduce differences in achievement between identified groups of pupils. Boys and girls are treated equally; for example, no distinctions are made in physical education. The school promotes the inclusion of all pupils well. Staff are alert to differences in performance between boys and girls and are taking some initiatives, for instance, improving the reading resources to match the interests of boys. This should have a beneficial influence on standards. Arrangements for providing support and improving standards in the form of Booster classes and withdrawal groups are not satisfactory. Some pupils are regularly withdrawn from science, geography, art and other subjects for additional work in English and mathematics. This inevitably narrows their curriculum experiences and creates concerns about their progress in the relevant subjects.
40. High quality teaching enables pupils with a wide range of needs to learn effectively and teamwork utilises the strengths of individual teachers. Pupils with different interests are able to extend their understanding and enjoyment by attending residential visits or one of the many clubs that take place during the lunch hour or after school. There is a range of opportunities for pupils who are musically talented to extend their skills both during the school day and after school. For example, Local Education Authority music tutors provide both individual tuition and group tuition, as for the brass band. There are also after-school music, sports and gardening clubs.

41. Provision for pupils with special educational needs is very good. They receive very good support and guidance. The school has obtained external funding and support to develop a very worthwhile cross-curricular project to raise the self-esteem of the pupils who are taking part in it. This should enable them to make better progress in ordinary class lessons. Lesson planning takes these pupils' learning needs into account, along with those for groups of pupils at other levels of achievement. The school is also aware of the needs of gifted and talented pupils. Steps are underway, for example in history, geography and physical education, to provide those already identified as gifted or talented with suitably challenging opportunities. Staff have also identified groups of pupils who might be at risk in some areas and have set up extra provision for them. Older pupils, on the verge of achieving in line with national expectations in English and mathematics, have access to Booster classes. All these extra learning opportunities are very valuable, resulting in enhanced progress being made by the pupils. Unfortunately, their withdrawal from their usual classes sometimes leads to imbalances in the breadth of their learning opportunities in other curriculum areas. The school has taken some steps to remedy this difficult situation but the problem has not yet been sufficiently ameliorated.
42. Provision for extra-curricular learning is very good. A wide range of activities, including sports, craft work, musical activities and access to computers take place during lunchtime and after school. The commitment of teaching and support staff to these extra learning activities is praiseworthy. Their judgement that the pupils are in need of such extra opportunities is shown to be completely justified by the pupils' good levels of response. A curriculum enhancement co-ordinator has recently been appointed. The curriculum is well-supported by other agency links of various kinds. Links at both community and national level provide access to good facilities and learning opportunities. The school has links with other nurseries in the area and with pre-school providers through the Sure Start programme. A programme of pre-school visits is arranged. Recently, the group meetings held at the school for parents, organised through Sure Start, have not been taking place, but the school hopes to reconvene these in the near future. Links with secondary schools include visits by both pupils and staff in order to smooth pupils' transition into the next phase of their education. The school has very strong links with teacher training institutions. These are proving to be mutually advantageous. The headteacher is active within the local community and fosters valuable links with key personnel, including child-care agencies and business people.
43. Provision for pupils' spiritual development is satisfactory and in some aspects good. The school promotes pupils' self-esteem particularly well, especially for those with special educational needs for whom a special programme has been devised. In assemblies, such as one taken by the headteacher, demonstrations show how sometimes 'we make a mess of things because we don't follow instructions and the only thing to do is to start again'. Spiritual development is also promoted in religious education lessons where pupils are quiet and attentive when the teacher is speaking and respond well to questions. A number of pupils draw on their own experience to illustrate their answers. In Year 1, pupils are eager to share examples of articles that are special to them. These make a good contribution to both their spiritual and cultural development. In assemblies pupils know a few hymns, such as 'One more step along the world I go', or 'Stand up, clap hands shout thank you Lord', which they sing with actions and with gusto. They respond respectfully during prayers with bowed head and join in the 'Amen'.
44. Provision for pupils' moral development is very good and for their social development is

good. The headteacher promotes the ethos of the school through the assemblies he takes. In English, the pupils' attitudes to learning are good because they respond well to the teacher and to other adults, which helps all to be included. In Year 1, a secure understanding of the class routine helps good behaviour, learning and thereby their social and moral development. In art, the co-operation resulting from the pupils working together makes a very positive contribution to their social development. Pupils discuss their work with evident enthusiasm and satisfaction gained from co-operating with each other and with their teachers. The way pupils work in design technology also makes a valuable contribution to the development of personal and social skills. The overall provision for physical education is making a significant contribution to pupils' social development as they learn both to compete fairly and to co-operate. The main weakness lies in the limited opportunities given for pupils to use their own initiative.

45. Provision for pupils' cultural development is satisfactory, overall, although there is little provision made for pupils to develop an awareness of Britain as a multicultural society. In the Foundation Stage good use is made of topics and visitors to support children's understanding of their own culture. Children learn about their own and other peoples' cultures through stories and by celebrating festivals. Art makes a contribution to pupils' cultural development, with the imaginative artwork and prints of the work of different artists around the school contributing to the welcoming atmosphere. In geography, pupils show intense interest when learning about an Indian village. This particular unit of work supported pupils' multicultural knowledge and understanding well. Pupils' cultural development is significantly enhanced by their work in history lessons. Physical education provides for aspects of their cultural development as traditional stories are enacted and dances from other cultures are performed. Music also promotes different cultural dimensions, such as through a staff folk group and the school orchestra.

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

46. The school takes very good care of its pupils. Procedures for child protection are excellent and this is a major strength of the school. These procedures comply with locally agreed guidelines and statutory requirements. Teachers and support staff know the pupils well and much emphasis is placed on developing pupils' mature attitudes. Particular support is targeted to meet the individual needs of identified pupils such as those at risk of exclusion or being looked after by the local authority. Teachers are excellent role models, which parents and pupils appreciate. This, together with good use of support staff, encourages all pupils to learn.
47. The policies and procedures for health and safety and related matters such as school security or lunch time supervision are very good. Accident and emergency provision and records are well maintained and there are regular, detailed health and safety and fire risk inspections and assessments. However, the main access road to the school is narrow and shared by pedestrians and vehicles. This is a hazard for pupils and adults entering and leaving the school.

48. Procedures for monitoring and improving attendance are good. Class registers are rigorously maintained and regularly monitored. Class teachers advise the headteacher about any concerns that arise. Regular late arrivals are identified and where appropriate parents are contacted. Parents are contacted about all unexplained absences. Learning mentors visit pupils' homes to encourage good attendance. All absences, whether authorised or otherwise, are reviewed with the education welfare worker for appropriate action. Good attendance is encouraged through a merit system, regular praise and by public celebration each half term and at the end of the year.
49. Procedures for identifying and supporting pupils with special educational needs meet statutory requirements and are very good. This is a further strength of the school. The school has an inclusive culture and pupils of all abilities are fully valued. The school has recently received a visit from Education Leeds which resulted in a favourable report on Inclusion and Special Educational Needs Monitoring. The special educational needs co-ordinator works closely with parents (who value her knowledge of their concerns) and with outside specialists such as Special Support Services. Pupils on the special needs register have good quality individual education plans which clearly identify learning needs, have measurable targets and are carefully monitored. Learning mentors track the more vulnerable pupils.
50. The school helps pupils with special educational needs to access the whole curriculum by working to improve their skills in literacy and numeracy. The school has not tracked pupils to identify which lessons in other curriculum areas are missed because of withdrawal into small groups.
51. The procedures for monitoring and promoting good behaviour are excellent. The discipline and behaviour policy emphasises encouragement for pupils such as individual praise, badges, certificates and dedicated assemblies. Pupils have been involved in writing their own classroom rules that are relevant and displayed in every classroom. Pupils' self esteem is promoted through projects such as the Beechwood Quest, lunch-time clubs and trips out. All staff are expected to be consistent in the application of rules and sanctions and inspectors saw consistent handling of incidents of inappropriate behaviour in line with the clear guidelines set out in the school's behaviour policy. Incidents are recorded and monitored daily by the headteacher. Senior staff and the governors analyse records to highlight particular difficulties. In extreme cases families are supported through a multidisciplinary support team funded by local schools. Behaviour is improving and the number of fixed term exclusions, which was very high at 60 last year, has now halved. Bullying is not tolerated and both victims and perpetrators are offered support. Detailed records are maintained and parents contacted as appropriate. There have been no permanent exclusions in recent years.
52. Support for the personal development of pupils is good. Teachers and learning support assistants know the pupils well and show real concern for their welfare. Qualities such as concentration, perseverance and social skills are promoted through all lessons and by the example of all the staff. Formal lessons cover sex education, drugs awareness and citizenship skills. Study support has a wide range of activities such as sports, dancing and gardening. The fifteen clubs are well attended and staffed by teachers, support staff and parents. There is also a good range of educational visits, and there are residential visits for Year 6 pupils. Pupils are encouraged to support charities such as shoe-box appeals for children in Eastern Europe. Pupils may make suggestions to their class teacher or speak directly to the headteacher. Recent initiatives include three Year 6 boys wishing to start a school newspaper and other pupils have requested a dancing club which has since commenced.

53. Monitoring of academic progress is very good and links closely with pastoral concerns. Children are assessed shortly after starting in the nursery. Baseline assessments of pupils' progress in basic skills are made on entry to the Reception year. Further progress is recorded and regularly reviewed both informally and formally, as for example, in pupils' annual reports. Class teachers' close knowledge of individual pupils ensures that support such as guided reading or learning mentors is provided, where necessary, to meet their needs. Concerns about any pupil's progress are brought to the attention of the headteacher, parents and where appropriate, the special educational needs co-ordinator. The school also receives support from outside specialists, such as educational psychologists, when required.
54. The school's arrangements for assessing and monitoring pupils' progress and attainment are very good for English and mathematics but inconsistent in science. Pupils' performance in tests at seven and eleven are analysed to identify trends over time, including differences in the performance of boys and girls. The information gained from results of tests is used to identify the progress made by pupils and successfully inform the next steps in pupils' learning. The headteacher and deputy headteacher use the information effectively to arrange extra lessons that support learning or extend pupils' skills as necessary. The very detailed system of tracking pupils' progress enables the school to set challenging but achievable targets for improvement and these are factors in raising the standards of teaching and learning.
55. Each unit of work in the non-core subjects is assessed and subject leaders receive a summary sheet following completion. This information is reviewed and monitored and used to tailor the work to the needs of the pupils. With the exception of history and geography, the information is not used sufficiently to show the knowledge gained by individual pupils and what they need to be taught subsequently. Teachers do, however, make notes on their daily plans to record what pupils have learned and what needs to be consolidated but marking is inconsistent across the school and is used too infrequently to extend pupils' learning by suggesting ways to improve their work.
56. The deputy headteacher has overall responsibility for recording and assessment procedures and, with the support of the headteacher, is creating very effective whole-school systems for raising standards.

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

57. The school places a very high priority on building a strong partnership with parents and it values their support. The headteacher welcomes any comments, even critical, or suggestions which are constructive in nature.
58. Parents' views of the school are positive. They perceive it as a good school which is steadily improving. They consider that their children like school, behaviour is good and pupils make good progress. They also consider that teaching is good and the school has high expectations of its pupils. The school is well led and managed and parents feel comfortable about expressing concerns. Parents believe that the school helps pupils to become mature and take on responsibilities and that there is a good range of activities outside lessons. Parents are less certain that the school works closely with parents or provides sufficient homework or information about their child's progress. Parents are particularly pleased by recent improvements to the school buildings and security measures. However, they find the pupils' playgrounds uninspiring and lacking in trees or shelter.

59. Inspectors agree that homework is inconsistent and that there is no firm homework policy. The school is aware of this concern and seeks to address it. The school also seeks to work closely with parents and takes every opportunity to ascertain their views on issues. A recent survey about the school received over 100 replies, many with constructive comments. However, not all parents take advantage of opportunities such as parents' evenings to enquire about their child's progress and a visit by a literacy adviser was not attended at all by parents. Last year only four parents attended the Annual Governors' Meeting for parents and few parents return signed copies of the home-school agreement.
60. Parents of pupils in the Foundation Stage are encouraged to become involved in their children's learning from the time they enter the nursery. They receive good quality information about how they can help their child and regular information about their child's progress. Parents with children who have special educational needs are kept well informed. The co-ordinator has developed a good relationship with parents.
61. The effectiveness of the school's links with parents is satisfactory overall. The school works well with parents and strives to reach shared objectives as defined in the home-school agreement. Information to parents is of good quality. Regular newsletters from the headteacher advises parents on matters such as school uniforms, pupils' progress, study support clubs, charity events, parents' involvement, the Friends of Beechwood School and the school development plan. Other newsletters cover specific issues such as suspected meningitis, individual class matters or reports on the year's progress including the school budget. There are two main parents' evenings each year and there is easy access to the headteacher or class teachers. Pupils' progress reports are detailed and indicate where improvement is needed and parents are contacted when concerns arise.
62. The Friends of Beechwood School was formed one year ago. Its major fundraising event, the Summer Fair, raised £1000. Other social or fundraising activities include discos for pupils in both key stages, a Christmas Fair and an Easter Fair. Direct benefits to the school include sports running gear, games, coach trips, a lending library for the nursery and dictionaries for Year 6 pupils. Teaching and support staff have provided practical help and contributed prizes for raffles. This is a valuable social and financial resource for the school. Parents assist the school with reading in most age groups, cookery, football, after school clubs and school trips. They also help in the nursery and stay with new pupils until they have settled into school.

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

63. The quality of leadership and management of the school is very good. The excellent leadership of the headteacher ensures that, through delegation and clearly understood management structures, all staff have a shared commitment to the development of the school and the raising of standards. Their capacity to succeed is very high. The headteacher gives strong and decisive leadership. These well-defined management structures at all levels, governors, teachers, support staff and cleaning staff, ensure clear lines of communication and delegation of duties based on peoples' strengths. The headteacher is supported very ably by a competent and effective deputy headteacher who has given a very strong lead in staff development, assessment and literacy (for which he has a particularly clear vision). Together they have successfully negotiated performance management arrangements with unions. The deputy head also enables others, including the headteacher and subjects leaders, to work to their particular strengths.



64. Good leadership is being given by the senior management team, members of which are particularly responsible for developing the different key stages. They are motivators and are developing their teams well, reporting back regularly to the headteacher. The staff tutor and special needs co-ordinator hold posts which reflect the school's value placed on pastoral care, whether of staff or pupils. Subject leadership in all subjects and the Foundation Stage ensures good or very good educational direction. All subject leaders have written position papers and policies on and for their subjects. As a result of the in-service training given by the deputy head, they understand their leadership responsibilities well and have the professional confidence to carry out these responsibilities. All subject leaders have well defined action plans.
65. The knowledgeable Foundation Stage co-ordinator provides very strong leadership. The implementation of a detailed action plan ensures that provision is continually improving to meet the needs of all children.
66. The co-ordinator for pupils with special educational needs is conscientious and manages the provision very well. The pupils' progress is monitored regularly. The governor with responsibility for special educational needs is supportive but has only recently taken up the post. There are good relationships with outside agencies to support the pupils' progress.
67. Performance management systems are in place and whilst last year's leadership targets focused mainly on the writing of policies, the school intends to make targets for this year more focused on individual subject needs. New staff are inducted very well into the school.
68. Many governors have recently changed roles and are in the process of learning about their new ones. They are dedicated to the school and value the support given by the headteacher in keeping them well informed about developments. They fulfil their responsibilities well. The chair of governors meets with the headteacher weekly and is very well informed about the school through these briefings. Being new to the post he is also well supported by the ex-chair of governors and the two make it clear that they are particularly keen to hold the school to account for the standards and discipline in the school. Governors use the considerable amount of data provided to them to evaluate the school's performance. Governors know the strengths and weaknesses of the school and have taken effective action, particularly in the appointment of key staff. At present regular classroom visits and meetings with subject leaders are not a feature of their roles but these are on the school development plan.
69. The school development plan drives development and is backed by action plans at subject level and good financial management. Governors are very knowledgeable about the school development plan and monitor its progress.

70. The ownership of a budget by subject leaders has led to improvement in the quality and relevance of resources. The quality and quantity of resources are good in most subjects and are satisfactory in art, design and technology and religious education. The school manages its resources very well. The school was in deficit at the last inspection and now has a carry forward of about £6,000 to next year. This is because there is very good financial planning and resources are used strategically. Grants and other funding are used well. The school applies the principles of best value very well.
71. The administrative staff are very experienced and competent and produce such documents as Form 7, with only minimal support from the headteacher. They carry out the day-to-day running of the office efficiently and effectively and provide a welcoming face to visitors to the school. They also provide very good pastoral care for pupils.
72. The school is very well staffed with teachers who have a shared approach to teaching children and a wide range of expertise and experience. A large proportion brought with them particular expertise from their Middle School experiences. There is a good balance in terms of age and gender. The school has a large number of committed and trained support-staff. The support they give is invaluable and is 'high profile' when walking around the school. They support pupils very well indeed.
73. The nursery is spacious and very well organised into small areas designed to promote a specific range of skills. The secure outdoor area is particularly well used throughout each session. The reception classes are well organised and used imaginatively to support children's learning. Children do not have access to an outdoor area except at set times of the day. In good weather they have access to large play equipment. However, they spend much of their time outside on a playground which is currently underdeveloped as a space to enhance their learning. Resources overall are good and used imaginatively to support the children's learning.
74. Accommodation is good with a large staff car park, pleasant spacious grounds and separate playgrounds for each key stage. The main buildings are spacious and with good natural light. A feature when visiting classrooms or looking at corridor displays is that they are interactive. More ways could be found through display, however, to promote and value pupils' own literacy. There are good facilities for physical education in two halls. Overall interior decorations are satisfactory. However, a few areas such as the main hall are in need of redecoration. There have been a number of improvements in recent years. The smaller assembly hall has a stage with modern theatre lighting and sound systems. There is a spacious information and communication technology suite able to facilitate whole class learning. The Key Stage 1 toilets and the nursery have recently been refurbished or redecorated. The staff room is pleasantly furnished. Storage space is generous and well distributed throughout and there are numerous tuition areas in corridors. However, there is no dedicated library, not all classrooms have sinks and the access road to the school is shared by both pedestrians and cars. There is separate access for delivery vehicles. There are plans to upgrade the temporary buildings for use by the whole Foundation Stage from September 2002. There is no covered play area for the nursery pupils.
75. Whilst the context of the school is well below average and standards are below average, teaching is good across the school, as are pupils' attitudes. The cost per pupil is high but improvement since the last inspection has been good and the school is therefore effective. This is substantially due to the excellent leadership by the headteacher. Beechwood is an improving school and gives good value for money.

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

In order to continue to raise standards the headteacher, governors and staff should:

- (1) continue to raise standards in literacy by:  
taking into account the work already begun in reading and writing,  
then focusing on speaking, handwriting and literacy across the curriculum;  
(Paragraphs 2, 3, 4, 29, 30, 34, 39, 84-94)
- (2) raise standards in mathematics by:  
continuing to develop pupils' mental strategies in number,  
developing pupils' problem solving skills,  
ensuring that the whole of the National Numeracy Strategy is covered in enough  
depth,  
raising teachers' expectations, as pupils gain confidence in using their mental  
arithmetic skills;  
(Paragraphs 5, 6, 7, 29, 30, 34, 39, 95-99)
- (3) ensure agreed assessment procedures, particularly in science, art and design and  
technology, are consistently applied;  
(Paragraphs 29, 34, 105, 106, 114, 129)
- (4) ensure consistency in marking so that pupils know how to improve their work;  
(Paragraphs 34, 55, 93, 105.)
- (5) review the curriculum time-allocation with regard to religious education so that  
pupils study the subject in more depth; (Paragraphs 37, 154)
- (5) review arrangements for withdrawing pupils from lessons for enrichment activities in  
literacy, numeracy and music, so that they have full access to other subjects.  
(Paragraphs 40, 41, 50)

### **Minor issues**

- (7) find ways to develop further an understanding of Britain as a multi-cultural community;  
(Paragraph 45)
- (8) continue to seek ways to encourage parents to take a greater part in their children's  
learning. (Paragraph 59)
- (9) consider appointing a part-time technician to ensure that information and technology  
lessons can take place without disruption. (Paragraph 12, 13, 130, 133)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	18	43	15	1	0	0
Percentage	8	21	50	16	1	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)	31	381
Number of full-time pupils known to be eligible for free school meals	0	174

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	0	113

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	31

### Attendance

#### Authorised absence

%
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#### Unauthorised absence

%
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School data	8.1
National comparative data	5.6

School data	1.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	33	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	30	24	30
	Girls	21	23	25
	Total	51	47	55
Percentage of pupils at NC level 2 or above	School	85 (83)	78 (83)	92 (87)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	29	30	30
	Girls	20	24	22
	Total	49	54	52
Percentage of pupils at NC level 2 or above	School	82 (83)	90 (88)	87 (78)
	National	85 (84)	89 (88)	89 (88)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	30	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	24
	Girls	19	14	23
	Total	32	29	47
Percentage of pupils at NC level 4 or above	School	55 (58)	50 (63)	81 (77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	21
	Girls	16	12	22
	Total	29	28	43
Percentage of pupils at NC level 4 or above	School	50 (47)	48 (60)	74 (73)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	412
Any other minority ethnic group	0

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

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

	Fixed period	Permanent
– Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	2	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	58	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	21
Average class size	27

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

Total number of education support staff	18
Total aggregate hours worked per week	451

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31

Total number of education support staff	2
Total aggregate hours worked per week	65

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

### ***Financial information***

Financial year	2000- 2001
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	£
Total income	956,935
Total expenditure	909,577
Expenditure per pupil	2,100.64
Balance brought forward from previous year	7,690
Balance carried forward to next year	55,050

**Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	412
Number of questionnaires returned	86

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	1	1	1
My child is making good progress in school.	60	37	1	0	1
Behaviour in the school is good.	52	36	5	2	3
My child gets the right amount of work to do at home.	48	37	7	1	3
The teaching is good.	67	27	2	0	3
I am kept well informed about how my child is getting on.	45	44	6	1	3
I would feel comfortable about approaching the school with questions or a problem.	70	27	1	0	2
The school expects my child to work hard and achieve his or her best.	72	26	2	0	0
The school works closely with parents.	47	41	7	0	6
The school is well led and managed.	62	30	0	0	8
The school is helping my child become mature and responsible.	56	38	2	0	2
The school provides an interesting range of activities outside lessons.	55	31	3	1	7

Where the numbers do not add up to 100 the parents did not answer all the questions.

### Other issues raised by parents

- Parents concerns at the Parents' Meeting related mainly to the unimaginative and sometimes ill-maintained site, lack of sports facilities and the loss of a dedicated art room.

## **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**

76. In accordance with the school's admissions policy, children are admitted into the nursery class at the beginning of the term in which they have their third birthday, and into the reception classes in September or January in the year in which they are five. Children are assessed shortly after starting in the nursery. These assessments show a very wide range of attainment. Many children have levels of attainment well below expectations in some areas of personal development, communication, language and literacy, and mathematics. All children, including those with special educational needs, make good progress. However, a significant minority enter the reception classes with levels of attainment that remain below those expected for their age. Assessments carried out in the reception classes show children's attainment in aspects of speaking and listening, reading, writing and mathematics to be particularly underdeveloped.
77. The provision made for children in the Foundation Stage is a strength of the school. Good progress has been made since the last inspection and the key issue relating to this area of the school's provision has been fully addressed.

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

78. A significant minority of children have immature skills in some aspects of this area when they start in the nursery. Children's skills develop quickly and become good overall because teaching is very good. Activities encourage children to co-operate, negotiate and talk purposefully to their teachers and to each other; for example, when playing with a model farm and in role-play areas where children take on the role of firemen and farmers. Teachers encourage children to organise their ideas and develop a story line. Skilful use of open-ended questioning by all staff ensures that children learn new vocabulary in a wide range of situations throughout the Foundation Stage. By the end of their time in the reception classes, most children behave well, understand that others have needs, and work hard. They take turns, share, negotiate and concentrate well for extended periods of time. Activities and daily routines encourage children to become confident and independent learners. In the nursery, they move between activities, selecting their own resources. In the reception classes they work for extended periods of time without the input of their teachers, and access and put away equipment confidently. Children often make their own decisions about what to do next. They are enthusiastic learners and engage fully in all activities. All relationships are very good. By the end of their time in the reception classes most children have attained the levels expected in this area of learning.

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

79. Children's attainment in this area of their work is very variable. When they start in the nursery many children have limited knowledge of books and writing. They use a limited vocabulary and their ability to talk in sentences is well below that expected for their age. Teaching of this area of learning is never less than good with some very good and excellent features. The carefully planned activities ensure that all children make at least good progress, and many children attain the levels expected for their age by the end of their reception year. However, a significant minority do not attain the levels expected, particularly in reading and writing. In the nursery, children learn the names of animals, numbers, shapes and how to describe the way objects look and feel.

Children's skills in this area are further developed in the reception classes. For example, in their role-play they learn the words associated with going to the doctors. All staff are skilled at helping children to organise and then communicate their thoughts. The speech of many children is unclear when they start in the nursery. Most make good progress and by the end of their reception year they talk confidently in a range of situations. Many opportunities are organised to help children develop reading and writing skills. In the nursery, children have access to pencils and paper in many activities. They take down messages when playing in "the office" and "fire-station". These skills are developed further in the reception classes in focused sessions, where children learn how to write individual letters, and role-play activities where children write lists and messages. They learn that writing is a way of communicating. In the reception classes children begin to write unaided, and some are able to spell simple, frequently-used words. Children enjoy listening to stories, and looking at books that give them information. They handle books with care and quickly learn how a book is organised. By the end of their reception year many children can read simple texts accurately and talk about stories that are well known to them.

### **Mathematical development**

80. On entry to the nursery many children are unable to count and recognise numbers and shapes. Very effective teaching ensures that children are provided with a wide range of practical activities to support their learning. All children make good progress and many reach the expected levels by the end of their reception year. The work planned covers all areas of mathematical development and children become fully engaged in all the activities. Children learn to count beyond 10, and add one more to a given number. They correctly order numbers, sort, match and compare. They learn and use appropriate mathematical language. For example, when ordering objects by size they use the words small and large. When printing they learn to recognise shapes and develop an understanding of pattern. Teachers plan real life activities to help children practise their mathematical skills. For example, in the nursery children develop an understanding of money when they go to the local shop to buy cooking ingredients. Good use is made of computer programs to support children's developing skills in counting and number recognition.

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

81. Teaching in this area of learning is very good overall because teachers plan lessons carefully to capture the children's imagination and make good use of resources to achieve their objectives. Most children make good progress and reach the expected levels by the end of their reception year. In the nursery, children use their senses to explore the properties of wet and dry sand and, when observing ice melting, they ask and answer questions. They observe bulbs as they grow and care for the nursery goldfish. As a result they learn that animals and plants need to be looked after if they are to thrive. Children throughout the Foundation Stage build and construct with a range of construction materials. They select resources, and assemble and join materials in a variety of ways to make models from found objects. Children have regular access to a computer in the nursery and complete simple programs with ease. In the reception classes children's skills develop very well because teaching is very good. Children learn to log on and off the computer, save and print their work, and manipulate programs. For example, they are able to change the size and colour of tools used in a painting program. Good use is made of topics and visitors to support children's understanding of their own culture. They learn about people who help them, in and out of school, and the jobs that people do. A visit from a policeman to the reception classes helped children to understand the many aspects of police work and

how to keep safe. Children learn about their own and other peoples' cultures through stories and by celebrating festivals.

### **Physical development**

82. Teaching is good and fully supports children's learning in this area. Most children reach the expected levels by the end of their reception year, and all children make good progress. Children understand the effect of exercise on their body. In the nursery the secure outdoor area is used very well. Children confidently control, sit on wheeled toys and are able to steer accurately. The range of outdoor play activities planned in the nursery also makes a significant contribution to the development of children's imagination and their ability to co-operate and negotiate with each other. Children in the reception classes play outside at set times during the day. In good weather they have access to quality large play equipment. They are able to practise climbing and jumping in safety. At other times they play on a large playground which is currently underdeveloped and provides little stimulus for imaginative or co-operative play. Throughout the Foundation Stage, children use a range of drawing, writing and painting equipment with increasing skill. They show good control when playing with small and large construction equipment.

### **Creative development**

83. Most children meet the expectations in this area of learning by the end of their reception year because teaching is good. Strong links are made between this area and the development of children's communication and language skills. Through painting, printing and collage work children develop the ability to express themselves, use their imagination and learn about design. They have free access to creative materials on a daily basis and are encouraged by all adults to talk about their work. Good use is made of role-play to allow children to express their own ideas and feelings and develop their imaginations. Teachers and support staff are skilled at using open-ended questions to guide children's thinking and help them develop story lines for their imaginative play. By the end of their reception year, children sing a range of songs and rhymes from memory and have experience of playing a variety of percussion instruments.

### **ENGLISH**

84. In the 2001 National Curriculum tests, the pupils at the end of Year 2 achieved results in reading and writing which were well below the national average. When compared with pupils in similar schools, these results were above average for reading and were broadly in line for writing. Boys performed significantly better than girls.

85. In the 2001 National Curriculum tests, the results for pupils at the end of Year 6 were well below the national average. They were below the average for similar schools and were very low in comparison with their prior attainment. This was a group of pupils in which a high percentage had special educational needs. Until 2001 there had been an overall improvement which was broadly in line with the national trend. The performance of girls was significantly better than that of boys. The school did not meet its target in 2001. It has increased its target for 2002. Based on present standards inspectors think it is unlikely that this will be met.
86. Inspection evidence confirms that attainment is well below the national average but that listening skills are higher than those for speaking, reading and writing. At the last inspection, attainment was judged to be in line with the national average, although results in national tests were below average. The National Literacy Strategy is implemented effectively and the school has introduced regular guided-reading lessons. The full effect of this can not yet be measured. Achievement for pupils of all abilities is satisfactory because the teaching is good and some of the pupils' greatest needs are being addressed.
87. Throughout the school the pupils' attainment in listening is good because most listen attentively to their teachers and follow instructions carefully. Standards of speaking are well below average. A significant number of pupils need encouragement to take part in discussions and many have a limited vocabulary. The school recognises the need for improvement. Good teaching is seen in Year 1, where teachers insist that pupils respond in full sentences, in order to help pupils develop and express their thinking.
88. The pupils' attainment in reading is well below average because many find it difficult to acquire the skills necessary to read independently and with understanding. The school has addressed this by introducing daily guided-reading lessons. In one Year 6 class, clear planning and well organised resources are successful in allowing pupils to practise their research skills. The pupils in Year 1 work well on their tasks which are based on well-established routines. Only 'above-average' (for this school) attainers read at a level appropriate for their age. In Year 6, an 'above-average' pupil read confidently. She knew the work of a range of authors including Dick King-Smith and J.K. Rowling and uses the local library. An 'average' pupil talked about his book and read with expression. A 'below-average' pupil read a simple text with some inaccuracies and has no access to a library. In Year 2, both 'above-average' and 'average' pupils read at an appropriate level for their age but neither is particularly enthusiastic about reading. A below-average reader finds it difficult to build up words phonetically. Few pupils have well-developed library skills.
89. The pupils' attainment in writing is well below average because many of the pupils lack the punctuation, spelling and handwriting skills which support work of good quality. The school has endeavoured to raise standards through staff training, target setting and the moderation of the pupils' work. Higher-achieving pupils in Year 6 write with a good sense of sentence structure and organise their work in paragraphs. At its best, their vocabulary is precise and well-chosen. They write in a good range of genres which include biography and autobiography. An average pupil uses simple connectives but is not always consistent in the use of tenses. A below average pupil spells only simple words correctly and sometimes uses full stops. In Year 2, a higher-achieving pupil uses full stops and capital letters but makes little use of adjectives. An average pupil shows progress in pencil control and is trying to use interesting words. A below-average pupil copies underneath the teacher's writing. Very few pupils join their letters well.

90. The pupils' attitudes to learning in Years 3 to 6, overall, are good because they are usually attentive during whole class discussions. In a Year 6 lesson, for example, the teacher has to keep the pupils' enthusiasm in check as they are over eager to show her what they have remembered.
91. The pupils' attitudes to learning in Years 1 and 2 are good because they respond well to the teacher and to other adults, which helps all to be included. In Year 1, a secure understanding of the class routine helps good behaviour and learning. This contributes to the pupils' social and moral development.
92. The quality of teaching and learning in Years 1 and 2 is good because the teachers use vocabulary well to further the pupils' learning. In a Year 1 class, the pupils understand when the teacher talks about consonant clusters. The effect of this in Year 2 is seen when the pupils immediately identify a new book both as fiction and as a traditional tale. Where teaching is but satisfactory, learning objectives have not been shared with the pupils to focus their learning and the pace of the lesson is slower. Good relationships and good feedback are a feature of the teaching.
93. The quality of teaching in lessons seen in Years 3 to 6 is good because the teachers' subject knowledge is good and they manage the pupils well. There is no unsatisfactory teaching and this is the same as the position at the last report. The best lessons set high expectations for the pupils. In one Year 4 class when pupils use similes, the teacher challenges them to add alliteration as well. The setting arrangement practised in Years 5 and 6, encourages learning for pupils of all abilities. Higher attaining pupils compare and contrast texts, whilst learning support assistants help the pupils with special educational needs to access and understand work at their own level. Where teaching is only satisfactory, routine tasks like copying from a worksheet are carried out. Marking is not closely enough allied to learning objectives, however. The school monitors the pupils' progress closely through its agreed procedures and individual targets are set for reading and writing. Discussion with some pupils in Year 6 reveals that they do not know their National Curriculum level or what they need to do to progress further.
94. The management of the subject is very good because the pupils' needs have been carefully analysed and programmes introduced to try to raise standards. These have been accompanied by appropriate staff training and an emphasis upon the internal and external moderation of pupils' work. The subject leader is aware of the need to improve pupils' speaking and handwriting and develop literacy across the curriculum in an endeavour to raise standards further. Resources are good and information and communication technology is used well to promote the subject. The school has no library but there are plans to rectify this in future developments. Booster groups and the work of learning support assistants greatly support pupils with special educational needs. The school has no whole school system in place for setting homework.

## **MATHEMATICS**

95. In the 2001 National Curriculum tests, pupils' attainment in Year 2 was below the national average but above that of similar schools. At the end of Year 6 in 2001, pupils' attainment was well below the national average but in line with similar schools. There was little difference between the performance of boys and girls in mathematics in either Year 2 or Year 6 in the 2001 National Curriculum tests.
96. Inspection evidence shows that pupils' attainment in mathematics over time in Year 2 is below, and sometimes well below, average, although in lessons it is slightly higher.

Pupils' work in number is considerably higher than in other aspects of the subject. In Year 1, pupils are able to give change from a 10p coin in a shop, add up the cost of food on a given menu and count in odd and even numbers. In Year 2 pupils can count back in tens from any number up to 100 and use common names for different two dimensional shapes. They are beginning to recognise lines of symmetry. By Year 3 they round number up and down and make and describe three dimensional shapes. Older pupils halve and double numbers to 100 and enjoy knowing whether to use  $<$  or  $>$  for less than and greater than a number. By Year 6 pupils can find fractions of numbers and quantities and can work out simple percentages, and the areas and perimeters of regular shapes. In Year 6, overall standards are well below average but there are also pupils who achieve above average and are on course to reach level 5. The additional lessons after school last year helped to raise standards and the school expects to raise the present standards in the same way. The school did not meet its target for mathematics in 2001 but has increased them for 2002 with Booster classes in mind. The achievement for pupils of all abilities in mathematics is satisfactory, because the teaching is good and some of the pupils' greatest needs, such as improved mental recall, are being addressed.

97. Pupils' attitudes are good in both keys stages and are often very good. They are keen to learn, want to achieve and their confidence is growing as they learn to work out sums mentally. In Years 1 and 2 they work well in twos, are well motivated and have the confidence to work independently at practical activities. They watch and listen very well although a number of pupils in some classes look very tired. Pupils enjoy the attention they have when the teacher works with a group and show considerable appreciation when they are told it is their turn. Almost all attempt their group work with enthusiasm although lower attaining groups sometimes need more encouragement to work together. Higher attainers work at a good pace. In Year 6 the enjoyment that the lower attaining set shows in their achievement is considerable. The fact they can work out answers mentally gives them a real sense of success and they enjoy finding alternative ways of working out answers. This promotes their self-esteem and their spiritual development well. The setting for mathematics is of particular benefit for these pupils. Booster classes are also very successful and provide pupils with the extra help they need to ensure they really understand what they have learned in class.
98. The quality of teaching is very good in both key stages. In Years 1 and 2 teachers have very good management skills and make effective use of their voices. They have very effective strategies to ensure success, which promotes pupils' self esteem well. All pupils are included and the lower attainers work as well as others. Teachers use questioning well, targeting all abilities of pupils with appropriate questions. They set challenging tasks for higher attainers and support staff give good support to lower attainers. The main strength is the step by step approach to learning new skills and the good pace to lessons. The teaching of lower sets is excellent and gives pupils both confidence and skills. Teachers have very good subject knowledge and use effective teaching methods. The school is implementing the National Numeracy Strategy but there is some unevenness with regard to the time spent on different aspects of the subject. However, the emphasis on number and the work being done to raise standards in mental recall lower down the school should have a positive effect on standards as these pupils go through the school. The use of these skills, however, is not sufficiently applied to problem solving. Assessment is used well, particularly in Year 5 and 6 to set pupils according to their previous attainment. Homework is set and marked regularly in Year 6.
99. The management of the subject is very good. The subject leader has a clear understanding of her role and procedures for monitoring are very good. These,

however, need to focus more on ensuring that the full range expected by the National Numeracy Strategy is covered in enough depth. Numeracy across the curriculum could also be developed further, although there is some evidence of this, especially in information and communication technology.

## SCIENCE

100. The pupils in Key Stage 1 are interested and curious. By the age of seven they have an appropriate knowledge and understanding of electricity. They know that it is used to make appliances work in different ways, for example, to produce sound from a radio and heat from a cooker. They are able to construct simple circuits from components. Year 1 pupils are able to sort materials by type, such as wood, metal or plastic. They make suggestions as to the best material to use for a particular purpose, and test materials to find out if they are waterproof. Most pupils in Years 1 and 2 are beginning to use scientific vocabulary appropriately. They ask questions, record results of experiments in tables, and are beginning to understand the importance of fair testing. The pupils are developing investigative skills and can identify what they are trying to find out, and follow their teachers' instructions well.
101. Overall the pupils' attainment at the end of Year 6 is in line with the national average. The National Curriculum test results for 11 year old pupils in 2001 were well below the national average. Standards have risen since the last inspection, and evidence indicates that the 2001 results reflected the overall lower ability of the year group. Inspection evidence shows that most of the current Year 6 pupils are working at or above the national average. Pupils' achievement is satisfactory overall because work is carefully planned and effectively taught for the majority of pupils. However, some lower attaining pupils do not always achieve as well as they could. Overall, pupils' achievements in developing scientific knowledge and understanding, and investigative skills are satisfactory in both key stages. However, pupils' enquiry skills are often not fully developed because they have insufficient opportunities to make decisions for themselves in planning and carrying out investigations.
102. By the age of 11, pupils know about keeping healthy, the properties of some gases, how to separate simple mixtures, and forces such as gravity. They draw and label diagrams accurately and record their work in a variety of ways. Pupils copy facts and write about what they have learned for themselves. The work of higher-attaining pupils and pupils of average ability is usually complete, well presented and demonstrates understanding of the work undertaken. However, the work of pupils of lower ability is often incomplete and markedly less well presented. The pupils use information and communication technology to gather and process information from experiments, and for research purposes. For example, they create tables, input data and produce graphs. They observe, record, and draw conclusions from experiments. Through their investigations, pupils secure their knowledge and understanding of all aspects of the science curriculum. The majority use scientific vocabulary accurately to explain their work. For example, most pupils show a good understanding of the processes of dissolving, filtering and evaporation. The pupils understand the principles of fair testing and are able to make predictions and give explanations for outcomes. However, opportunities for pupils to use these skills, and devise and evaluate investigations for themselves are not fully pursued.
103. Overall, teaching is good in both key stages because teachers have secure subject knowledge and plan lessons carefully with clear objectives for the skills and knowledge to be acquired. Good use is made of the beginning of lessons to recapitulate on what has been learned in previous lessons. Lessons are purposeful and move at a brisk



pace. The teachers have high expectations of pupils and use resources effectively. Support staff provide effective support for pupils with special educational needs, and these pupils often achieve well in lessons. Most pupils, including higher attaining pupils, are challenged sufficiently and achieve well within lessons. However, pupils of generally lower ability are not always fully supported through suitable adaptations of lesson materials, nor in the recording of their work, and this results in them not achieving as well as other pupils. The pupils are encouraged to give explanations but opportunities for them to make and test predictions of their own are not always sufficiently integrated into lessons. A significant minority of pupils have difficulty in expressing themselves clearly in discussions but the teachers are skilled at guiding pupils' thinking in these situations to enable all pupils to contribute fully. Teachers use a range of strategies to keep pupils focused on their work. For example, lessons are organised to include times for listening, times for discussion and times for experimenting.

104. Pupils throughout the school enjoy science because their teachers are enthusiastic and present them with stimulating contexts for lessons. Teachers expect pupils to behave well and apply themselves fully in lessons. These expectations are clearly understood by pupils, who co-operate with each other, act responsibly and handle all resources with care. As a result lessons are enjoyable and productive.
105. Pupils' work is regularly assessed at the end of each topic. These assessments form a record of pupils' progress. These procedures represent an improvement since the last inspection. However, these assessments are not yet used effectively in the planning of lessons to ensure that all pupils are building on what they already know. Pupils' work is marked regularly, but the quality of marking is variable across the school. The best marking clearly indicates to pupils what they have learned, and challenges pupils' thinking through the posing of questions. Pupils' knowledge of their own learning is limited.
106. The subject leaders are enthusiastic, very knowledgeable and provide strong leadership for the subject. They are very clear about what they want to achieve in science. Satisfactory improvement has been made since the last inspection. Significant changes have been made to the scheme of work which is used throughout the school. It provides teachers with very clear guidance for planning lessons and ensures that all aspects of the science curriculum are covered. In addition, it ensures that pupils in the same year group cover the same work and develop their knowledge and understanding and enquiry skills as they progress through the school. However, opportunities for pupils to practise their enquiry skills are not always fully explored. The subject leaders provide very good specialist knowledge support for teachers. As a result, teachers' confidence in the teaching of science has improved. Monitoring of teachers' plans and pupils' work has made a positive impact on the quality of provision for science teaching. However, developments in the subject are not yet sufficiently guided through monitoring either of the quality of teaching or of the use of assessment to inform planning. Resources are plentiful and of good quality.

## **ART AND DESIGN**

107. The pupils' attainment in art and design, at the end of Year 2 and Year 6 is in line with that expected of pupils of their age. As it was only possible to observe three art and design lessons during the period of the inspection, the judgement is made from observations, displays, a portfolio of pupils' work and from talking with pupils and teachers. All pupils, including those with special educational needs, make satisfactory progress. This represents a decline from the previous inspection when standards

were judged to be above average in both key stages and progress was good. Pupils do not achieve as well as at the time of the previous inspection because the new subject leader has put in place, as required, an updated and detailed scheme of work, which has yet to have full effect. The specialist subject leader, in post during the previous inspection, who taught all art lessons, has now left the school but a new and very competent subject leader is now in post. Art is taught by class teachers and pupils' achievement is satisfactory and showing positive signs of improving. These changes are beginning to have a positive effect on the teaching and learning in art.

108. Year 1 pupils experiment with mixing colours and using pencils and pastels. They explore the ways in which materials can be changed by pulling, stretching, curling and folding. In Year 2, pupils produce observational drawings as they study part of a picture and extend the lines, shapes and colours. They use their knowledge of line and pattern when they design, make and decorate clay tiles
109. Pupils in Year 6 use more detailed artistic skills as they develop their observational skills by studying photographs of figures in different positions of movement. They record observations using interesting combinations of line, tone and colour. Good examples of these are displayed in the corridor outside Year 2 classrooms where younger pupils are motivated to strive for high standards demonstrated in the work of more mature artists.
110. The pupils' attitudes to learning throughout the school are very good because teachers plan carefully to enable all pupils to experience a measure of success and recognise that their contributions are valued. There is also a popular, after-school 'craft' club organised by support staff. During the year, pupils from all age groups have the opportunity to attend and explore three-dimensional structures using card and salt dough. The standard of work displayed around the school is of a good quality, encouraging pupils to recognise the level of work that teachers expect and to reaffirm the value attached to their contributions.
111. The quality of teaching in Years 1 and 2 is good because teachers start lessons by explaining clearly what they want pupils to do or find out, question to ensure that they understand what is expected and make sure that all the necessary resources are accessible. In Year 1 pupils listen with interest as the teacher explains and demonstrates how materials can be changed. They work together, discuss their work and every pupil makes a contribution to their group display. One pupil found that a metallic material could be stretched and curled in a very pleasing manner, another pupil pulled threads from a coarse linen sample, creating a spooky, phantasmal effect. The co-operation resulting from the pupils working together makes a very positive contribution to their social development. In Year 2 pupils work with concentration as they extend part of a picture. They use line, tone and colour with good effect. One pupil spent the entire lesson exploring the effects of using a soft leaded pencil to create lines, texture effects and a wide variety of shades. Another pupil worked with blue and white crayon very effectively to develop an imaginative picture of the cold bleak atmosphere on a snow capped mountain. The teacher provided individual feedback that helped them to improve and refine their work.
112. It is not possible to make a secure judgement on the quality of teaching in Key Stage 2 on the basis of the one lesson observed. Planning indicates that lessons are well prepared and organised. Good use is made of time, with teachers ensuring that pupils stay on task and focus on the skills to be learned. Learning support assistants are used in an effective manner to support learning. Teachers are becoming familiar with the new scheme and adapting it to meet the particular needs of pupils.

113. In the lesson seen in Year 6 the quality of teaching and learning was effective. The teacher provided good individual feedback that enabled pupils to refine their work, remain motivated and understandably proud of their achievements. A significant minority of pupils produced drawings that demonstrated a very high level of artistic skills. Good work can be seen in all the year groups but particularly in Years 3 and 6. However, in Key Stage 2, there are examples of work that are incomplete, unmarked and immature in the development of basic artistic skills representing the under-achievement of some pupils.
114. The management of the subject is good. The subject leader has been in post for a short time but is already having an impact on raising standards. The subject makes a contribution to pupils' cultural development, with the imaginative artwork and prints of the work of different artists around the school contributing to the welcoming atmosphere. Teachers' plans are looked at but there is no monitoring of teaching and learning to ensure that pupils achieve well. The assessment of pupils' skills is not fully developed. There is a portfolio of pupils work but this lacks written work by the pupils, explanations of their ideas and evaluations. The subject leader is keen, knowledgeable and has already identified the areas above as appropriate ways forward to further raise achievement in art and design. These developments are necessary as progress since the last inspection has been unsatisfactory. Resources are adequate and stored centrally.

## **DESIGN AND TECHNOLOGY**

115. The pupils' attainment at the end of Year 2 and Year 6 is that expected of pupils of 7 and 11 years. It was only possible to observe one design technology lesson during the period of the inspection but from observation, displays, teachers' planning and by talking with teachers and pupils it is possible to judge that pupils at the ages of seven and 11 achieve standards in line with those expected. All pupils, including those with special educational needs, make satisfactory progress. This is the same as the previous inspection. Pupils' achievement is satisfactory because there is a detailed scheme of work that is updated as teachers assess what has been taught and plan for future teaching and learning. Also learning support assistants are used effectively to support learning.
116. The lesson seen during the inspection was in Year 4 when pupils looked at a variety of designs for money containers. The teacher pointed out how the different containers were designed to meet the need to keep money safe. Pupils were able to work in small groups as they were well supported by the class teacher, learning assistants and parents. A number of pupils talked about learning to sew in an after-school club where their sewing skills were clearly developed, enabling them to explore meaningfully ways in which stitching can be strengthened. The level of support from adults enables other pupils to disassemble containers, study components and the variety of ways in which materials are joined. Year 6 pupils talk about how they design different flavoured pizzas. They describe in detail the design and making process they use to produce an un-tuned percussion instrument in the shape of an animal. They talk about the planning of their designs for slippers that are to be made later in the term.
117. In Year 1 pupils work together to make model homes. They create hinges for the doors, shape and model plasticine for inhabitants, design and make furniture and use colour effectively. Pupils in Year 2 discuss and explain their ideas and reasons for making a moving vehicle. They demonstrate how their model works and explain in

detail how their designs meet the specific requirements of the type of vehicle they have modelled.

118. The pupils' attitudes to learning, overall, are good because they clearly enjoy their learning, understand the reasons for designing and testing materials before they make an item and derive a real sense of achievement when they succeed. Pupils discuss their work with evident enthusiasm and satisfaction, gained from co-operating with each other and with their teachers. The way pupils work in design technology makes a valuable contribution to the development of personal and social skills.
119. It is not possible to make a secure judgement on the quality of teaching in each of the key stages on the basis of the one lesson observed. However, there are detailed plans within the scheme of work, and pupils talk with understanding about how they develop, plan and use equipment and materials to make a product.
120. The management of the subject is, on the whole, good. There is a policy and action plan in place and the subject leader has identified appropriate priorities for ways in which pupils' achievement can be improved further. At the present time the scheme of work is under review to ensure that it provides a programme of work that meets the needs of pupils at this school. The subject leader is aware of the need to develop a whole-school system for recording the development of pupils' skills. There is a portfolio of photographs that is useful as a means of recording work done, but this lacks written work by the pupils, for example, explanations of designs and evaluations. Resources for design technology are adequate.

## **GEOGRAPHY**

121. The pupils' attainment at the end of Year 2 is generally in line with national expectations for the seven year olds, although a minority of pupils attain at a higher level of geographical knowledge, skills and understanding. For instance, the work of higher attaining pupils in their own locality study includes a more advanced understanding of the nature and use of maps of various scales. Also, their observations about the local road network, road markings and directional signs are more accurate than those of other pupils as they carry out simple investigative tasks. One such is monitoring traffic flows over a short period. A minority of pupils find some difficulty in recording their observations in significant detail. Most are able to express views about the quality of their local environment and how it might be improved. Younger pupils successfully extend their sense of place by following the travels of the Barnaby Bear toy, generally within the British Isles. They note human and physical features in the places he visits, discuss the most likely forms of transport he has used to get to his destinations and record their observations in pictures rather than in writing in many cases. The pupils' progress is generally good, matching the findings of the previous inspection.
122. At the end of Key Stage 2, pupils' attainment matches national expectations for 11 year olds. Year 6 pupils apply and reinforce their knowledge about river systems by studying a local river, measuring current flow, exploring the characteristics of the river banks, noting levels of pollution and considering how standards might be raised. While almost all pupils achieve an acceptable level of knowledge and understanding, using a substantial list of relevant vocabulary, the minority of pupils achieving above the nationally expected standard are able to refine their learning through their greater facility with language. Younger pupils in the key stage enhance their map reading skills and extend their geographical vocabulary as they investigate settlements and contrasting localities. A Year 4 class demonstrated good observational skills as they studied photographic evidence of life, work and housing in an Indian village. All pupils, including

those with special educational needs, showed a significant level of interest and commented thoughtfully on similarities and differences between the Indians' lives and their own. The pupils' achievements over the key stage are good, an improvement on those of pupils at the same age during the last inspection.

123. The pupils' responses to their learning opportunities are very good. Stimulating activities inspire high levels of interest, effort and concentration. For instance, the photographic record of the older pupils' river fieldwork and their follow up to it, show that the pupils had been completely absorbed by the experience. As with the intense interest shown in the Indian village, the pupils achieved well as a result. This particular unit of work included learning which supported pupils' multicultural knowledge and understanding.
124. Geography teaching is good, overall, and sometimes very good. Teachers have a good understanding of the subject. This supports their lesson planning and their management of discussions with pupils at both whole-class and individual levels. The teachers are adept at providing stimulating learning activities which provide interest and support for pupils at all levels of prior attainment. For instance, Year 6 pupils constructed a river flow experiment using sand, stones and water, noting the emergence of a tributary. Teachers take account of pupils' limited literacy skills when planning recording activities. Although this provides good, immediate access to the subject, the limited use of literacy skills inhibits pupils' progress in the longer term, for instance, when using written resources. Pupils with especially serious educational needs receive one to one support. The result is good progress in their knowledge and understanding with one child noting two or three similarities and differences between British lifestyles and those of Indian villagers, as an example. The teachers' management of the pupils and their relationships with them are very good. Their own interest in the subject is communicated effectively to the pupils who generally make a good intellectual effort, pay attention to detail and experience the pleasure of making good progress as a result. Teachers provide a few information and communication technology opportunities in geography, although these are underdeveloped at present.
125. The management of geography is excellent. A well-informed policy guides provision in the subject. The curriculum is particularly well planned to ensure continuity in the acquisition of both mapping and fieldwork skills. Its evaluation and monitoring are on-going, supporting adjustments likely to enhance pupils' attainment. Following criticism at the time of the last inspection, the time allowed for the subject has been increased, with positive results. Recently, a very successful, whole-school 'Geography Day' gave further support to the development of the subject. A good action plan sets out appropriate further developments. Resources, including use of the school grounds, are good.

## **HISTORY**

126. The standards achieved in history match national expectations for pupils at the end of both Key Stage 1 and Key Stage 2, although minorities of pupils achieve above and below the average standards in both cases. An increase in the teaching time available to the subject has contributed significantly to the raising of standards since the last inspection, especially in Key stage 2. Timetabling prevented observation of lessons during the inspection, except in the case of one Year 6 class. This confirmed the impressions arising from scrutiny of pupils' previous work. Pupils were learning about the blitz, as part of their study of World War Two. Using a good range of evidence, they achieved a satisfactory knowledge and understanding of the nature of the blitz and its effects on the civilian population. They also made good progress in their appreciation

of the usefulness of the oral evidence derived from an interview with an elderly resident in the local area. Contemporary and recently written evidence, photographs and artefacts were also examined. Together, these enquiries laid secure foundations for pupils' appreciation of the nature of historical enquiry and the interpretive nature of the conclusions drawn from it. Pupils in Key Stage 2 also develop sound insights into aspects of life in Ancient Egypt, Britain in Roman times and of the Tudor period.

127. The careful structuring of the curriculum fosters a good sense of chronology. This builds effectively on the insights into the passage of time and changes in ways of life in Britain which pupils develop in Key Stage 1, as they retrace their own lives, look back to changes in domestic life as indicated by household artefacts, and learn about famous people who have left a mark on contemporary society. Pupils' progress over the years is good, although the quality of their writing does not usually reflect this. Much of the recording of pupils other than higher achievers, is limited to drawings and captions of various types. However, the overall impression is of enjoyment and effort in learning. Incidental discussions with older pupils confirmed these positive attitudes which support the good progress made by pupils of all levels of prior achievement. Pupils' cultural development is significantly enhanced by their work in history lessons.
128. The lesson observed and the learning recorded in pupils' work show teaching to be good overall, and occasionally very good. Lesson objectives and themes match the requirements of the National Curriculum. The learning activities are motivating and relevant. Emphasis on the use, by the pupils, of different types of evidence is a particular strength. Learning is well supported by visits to sites of interest, such as a World War Two museum, a Tudor house, a working mill and an exhibition of artefacts from Ancient Egypt. Visitors include an actor who will support drama linked to pupils' study of the Romans. However, teachers' have limited expectations of pupils' written work, with the slight exception of that of higher attaining pupils. Little or no extended writing was seen apart from letters written by 'evacuees' in Year 6. The school is alert to the needs of the most talented children and is reflecting on possibilities of including more independent research. Teachers provide some opportunities for pupils to use the computer, including its use for researches and relevant artwork. A positive feature is the topic books which each pupil makes for each term's work. These add to their sense of achievement as they work through the scheme of work. Marking is encouraging, providing prompts for thinking in the most helpful cases.
129. The subject is very well supported by an enthusiastic leader who has taken the initiative in enhancing her own expertise and has a good understanding of what is required. This includes the updating of the subject policy and the provision of on-going support for colleagues, especially in relation to the assessment of pupils' progress. Further training in the development of pupils' enquiry skills is planned for the near future. Resources have been audited, re-organised and strengthened. Support for pupils' learning is now good.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

130. Standards in information and communication technology are below average overall, but pupils are very confident in what they can do, and their use of computers. Whilst pupils work very well at some aspects of the subject, and the National Curriculum is being covered, it is often at a slow pace as pupils are building up their skills. Pupils find some units for their age group too difficult at present. Progress is also slow because of the large number of times equipment or software is not working properly. In Reception pupils are able to log on and load paper without help and enjoy listening to a book program, operating it very confidently. In Year 1 pupils develop word processing skills,

with higher attainers writing sentences such as, "The school is very fun. We work very, very, very hard. The dentist checks my teeth." All can produce a pictogram using data they have collected and can draw a picture of, for example a vehicle. In Year 2 they also produce imaginative pictures of fireworks, self portraits and Christmas cards as well as one inspired by Mondrian. They are able to load, use and quit independently and can print and save. They can use text with 'splosh' and can change colours, fonts, shapes and block areas. Records show that a floor robot is used in Key Stage 1. Pupils gain confidence well in Key Stage 1. In Year 3 pupils continue to use text and pictures when they write about Egyptians and in Year 4 higher attainers explain clearly how to use 'Dazzle' and can word process a set of instructions and an invitation to a party. Their work is well set out. They begin to print out information from the Internet, for example, on the Romans and both average and below average attainers compose questions about health. In Year 5, they write warning notices about the dangers of smoking and draw block graphs to show people's pulse rates and line graphs to show sounds per second. Even the lowest attainer completes a very good amount of work. By Year 6 they are finding different web sites, recording surveys and producing multi-media presentations: for example, they can link three pages together and add sound. Pupils can use CD ROMS and can find the sum on a spreadsheet. Information and communication technology is planned for and used in a range of subjects across the curriculum. For example, it was seen in pupils' work in literacy, numeracy, history and art. It is used particularly well to support literacy and word banks are being developed in some subjects. This could be extended to support literacy further. In the computer, club pupils have made a very effective wall calendar for the year 2002.

131. The teaching of information and communication technology is very good in Years 3 to 6. No discrete information and communication lessons were seen in Years 1 and 2, but from the work seen and records kept, teaching would appear to be good. Teachers are confident and manage the pupils well, with lessons taking place both in classrooms and the computer suite. They plan well and in the lessons seen had appropriate subject expertise. However, records show that there is need for further training on some units. The pace of lessons is often very good and teachers have high expectations of the pupils, such as in one observed Year 4 lesson. In this lesson a large amount of work on tree diagrams was covered. However, learning objectives are not always shared with pupils at the start of lessons and new vocabulary not always introduced and reinforced throughout lessons to enable pupils to explain what they have done at the end of the lesson. In history, teachers provide some opportunities for pupils to use the computer, including its use for researches and relevant artwork. They make first and second drafts of their work on the computer.
132. Pupils' attitudes are good overall and very good with the oldest pupils. They listen carefully, learn methods and skills successfully and are therefore confident. Their verbal attainment is lower than their understanding as they find it difficult to express what they have learned. Pupils are keen to move on to harder challenges when they finish their work and develop a real sense of achievement by the end of a lesson. They work very well in twos, are keen to help one another and take turns. At lunch time pupils sometimes continue their work, for example, two girls were working on a geography topic during the inspection. In Year 6 the majority of pupils behave very well but a small minority insist on not listening when the teacher is giving instructions, however, with the use of understood sanctions they eventually comply. These older pupils show enthusiasm for their work and pride in their achievements as the teacher gives appropriate praise and shows respect for the pupils.
133. The management of the subject is satisfactory with the subject leader having only just started in the post. He gave mainly technical support to the previous subject leader.

There are very good monitoring systems in place. These show clear assessment records of what pupils can do, an evaluation of the lesson and a feedback from the subject leader to the teacher as a result of this information. The school now has a very well equipped computer suite where a class can work on computers in pairs. In addition all classrooms also have at least one computer. The greatest weakness is in the unreliability of the equipment and software or the availability of a program for a particular activity, all of which prevents too many lessons from being fully effective.

## MUSIC

134. Pupils' attainment at the end of Year 2 is in line with that expected of pupils of this age. In Key Stage 1, singing is tuneful and enthusiastic because there is a good level of adult support. They are accompanied by a professional pianist and are encouraged to listen and join in. Pupils in Years 1 and 2, name some percussion instruments and hold instruments with appropriate safety and care. They know that music gets louder and softer, and can be described as higher or lower. They also make sounds that are longer or shorter. They are able to maintain a steady beat and they enjoy the opportunity to apply their musical knowledge to create 'sound stories'. Pupils in Key Stage 1 have the opportunity to attend an after-school recorder club.
135. The pupils' attainment at the end of Year 6 is above that expected of their age. They enjoy music making, particularly singing, and pupils, including those with special educational needs, make generally good progress. The school has improved on the standards described at the time of the last inspection. The overall judgement is based on a combination of the teaching seen in classes, year group singing lessons, extra provision, music groups and discussion with pupils.
136. In Key Stage 2, music making is lively and fun. The use of time when two year- groups come together for singing in the hall is particularly effective. One teacher leads while the others support and this enables pupils to sing together, in two parts and then in three parts, successfully. As a result of clear direction, expert pianist accompaniment and advice on ways of improving their breathing, pupils make good progress in their singing. The pupils adapt their singing to create different moods: their contrasting performances of lively interactive songs and the slower more romantic, 'Somewhere Over the Rainbow' are really atmospheric.
137. In Year 6, pupils listen to music by different composers from different eras and different styles of music, for example, J. S. Bach, early nineteenth century folk music and the music of the present day popular group 'Steps'. They explore combinations of notes judging the resulting sound textures to be concord or discord. Learning is good because the lesson is well prepared; the teacher interacts at a level that makes them believe that their contributions are really valued. They listen attentively to the teacher and to each other and clearly have fun. Pupils in Year 3 know that an ostinato is a repeated pattern and are able to hold a rhythm while others join in with their own compositions of 'ostinati'. In Year 4 pupils use combinations of voice, tuned and un-tuned instruments to develop an atmosphere of magic and suspense in their representations of 'dragon scales'.
138. The pupils' attitudes to learning are very good. They are enthusiastic about music and enjoy opportunities to perform. This is particularly so in Key Stage 2 where a number of pupils have the opportunity to undertake regular instrumental tuition in brass, woodwind and strings. There is an impressive brass band led by visiting tutors but supported on a day-to-day basis by a Year 3 teacher. During the brass band session a pupil shared a truly inspirational musical composition that he had written for clarinet.



Pupils show perseverance in tuition sessions, are able to read music unaided and help each other in their learning. Some of the small group tuition is taken by teachers from the local authority's music department. However, there are dedicated class teachers who provide further support both during the lunch time and after school.

139. Older pupils use their skills in the community, performing at a local church, a home for the elderly and at a local large store. They also join with other schools in concerts at different times of the year supported by Leeds School Music Association.
140. The quality of teaching and learning throughout the school is generally satisfactory. In Key Stage 2, teaching is good because of the wide range of opportunities available for pupils with musical ability to practise and extend their skills. Teachers are well prepared and willing to allow pupils opportunities to compose and explore music. The strongest teaching was seen in Years 3 and 6.
141. The management of the subject is good. The subject leader has her own action plan and has developed a system of taped recordings to provide an overview of teaching and learning and to help teachers to assess the progress made by pupils. She has updated the curriculum to meet the needs of pupils at the school. Music throughout the school is well supported by a number of competent musicians on the staff and visiting specialist tutors.

## PHYSICAL EDUCATION

142. By the end of Key Stage 1 and Key Stage 2, the attainment of the majority of pupils is above national expectations for 7 and 11 year olds respectively. While a small minority fail to meet these standards, many pupils match them in one or more aspects of the subject. In dance, particularly, the majority of pupils achieve above the level expected for their age. They combine above average agility with imaginative responses to the stimuli of music and stories. The pupils take pleasure in communicating ideas and feelings through movement rather than verbalising them, which many find difficult, especially in the earlier years.
143. No gymnastics were observed in Key Stage 1 but lessons seen in early Key Stage 2 ranged between satisfactory and unsatisfactory. A significant minority of pupils have yet to achieve control, accuracy and fluency of movement when constructing gymnastic sequences, some involving low level apparatus. All pupils show a developing knowledge of the effects of physical activity on the body. However, some seem to have scant awareness of the need for their own and others' safety. They pay little attention to other pupils' need for space and to refinements in their own movements, for example, when landing. Others do take care, respecting other pupils and concentrating on detail; for instance, when performing curled rolls. Although pupils' progress is generally good, the negative attitudes of the few sometimes adversely affect the progress of others.
144. The majority of pupils show good levels of skill in games. Key Stage 2 pupils are quick to learn and refine their basic skills in hockey, showing good ball control, stick work and footwork. In small-scale games, they are alert to tactics, showing skill in attack and defence. A very notable feature is their sportsmanship. Any confusion or differences of opinion are often dealt with swiftly and amicably by the pupils themselves. No football was observed, although the school has a strong reputation in this area, providing good opportunities for girls as well as boys. Attainment in swimming is also good, with over 80 per cent of Year 5 pupils achieving the 25 metre certificate or more advanced awards. These various findings are broadly similar to those at the time of the last inspection, although the range of pupils' learning is wider than that previously reported.
145. The quality of teaching is rarely less than good. Frequently it is very good and sometimes it is excellent. Teachers are enthusiastic and pupils respond accordingly, almost all working with concentration, showing enjoyment and achieving good progress, whatever their prior levels of academic attainment. Lesson planning is very good. Clear objectives and skilled warm-up sequences in which the cardio-vascular effects of exercise on the body are emphasised, lead into relevant developmental activities and motivating applications of pupils' new skills. Although cool-down sequences are planned, they are not always carried through because of slight mismanagement of available time. Teachers' knowledge of the subject is good, many having extra qualifications in some aspects. These raise their expectations of the pupils and contribute significantly to the standards they achieve. Even in aspects of physical education in which teachers are less confident, in dance and gymnastics in particular, their professional competence overall and their understanding of their pupils' needs can lead to lessons of high quality. For instance, dance lessons based on traditional folk stories led to imaginative responses from the pupils who were completely absorbed in their creative efforts as the Three Little Pigs and The Boy who Cried Wolf responded to their situations. Occasionally, pupils' enthusiasm in gymnastics is allowed to get out of control, leading to ineffective use of the learning opportunity and minor threats to safety. The school has recognised the need to

rehearse its well-judged procedures for safety in physical education lessons, given the immaturity of some younger pupils.

146. The management of physical education is very good. A comprehensive policy guides the provision which includes an adventure activities programme and planning for orienteering. The scheme of work is subject to on-going revision as pupils are assessed and the effectiveness of lessons monitored. A subject development plan guides improvements such as the professional training provided to enhance teachers' expertise. The result is a steady raising of standards across the wide range of physical education activities. The school also provides a very good variety of extra-curricular sports activities. Football, netball, running, dance, cricket coaching by Yorkshire County players, table tennis and so on are available to the pupils. They make good use of these occasions, some of which are supported by the national Study Support and the recent Sport England initiatives. The overall provision for physical education is making a significant contribution to pupils' social development as they learn both to compete fairly and to co-operate. The subject also provides for aspects of their cultural development as traditional stories are enacted and dances from other cultures are performed.
147. The well qualified subject leader has a dynamic approach to the opportunities provided for the pupils. For instance, a short list of particularly gifted pupils has been drawn up and the school is active in developing community links which could provide for the development of their expertise. It is also involved in several local and national projects designed to facilitate sporting opportunities for pupils in the age group. These offer many links to outside agencies which provide extra resources and opportunities for the pupils in the school. Local facilities are used for swimming and athletics. The school's own facilities are good. Resources are systematically audited and replenished as needed.

## **RELIGIOUS EDUCATION**

148. The pupils' attainment at the end of Year 2 is below the expectations of the Agreed Syllabus. This is because of the low allocation of time. At the last inspection, attainment was in line with expectations at the end of the key stage. The pupils' achievement is unsatisfactory because they are not able to develop sufficient knowledge and understanding.
149. The pupils' attainment at the end of Year 6 is below the expectations of the Agreed Syllabus followed by schools in Leeds. Again, this is because of the less than average amount of time devoted to the subject. Scrutiny of the pupils' work indicates that, throughout the school, it is lacking in depth of study. There is little evidence of differentiation to further the progress of pupils of all abilities. This is the same as the judgement on standards in the previous inspection. The pupils' achievement is unsatisfactory because they do not have the opportunity to develop the necessary knowledge and understanding.
150. The pupils' attitudes to learning in Years 3 to 6 are good because they respond well to teachers' questions. In a lesson in Year 4 the pupils identified some of the main features of religious buildings. A number drew on their own experience to illustrate their answers. This made a good contribution to their spiritual and cultural development.
151. The pupils' attitudes to learning in Years 1 and 2 are good because they are quiet and attentive while the teacher is speaking. In Year 1, they are eager to share examples of articles that are special to them. This contributes to their spiritual development.

152. The quality of teaching in Years 1 and 2 is good because the teaching is stimulating and draws out good responses from the pupils. In Year 2, this allows the pupils to show their knowledge of the life of Jesus Christ. In Year 1, the teachers use a wide range of artefacts to reinforce the pupils' learning about Christianity. One pupil also revealed some knowledge of the Jewish faith. Scrutiny of the pupils' work shows that it lacks depth of study.
153. The quality of teaching in lessons seen in Years 3 to 6 is good because teachers have secure subject knowledge. They hold the attention of the pupils well and the pace of the lessons is brisk. In a lesson in Year 3, the teacher asked the pupils to reflect on the story of the Good Samaritan. She extended the pupils' learning as she related this story, to the second commandment 'to love your neighbour as yourself'. In Year 4, good questions enabled the pupils to show a sound knowledge of the features of churches. Scrutiny of work again reveals that much other work in Years 3 to 6 is shallow and not all has been marked with the learning objectives in mind.
154. The management of the subject is good because the subject leader has addressed the key issue from the last inspection by fully introducing a scheme of work for the whole school. She promotes consistency in the subject by preparing short-term plans for her colleagues to follow. Assessment procedures have been developed to try to improve standards. However, without class teachers allocating more time to the subject, development will inevitably be restricted.