

# INSPECTION REPORT

**ST AUGUSTINE'S CATHOLIC PRIMARY  
SCHOOL**

Leeds

LEA area: Leeds

Unique reference number: 108022

Headteacher: Michael Teggart

Reporting inspector: Peter Kerr  
23583

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> February 2002

Inspection number: 196044  
Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	St Wilfrid's Circus Leeds
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Appropriate authority:	The Governing Body
Name of chair of governors:	Father Michael Kelly
Date of previous inspection:	May 1997

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23583	Peter Kerr	Registered inspector	Science	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9952	Lillian Brock	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22113	Aileen King	Team inspector	Special educational needs Information and communication technology Music	How good are the curricular and other opportunities offered to pupils?
30439	Malcolm Heyes	Team inspector	Equality of opportunity Mathematics Art and design Design and technology	
12394	Carole May	Team inspector	The Foundation Stage English as an additional language History Geography	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This Voluntary Aided Catholic primary school has 360 children on roll aged 3 –11. An integral nursery caters for 72 of the children aged 3 and 4. Attainment on entry to the nursery is below average. The school is located in a highly deprived urban area in north-east Leeds, with nearly one third of pupils eligible for free school meals. It welcomes refugees and asylum seekers. The school has 31 pupils on roll for whom English is a second language. They come from a wide range of countries including Vietnam, The French Congo, Kosova, Mauritius, Poland, Sudan and Egypt and speak an equally wide range of languages. Some have very little English. Thirty eight pupils are identified as having special educational needs, including 21 with significant needs and four with statements of need. These figures are below average for the size of school. Most needs are related to learning, but two pupils have physical disabilities. The school building is being modified to provide full disabled access. The school aims to provide an inclusive Catholic ethos and to enable all pupils to reach their potential.

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

The school is a caring, inclusive, Christian community with a strong Catholic ethos. It provides well for the children's personal development. Standards in English, mathematics and science are improving, but need to improve further to meet national targets. Standards in information and communication technology (ICT), art and design and games are above average. Teaching is satisfactory overall, with some very good teaching in the nursery and in Years 3 to 6. Refugees and asylum seekers are fully included in all activities. However, the school needs more support to fully include children with little or no English. The headteacher provides good leadership, with areas for improvement in management. The school provides satisfactory value for money.

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

- Standards in ICT, art and design and games are above average.
- Relationships and behaviour are very good.
- Provision for the children's personal development is good.
- A very good range of activities is provided outside lessons.
- Parents are very supportive of the school.
- The headteacher provides good leadership, especially in promoting the school's ethos.

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

- Standards in English mathematics and science.
- The balance between formal teaching and learning through activities in reception and Years 1 and 2.
- The contribution of management to raising standards.
- The training for staff on how to support children in the early stages of learning English.

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

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

Satisfactory improvements have been made in the areas identified as key issues in the last inspection. Standards have improved in English, but not enough to keep up with similar schools. Curriculum planning has improved and is now satisfactory. Assessment and monitoring procedures are in place, although these are not used as well as they might be to raise standards. Improvements have also been made in the following areas that were not key issues: attendance; health and safety; governors' knowledge of the school; the quality of teaching in Years 3 to 6; the ethos of the school; the curriculum for the Foundation Stage.

## STANDARDS

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

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

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

Children enter the nursery with below average attainment overall. Many have well below average, language, communication, mathematics and social skills. They make good progress in the nursery and sound progress in the reception classes, but still have below average attainment in most of the areas of learning for this age when they begin the National Curriculum in Year 1.

Standards are well below those obtained by similar schools at the end of Year 2 in reading and writing. In mathematics, standards improved in 2001 because of targeted intervention and were similar to those of similar schools.

The table above shows standards at the end of Year 6 in English, mathematics and science. Although these have improved year on year, they have remained well below the national average since 1997. Compared to schools in similar circumstances, the school's results are well below average in English and mathematics, and below average in science. However, the attainment of the children on entry to the school was well below average and the movement of pupils in and out of the school depresses the test results. Some of the pupils who leave before Year 6 are on course to reach average or above average standard, while some who arrive have little or no English. The standard of work seen during the inspection was of an average standard. Most of the children are working at the level expected in Year 6 (Level 4). The inspection found that:

- progress in reading is good, and standards are where they should be. Standards in speaking and writing are lower than they should be;
- standards in mathematics show an improving trend, but are below average in using and applying mathematics;
- pupils have a sound knowledge and understanding of the various aspects of science, but there is room for improvement in their experimental skills;
- standards in ICT have remained above average in Year 6 and have improved from average to above average in Year 2;
- standards are above average in art and design and in games. In all other subjects, standards are average at the end of Year 2 and Year 6;
- refugees and asylum seekers make the same progress as other children in their age group except for a very small minority who have little or no English. Despite the school's best efforts to include these pupils, the staff has not yet had the training to do so effectively. Pupils with special educational needs receive sufficient support to achieve as well as their peers relative to their prior attainment.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The children like school and are very keen to learn.
Behaviour, in and out of classrooms	Very good. Teachers have to spend very little time settling the children. There is very little bullying and there were no exclusions during the last year.
Personal development and relationships	Relationships are very good. Personal development is satisfactory. Pupils accept responsibility willingly but have too few opportunities to show initiative in lessons and to work independently.
Attendance	Good. Most children have good attendance rates. A very small number of children are responsible for most of the absences.

The pupils' very good attitudes and behaviour enable them to take full advantage of learning opportunities.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Good

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

Judgements are based on the 80 lessons seen during the inspection, together with evidence from the children's work of progress over time. The quality of teaching is satisfactory overall. It was good or better in 49 of the lessons seen. These were mostly in Years 3 to 6 and the nursery. Three lessons were seen in which the quality of teaching and learning was unsatisfactory. Six very good lessons were seen in Years 3 to 6 and one in the nursery. In most of the lessons seen, good teamwork between teachers and teaching assistants enhanced the children's progress. Teaching was judged good in mathematics science, ICT, art and design, design and technology, history and geography and satisfactory in English and all other subjects.

When lessons went well, many of the following ingredients were present:

- clear planning; lesson objectives are shared with the pupils to help them gain a good knowledge of their own learning;
- good organisation of lessons and good guidance and encouragement for the pupils, which spurs them on to greater efforts;
- good subject knowledge enabling teachers to provide clear explanations;
- good questioning by teachers to challenge the pupils to think for themselves and explain their ideas, especially in English, mathematics, science and ICT;
- good opportunities for collaborative work, which the pupils enjoy;
- high expectations of what the pupils can achieve;
- plenty of opportunities for the children to choose from well-prepared play activities in the Foundation stage and active discussion with the children while they play to guide their learning.

The main weaknesses in the less successful lessons seen included:

- planning that is based too closely on a scheme of work rather than on the children's needs;
- slow pace, with too much talking by the teacher and not enough practical work and interaction for the children;
- insufficient use of assessment information to match the work to the pupils' abilities;
- marking that is directed at rewarding or improving presentation rather than on the quality of the content and the level of skills used.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. A good range of extra-curricular activities in sport, music and expressive arts is provided.
Provision for pupils with special educational needs	Satisfactory. Plans are in hand to involve teachers more directly in writing individual education programmes. Teaching assistants give good support.
Provision for pupils with English as an additional language	Satisfactory. The school is very welcoming and supportive. Staff do their best to include these pupils in all activities, but do not have the specialist training required to support pupils with little or no English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good in all respects; very good for moral development. The children are very clearly taught right from wrong. There is a good spiritual atmosphere in the school based on Catholic values and beliefs, but children are also encouraged to appreciate other faiths. Social responsibility and citizenship are successfully fostered.
How well the school cares for its pupils	Very good. A very caring school that looks after the health and safety of the children very well. Very good procedures are in place for promoting attendance and good behaviour.
How well does the school work in partnership with parents	Good. Parents are involved in the life of the school in a variety of ways and give good support through fund-raising and attending functions such as assemblies. They are kept well informed of general matters. Some improvements are needed to reports on children's progress.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives good leadership, especially in providing a caring, Catholic ethos, and is fully supported in this by all staff. Management is satisfactory but the head takes on too many responsibilities.
How well the governors fulfil their responsibilities	Many governors are new to their posts, but are beginning to carry out their responsibilities well, especially those related to performance management.
The school's evaluation of its performance	Satisfactory. Procedures to identify strengths and weaknesses in teaching have improved, but are not yet effective in ensuring that the best teaching methods influence the whole school.
The strategic use of resources	Good procedures are in place to link the budget to the school's educational priorities. The criteria used to judge the impact of spending on raising standards could be improved.

## 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 is well led and managed and is very approachable.</li><li>• Teaching is good and expectations are high.</li><li>• The children like school, behave well, make good progress and become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>• Consistency in the amount of homework given.</li><li>• The quality of information they receive about their children's progress.</li></ul>

The inspectors agree that the school is well led and is very approachable, and that the children like school, behave well and become mature and responsible. They also found that expectations are not always high enough. They judged that the children get enough homework, but agree that the reports on children's progress do not always provide clear and useful information about what the children need to do to improve.

## **PART B: COMMENTARY**

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

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

1. Since the last inspection, standards have greatly improved in science and improved in mathematics. In English, however standards have remained static compared to improvements nationally, although recent initiatives have begun an upward turn in achievement. Good standards have been maintained in ICT, art and design and games and satisfactory standards maintained in other subjects.
2. Children enter the nursery class at the age of three with well below average attainment overall for their age. Their communication, language and mathematical skills are especially low. These are the main areas that are the subject of national tests later on. By the end of the reception year, most of the pupils still have below average attainment in these areas, as well as in their knowledge and understanding of the world, which is the foundation for science, technology, history and geography. They also have below average skills in the aspects of personal, social and emotional development that underpin independent learning. Despite having made good progress in the nursery and sound progress in the reception classes, they do not reach the early learning goals in most of the areas of learning before they start Year 1.
3. The school's results in the national tests at the end of Year 2 have remained below average since the last inspection. The results in reading and writing were well below average in 2001. The gap between the school's results and the national average has remained about the same since 1997. The main factor in the reading and writing results that depresses comparisons with other schools is the low number of pupils attaining the higher Level 3. No pupils attained Level 3 in writing in 2001 compared with nine per cent nationally. In reading, 18 per cent attained Level 3 compared to 29 per cent nationally. Another feature of the results is that fewer pupils did as well within Level 2 in reading and writing as in mathematics.<sup>1</sup> The school-based assessments in science in 2001 show a similar pattern to the English and mathematics test results. They were in line with national expectations for the proportion of pupils attaining at least Level 2, but were below other schools in the proportion of pupils attaining Level 3.
4. Extra targeted teaching led to significant improvement in the school's mathematics results in 2001, bringing them up to just below the national average and to the same standard as similar schools. The proportion of pupils attaining at least Level 2 in mathematics was in fact above the national average. The proportion gaining Level 3 was only slightly below average. This suggests that perhaps the same pupils could achieve better results in English and science given the same level of support. However, the English test results are likely to be affected more than the mathematics results by the inclusion of pupils with English as an additional language.
5. The percentage of pupils attaining at least Level 4 in the end of Year 6 tests has improved each year since 1997. This upward trend in the school's results has kept pace with improvements nationally. However, the comparisons with all other schools remains 'well below average'. This is partly because the proportion of pupils attaining Level 5, the level expected for more able pupils, has remained low compared to other schools. The effect is most marked in English, where only six per cent of the pupils attained Level 5 in 2001 compared with 28 per cent nationally. In mathematics and science, the proportion of pupils attaining Level 5 was about half the national figure.

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<sup>1</sup> Level 2 is split into Level 2A, 2B and 2C, where 2C is low and 2A is high.

The results are not as good as those of other schools that achieved similar results in the end of Year 2 tests in 1997 in English and mathematics. However, a number of refugees and asylum seekers, many with little or no English, joined this year group between Year 2 and Year 6, skewing the results. In addition, some of the pupils that left were average or above average attainers and were predicted to attain Level 4 or Level 5. Taking all these factors into account, the results reflect satisfactory progress between Year 2 and Year 6 in English and mathematics. Progress was better in science. In 2001, the percentage of pupils attaining Level 4 in science at the end of Year 6 was similar to that achieved by schools that had similar results in the 1997 end of Year 2 tests.

6. The school's targets for the percentage of pupils attaining Level 4 in the end of Year 6 tests in 2002 and 2003 are suitably ambitious. They are lower in English than in mathematics to reflect the effect on test results of pupils with English as an additional language coming into the school. There are no significant variations in test results between girls and boys and the inspection found no evidence to suggest any differences in achievement.
7. The inspection confirms that standards in English, mathematics and science are below average overall. The standard of much of the work seen in Years 2 and 6 during the inspection was of an average standard. The proportion of pupils working at the above average level is lower than would be required to bring the school's results up to the national average, but higher than in 2001, indicating improving standards.
8. Standards at the end of Year 6 match national expectations in reading because of the good support most of the pupils receive in guided reading sessions within literacy lessons and through being heard individually at home or in school. Standards in writing, however, are well below average. Although pupils develop a fluent, legible style, they still write in pencil at the upper end of the school, which limits how far they can improve their handwriting. Their spelling, punctuation and grammar are of a broadly average standard, but the content of their writing is below average. For example, there are few examples of adventurous choices of vocabulary or extended sentences. However, some pieces of writing are beginning to show these characteristics following recent initiatives to give the pupils more opportunities to write at length. The pupils listen attentively and show the ability to speak clearly and confidently when given the opportunity and support to do so. Many lack confidence, however, when speaking in formal situations.
9. Standards in mathematics are below average, but are improving. Most of the work seen in Year 6 was of an average standard. Pupils multiply accurately to two decimal places and have a sound understanding of equivalent values of fractions and decimals. They use the metric system of measurement with reasonable accuracy and employ a range of correct mathematical vocabulary. Although much of the work in the average and above average samples was at a similar level, the higher attaining pupils are beginning to tackle more complex problems and extended investigations.
10. Pupils in Year 6 have a sound knowledge of plants and animals, materials and forces. They name the parts of flowers accurately for example, and describe the forces at work when a parachute is descending. Their experimental skills are also at the expected level. They know, for example, that to carry out a fair test, they need to keep everything constant except the one thing they are measuring. They take accurate measurements and present their findings neatly using tables and graphs. The quality of their explanations is satisfactory, but there are few examples of higher-order skills, such as pupils explaining their results in scientific terms and asking further questions.

11. In other subjects, there are no national benchmarks for Level 4 and Level 5, so judgements are made on the general level of the work seen. Standards are in line with expectations in design and technology, geography, history, music and in physical education overall. Standards were found to be higher than expected in both key stages in information and communication technology, art and design and games.
12. Pupils with special educational needs make satisfactory progress towards the targets in their individual learning plans. Some of these plans are of good quality. They guide the pupils towards clear, attainable targets that can be achieved within a short time so that success can be experienced and new targets set. However, some pupils with quite specific needs do not make satisfactory progress in some lessons because these needs are not taken fully into account. For example, some pupils who find it very difficult to read and write are not given alternative ways of recording their work in subjects like science. As a result, they spend too much time failing at reading and writing tasks instead of learning the science concepts through more practical methods.
13. Pupils with English as an additional language make satisfactory progress overall. The school provides a high standard of care for them. However, because of the wide range of languages they speak, the provision and support they receive depends on the level of expert help available to the school in the children's native languages. For some pupils, for example a Vietnamese speaking pupil in the reception class, good support is available, enabling them to make good progress. In other cases, the skilled advice and support available from outside the school is not enough to ensure the pupils' active participation in lessons.

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

14. Pupils' behaviour and attitudes to learning are very good and an improvement since the previous inspection. Relationships with staff and each other are very good and personal development is satisfactory.
15. Pupils are enthusiastic about their learning and about school life. When the teaching is good, they listen carefully and persevere even when tasks seem difficult. A good example of this was seen in a science lesson for Year 3. Pupils were challenged to find out everyday items made from rock and they set to work with interest and enthusiasm and made good progress as seen in their individual presentations at the end of the lesson. Even when lessons lack pace and challenge, most pupils are still prepared to listen attentively. Children from refugee families and those children who have special educational needs are fully included in all aspects of school life and are warmly welcomed by children and staff into the "family" of the school. Children in the foundation years quickly learn the routines of school life with particularly good examples seen in the nursery.
16. Behaviour is very good both in lessons and around the school. When poor behaviour does occur, this is sorted out with the minimum of fuss so that little teaching time is lost. This confirms the view of most parents that behaviour in the school is good. There has only been one temporary exclusion during the last two years, reflecting the school's determination to ensure that all pupils have a positive learning experience. The pupils' very good behaviour is reflected in the calm, tranquil atmosphere during assemblies. Movement around the school is orderly and demonstrates the children's awareness of the need to consider others who are still working. In the playground, their play is happy and lively and no incidents of bullying or unpleasant behaviour were observed during the inspection. Examples of this very good behaviour were seen during wet playtimes, in the Breakfast Club and during extra curricular activities. In

lessons, pupils know the rules and conform to them well.

17. Pupils enjoy working co-operatively in the friendly atmosphere the school presents. The relationships formed between classmates and between pupils and teachers are very good. The same very good rapport extends between pupils and classroom support staff and adult helpers. Pupils are kind and helpful to refugee children and include them in their games and activities helping them to settle down quickly. Nursery children have a carefully planned induction and staff quickly gain their trust giving them confidence to join in the activities. Pupils with special educational needs and those pupils for whom English is an additional language share activities with other pupils in a fully inclusive learning environment. Older pupils take very good care of younger pupils as seen in the dining hall and during wet playtime.
18. Pupils show a good level of acceptance of personal responsibilities when volunteering for tasks around the school. The members of the school council confirmed that they regard their position as a privilege and take their duties seriously. When given the opportunity, pupils demonstrate this mature approach in lessons, for example, when teachers allow them to work independently. However, opportunities for independent learning in lessons are limited. Attendance at the school has shown a good improvement since the previous inspection. Although at the national average overall, it is very good for most pupils. For example, one third of all pupils had one hundred per cent attendance during the autumn term of the current academic year. Most of the absences from school are due to: poor attendance by children from a few families who need more support to ensure that their children attend school regularly; holidays taken in term time and the intermittent attendance of children from traveller families. Unauthorised absence is slightly higher than the national average. Most pupils arrive at school on time and lessons get off to a prompt start. Parents confirm that their children like school and want to attend regularly.

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

19. The quality of teaching is satisfactory overall. It is consistently good in the nursery and in Years 3 to 6 and satisfactory elsewhere. In all, 80 lessons were observed. The quality of teaching was good or better in 49 lessons, 33 of which were in Years 3 to 6. Teaching was judged very good in seven lessons, six of which were in Years 3 to 6, the remaining one being in the nursery. Three lessons were judged unsatisfactory, one of which was in Years 3 to 6, the other two in the Foundation Stage. In the nursery, the key strength is in the extent and quality of the play activities that the children can choose from and the way the staff move the children's skills on as they play. The main area for improvement in the reception and Years 1 and 2 classes is in matching teaching methods to the age of the children. In Years 3 to 6, this is more successfully achieved.
20. The quality of teaching in the Foundation Stage is satisfactory overall. Good examples were seen in both the nursery and reception classes of children learning through play under the supervision of teachers and teaching assistants. For example, in the water tray in the nursery, the children concentrated on learning the vocabulary 'full' and 'empty', 'more', 'less' etc. In the reception class, this learning was taken on a stage further as the children learned to compare the amount of water held by two different shaped containers by using a third container as a measure. Some good lessons were also observed in the reception classes in which the children's learning was brought on in more formal ways. For example, in a good PE lesson, the children consolidated their understanding of mathematical language such as high and low through enjoyable and challenging movements planned by the teacher. In another good lesson, the teacher extended the children's awareness of letter sounds, using

words that related to the seedlings the children were observing growing in the class. Good use of the available adult helpers ensured that all the children made good progress in this lesson, including a child with English as an additional language. However, learning through play is not given as much priority in the reception classes, where the children are sometimes involved in activities that are too formal for them. They are expected, for example, to listen to the teacher for too long or to complete worksheets when practical activities would be more appropriate.

21. Teaching in Years 1 and 2 is satisfactory. Of the 19 lessons observed in this stage, all were at least satisfactory and four were of good quality, all in ICT and physical education. The strengths in teaching in this stage include good management of the pupils so that they behave well, and good support for individuals and small groups by the teaching assistants. The teachers plan lessons thoroughly, closely involving the teaching assistants. Teachers in each year group also plan together to ensure that all pupils cover the same ground in each subject of the National Curriculum. The pupils have very positive attitudes to school thanks partly to the good relationships that have been established between adults and pupils. They respond very positively to the opportunities that they are given to engage in practical learning, as they did in the good lessons in ICT and physical education that were observed. However, the style of teaching favoured in Years 1 and 2 limits the pupils' opportunities to engage in discussions with each other and with adults in order to improve their speaking skills and to extend their thinking. Too often, the children have to sit for long periods of time listening to the teacher and not being actively engaged. They behave well, but their attention wanders.
22. This also limits the extent to which pupils with special educational needs can work on their individual learning targets. On occasions, all the pupils, including those with special educational needs, are expected to do the same task when this is not appropriate. For example, pupils who find writing difficult are expected to perform the written aspects of a task to the same level as the rest of the pupils instead of being helped to record their work in different ways.
23. Pupils with English as an additional language are generally very well cared for in Years 1 and 2 and are given individual attention. However, for a small number of them who speak very little or no English, the staff do not have the training they need to make this support effective. On occasions, these pupils are treated as if they have behavioural or learning difficulties rather than needing help with English. The lessons in which they have to sit for a long time listening to the teacher exacerbate the problems that this situation has created.
24. The quality of teaching in Years 3 to 6 is good. It was good or better in 39 of the 50 lessons observed and very good in six of these lessons, which is 12 per cent. At this stage, there is a much better match of teaching methods to the needs of the pupils. More lessons involve discussions and presentations; introductions are shorter and snappier and the pupils are involved in a wider range of practical activities. The pupils show great interest in these lessons, make a lot of effort and sustain their concentration throughout so that their rate of learning is high. The teachers ensure that the full National Curriculum programmes of studies are covered in each subject in each year group, and that lessons generally build on what has gone before. Where appropriate, they give the pupils information, but also encourage the pupils to find things out for themselves. Most of the lessons reflect good subject knowledge on the part of the teachers. In the better lessons, teachers use probing questions to make the pupils think and challenge them to explain and extend their ideas. For example, in a Year 6 science lesson, pupils provided very detailed and accurate descriptions of the forces at work as a load was being pulled across a desktop because of the



teacher's demanding questions and the opportunities given for them to fully explain their ideas.

25. Further strengths in the teaching at this stage include good planning, with clear learning objectives that are shared with the children and revisited regularly during the lesson. This ensures that the pupils are fully aware of how much progress they are making. Lessons are generally well organised, with good resources to back them up. This helps to ensure that the pupils are fully engaged in enjoyable learning for much of the lesson. Expectations of what the pupils can achieve are also high in the best lessons. The pupils respond with increasing effort and good levels of achievement.
26. The main areas for further improvement to these good lessons are:
  - ensuring that lessons are more closely related to the pupils existing knowledge, understanding and skills. teachers do not have the good quality information they need to do this in some lessons because assessment procedures are in the early stages of development in many subjects;
  - challenging pupils more consistently to improve their skills. For example, marking and other forms of informal assessment are not used as well as they could be by teachers to engage the pupils in a dialogue about the quality of their work. The emphasis is too often on presentation rather than content.
  - extending opportunities for collaboration, discussion and research to facilitate differentiated rates of learning for pupils of different abilities.
27. The teachers know the pupils very well at an informal level. Some have taken this a step further and keep good records of the diverse needs of individuals in their class, especially of refugees and asylum-seekers. Procedures have also been introduced to track the progress these pupils are making in learning English.
28. The basic skills of literacy are taught satisfactorily. Teaching is satisfactory overall in English lessons, with good teaching and learning of reading. However, there are too few planned opportunities for pupils to improve their speaking and writing skills through other subjects. Teaching is good in mathematics. Basic numeracy skills are taught well in lessons through good use of the National Numeracy Strategy methods. Pupils are encouraged to use their skills in other subjects, for example to make measurements and draw graphs in science. This aspect of provision could be more imaginatively planned, but nevertheless contributes to the school's improving performance in mathematics. The teaching of information and communication technology is good, and is enabling pupils to acquire a good range of computer skills. These are being used well as a tool for learning in some, but not all subjects.

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

29. The curriculum is satisfactory overall. All legal requirements are met and an appropriate quality and range of learning opportunities is in place. The Foundation Stage curriculum is now satisfactory overall, with an appropriate balance of child initiated and adult directed activities for the children. It promotes the children's independence, encouraging them to have autonomy in their learning. The children work towards the early learning goals in the six areas of learning for this age group, with a suitable emphasis on the importance of play to promote learning, especially in the nursery. This is a good improvement since the last inspection.
30. Curriculum planning for Key Stages 1 and 2 has also been improved since the last inspection and is satisfactory, with all subjects planned according to the National Curriculum. The pupils are well prepared for secondary education, especially in information and communication technology skills.
31. In some subjects, for example, science and music, the timetabling of lessons leads to two classes sharing resources that are really only sufficient for one. This limits the pupils' learning to some extent in these lessons.
32. The national strategies for literacy and numeracy are in place and are generally being implemented effectively. Numeracy skills are more effectively promoted through other lesson than literacy skills. Provision for personal, social and health education is good and there are clear guidelines for drug and sex education.
33. Arrangements to ensure equality of access and opportunity for all pupils are satisfactory overall. The school takes in an increasing number of children who are learning English as an additional language. There is a good level of awareness of the need to fully include all of these pupils in all learning opportunities, though more training is needed for teachers to support pupils who have little or no English. Pupils of differing ability are catered for satisfactorily in English and mathematics by the school's 'setting' arrangements. In other subjects, teachers provide different work for different ability groups, although the work is not always well matched to the pupils' prior attainment.
34. At the last inspection, the provision for special educational needs was judged positively, with appropriate levels of support being offered. However, the monitoring and evaluating of the pupils' progress was not formalised. The provision for special educational needs is now satisfactory overall. The recently appointed co-ordinator has made some headway, for example in establishing a system to identify pupils with special educational needs in each class and keep manageable records. She is aware of the areas for development, for example training for staff in devising individual education plans. Some of these have clear, attainable short-term learning targets that the pupils and all adults working with the pupil are aware of, but this is not always the case. The pupils receive appropriate support in lessons and make satisfactory progress overall.
35. The provision for extra-curricular activities is very good. The wide range of activities identified at the last inspection has been maintained, with two clubs held every day. These include music, sport and technology. There are good links with the local community, including specialist coaching provided by Leeds United football club and Leeds 'Rhinos' rugby club, which extend the sporting opportunities open to the pupils. The school has good relationships with the parish church and the secondary schools in the vicinity and is also hoping to foster links with the nearby mosque. Residential

trips for older pupils bring history and geography to life as well as enhancing the pupils' social development.

36. The good provision for pupils' spiritual and social development has been maintained since the previous inspection. The provision for moral development has improved and is now very good and the satisfactory provision for cultural development noted at the time of the previous inspection has improved and is now good.
37. The provision for pupils' spiritual development is good. Sensitive assemblies, matched to pupils' needs, provide a meaningful spiritual experience for pupils as they share in the traditions and practices of the Catholic faith. They are given opportunities to reflect on their lives and the lives of all members of the "family" of St. Augustine's. The Courtyard Project enables children to become involved in caring for the environment by growing and nurturing plants just as they are growing in a caring school environment. Year 5 pupils have produced work which shows a real appreciation of the beauty and wonder of flowers and the intricacy of nature as they study the "miracle" of reproduction. Opportunities are provided in some lessons for pupils to appreciate how other people have expressed their appreciation of the wonders of the natural world. For example Year 3 pupils have been taught to appreciate how William Morris brought beauty into homes through his designs based on patterns in the natural world.
38. The provision for moral development is very good. Staff are consistent in their approach to behaviour management and as a result, pupils have a clear framework for moral development. Pupils are rewarded for good behaviour and effort and for being kind to others; these rewards help to give a positive feel to the daily life of the school. Pupils agree their own class rules and are well aware of the school's high expectations of behaviour. The personal and social education programme is giving pupils the skills and knowledge to make decisions about their lives in and out of school. Parents admire the way the school helps their children to become mature and responsible citizens.
39. The provision for the social development of pupils is good. The good start in the nursery and reception classes ensures that children gain confidence when interacting with others sometimes from a low starting point. They learn to share equipment and talk to each other and to visitors about their work. This continues throughout their school life, the school provides opportunities for boys and girls to work and play well together in a fully inclusive educational setting. There is some provision for encouraging pupils to work independent of the teacher but this is an area for development. The provision for extra curricular activities, educational visits and visitors into school all enhance pupils' social development and enrich their lives. Pupils' are encouraged to have a social conscience as seen when they purchase bricks through the "Buy a Brick" scheme to support a school in Tanzania and donate to the homeless and a range of charities.
40. Overall, the provision of pupils' cultural development is good. The school has made good improvement in providing for a range of cultural experiences. For example, classroom displays show that pupils have studied the Tudors, life in Victorian times, Ancient Egypt and Brazil. Links with the West Yorkshire Playhouse provide good opportunities for pupils to extend their cultural horizons through projects based on drama and art and design. The provision for multi-cultural development has improved due to the links with another school and to the study of other faiths in religious education. Music also contributes to multicultural development, as was seen when Year 4 pupils learned an Israeli Work Song as part of their study of Hebrew music. Currently, the cultural heritage of pupils from Irish backgrounds is celebrated through

extra-curricular traditional Irish music. The school is considering ways of celebrating the wider variety of cultural heritages now represented by the refugee children in order to make them feel even more valued and more 'at home'.

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

41. As noted at the time of the previous inspection, the school provides good care for its pupils. This strong feature underpins the whole atmosphere of the school. The school's support and guidance for pupils are good. Teachers and support staff are caring and dedicated and they know their pupils very well. They have very supportive relationships with them and employ effective systems to monitor and support their personal development. This, together with a caring ethos, promotes an environment in which pupils grow and flourish. Parents agree that the school puts great emphasis on the care and support for pupils and their families. Pupils with special educational needs are well cared for by teachers. Extra help is provided for pupils with academic and behavioural problems and for pupils for whom education in this country is a new experience or who may have English as an additional language.
42. The measures that are in place for promoting good behaviour are very good. Teachers and classroom assistants manage pupils well, are friendly and use humour in reinforcing their high expectations of behaviour. This creates a pleasant atmosphere in lessons that facilitates teaching and learning. The procedures for monitoring and eliminating oppressive behaviour and racism are very effective. Pupils and parents confirm that if bullying does occur, the school deals with it well. There is a consistent determination amongst staff to raise pupils' self esteem. Teachers welcome each and every pupil and praise them for their efforts - for working hard and for achieving high standards in their learning or for simply displaying good manners. As a result, pupils grow in confidence and are not afraid to get something wrong for fear of humiliation.
43. The school's procedures for promoting attendance are very good and show a significant improvement since the previous inspection. For example, unexplained absences are followed up immediately and any serious concerns are dealt with well by the education welfare officer. The system of rewards for good attendance for both individuals, classes and teams is valued by pupils. These very good procedures have resulted in attendance figures which are good for many pupils and have reached the national average overall. The school has very good procedures in place for identifying pupils who persistently arrive late in order to give them more encouragement to arrive at school on time. The provision of a breakfast club is having a good effect on the punctuality of a number of pupils and is another important indicator of how well the school cares for its pupils.
44. There are very good procedures in place for ensuring the health and safety of pupils. This is an improvement since the previous inspection. A governor conducts very detailed health and safety audits of the school. These are documented and any issues raised are given appropriate priority by the governing body. First aid procedures are secure. There are two fully qualified first aiders in school and other members of staff have emergency first aid training. Pupils' medical needs are considered well and clear guidelines for these are in place. The school follows local authority child protection procedures, which are satisfactory. The designated teacher has yet to update his training but there are clear written guidelines for teachers in the staff handbook and for parents in the prospectus. Pupils learn about personal safety from visits by the community police officer who is well known to children. The "Children in Crisis" team visit school annually and children have access to information on sex education, drugs education as well as on healthy eating. These aspects are

also included in the personal and social education programme. Overall, the school lives up to its mission statement that all pupils should acquire a responsible attitude to life and society.

45. Assessment, which was identified as a key issue at the previous inspection, has been satisfactorily improved. In the nursery and reception classes, sound assessment procedures are based on the early learning goals. In English and mathematics effective setting in lessons from Year 2 to Year 6 has helped to improve standards. In Years 1 and 2 there is on-going assessment of pupils' progress in the core subjects, with targets being set for individual pupils. In Years 3 to 6, the core subjects are assessed at the end of each term. The summer term assessment leads to appropriate targets being set for the following year. In subjects other than English, mathematics and science, assessment procedures are currently being piloted, and are to be introduced in the summer term.
46. The school is now using this information to track the progress of pupils' as they move through the school, and to assist with future planning. However, assessment information is not yet used as effectively as it should be to plan challenging work for the full ability range. The school also has in place systems and procedures for tracking and monitoring the progress of pupils with English as a second language, although this does not yet include assessments of the stage they are at in acquiring English. The school is also producing portfolios of completed work in all subject areas, to assist teachers' in levelling and assessing pupils' work accurately. Although marking is used by some teachers' to take pupils' learning forward, there needs to be a more consistent approach throughout the school. In the better examples seen during the inspection, comments acknowledge what pupils' have learnt and understood, and show what they need to do next to improve.

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

47. In the eyes of parents, this is a very happy, caring and supportive school which is helping their children to become mature and responsible. Most parents confirm that the headteacher and staff are approachable and that they feel able to discuss any worries or concerns with them. Most parents consider that their children are making good progress because the school expects them to work hard and achieve well. The inspection confirms their positive views.
48. The information that parents receive of a general nature is good and the information which parents receive on children's progress is satisfactory. Parents receive regular newsletters about events and activities taking place in the school as well as information on what children are learning. The informative prospectus is written in user-friendly language. Parents have the opportunity to meet with teachers during the autumn and spring terms when the progress of their children is discussed. There is a range of information booklets for example on "Things to do at Home" and the nursery offers an induction pack for parents of new children. The reports to parents give good information on how well the pupils are doing in each subject. Targets are set, but whilst some are specific, others are more general and do not give parents guidance on how they can help their children to improve their work. Parents are now invited to the review meetings for their children with special educational needs, and most are very willing to attend.
49. The school has effective links with parents through the various initiatives in place to involve them in the life of the school. A few parents and governors help in the classroom with a range of activities. The St Augustine's Home-School Association – SASHA - raises substantial funds to support the work of the school. For example, it

provides all Year 6 pupils with a leaving gift and ensures that no pupil is excluded from visits out of school through lack of money. Reception parents are invited to a meeting each Friday where they can share their worries or concerns with the school and also gain guidance on activities to share with their children. A thriving Mums and Tots group starts off the whole process of involvement with the school and parents who were seen taking advantage of the provision confirm their appreciation of it. Parenting courses are held in the school and parents are invited to assemblies, masses and concerts in the school and do so in large numbers.

50. The school has held workshops for parents, for example on literacy and numeracy and these are usually well-attended. The contribution of parents to children's learning at home is satisfactory overall. Some parents listen to children read and help them with their homework. The school has identified this as an area for development. Some parents would like more consistency in the setting of homework and better communication with teachers through the homework planners. The inspection findings are that the amount of homework which pupils receive is satisfactory overall with more given to pupils in Years 3 to 6.

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

51. The headteacher provides good leadership for the school, particularly in promoting and maintaining the school's Catholic values and to building a community spirit in partnership with parents. Since his appointment, he has successfully nurtured existing staff and integrated newly appointed teachers and all teaching assistants into a friendly, hard-working team. He effectively promotes the school's mission statement, which strongly emphasises the school's Catholic, Christian ethos. It also contains a commitment to enabling all the children to fulfil their potential, although a commitment to high standards is not explicitly included.
52. All members of staff fully support the school's aims and values and appreciate the effective leadership provided by the headteacher. This is evident in the very good relationships in the school and in the good quality displays that reflect a Christian moral and spiritual outlook. It is also reflected in the very good support that is offered to the children and their families. The school provides a haven of peace and goodwill in a very deprived urban area.
53. The management of the school is satisfactory, but has not been focused sharply enough on raising standards. Teachers with management responsibilities discharge them conscientiously. The deputy headteacher has played a key role in keeping the school's spirits up following a major re-organisation and the destruction of the school building by fire. The head and deputy have a good working relationship, meeting frequently to discuss whole-school issues. Together, they ensure good staff morale and pupil behaviour. However, their roles are not sufficiently focused on strategic planning aimed at the raising of standards. Their job descriptions overlap to a degree, and include too many responsibilities related to the day to day running of the school that could be discharged equally well by other members of staff. For example, the headteacher takes on the responsibility for child protection and managing the support for pupils with English as an additional language. Both of these areas require urgent provision of staff training and could be delegated to other members of staff.
54. The subject co-ordinators have a good overview of the subjects they are responsible for, and manage the funds delegated to them in a professional manner. They are fully accountable to the headteacher and governors and do all they can to raise standards within the overall management framework. The senior management team is effective as a support for the headteacher in keeping an overview of the school. It is less

useful, however, as a forum for strategic planning. The membership is based on length of service rather than on the contribution that individuals can make to raising standards. The senior management team has members based in Key Stage 1 and Key Stage 2, but no-one from the Foundation Stage. This limits its effectiveness in linking the work of the three stages together to raise standards across the whole school.

55. The headteacher and governors acknowledge that the school should be achieving higher standards. The school has been pleased with the commendations received for year on year improvements in the proportion of pupils attaining the average Level 4 in the National Tests at the end of Year 6. However, this has disguised the fact that the school's results remain well below average. This is at least partly because of the low proportion of pupils achieving the above average Level 5. The headteacher realises that raising the achievement of the more able children is an important strand in raising standards generally. He has taken steps to identify what he can do to help achieve this aim. For example, he has established links with neighbouring 'Beacon Schools'<sup>2</sup> to provide models of good practice, and has taken direct responsibility for teaching mathematics to Year 2 children in order to boost their performance in the 2001 national tests.
56. The governing body discharges its responsibilities conscientiously. Many governors are relatively new to their posts. They have developed a good working knowledge of the school, much of it through first-hand observation in both voluntary and professional capacities and as parents. They fully appreciate and support the lead that the headteacher gives in fulfilling the school's aim to be a hard-working Catholic learning community. However, they also acknowledge that the school does not compare as favourably as it should to similar schools in terms of the children's overall performance. In order to fulfil their obligation to hold the school to account, they are beginning to use performance management procedures well to tie the headteacher's role more closely to outcomes in terms of standards. In particular, they see the importance of ensuring that more able children achieve as well as they can. This initiative has the capacity to help move the school forward if incorporated into a more effective management structure that relates performance management throughout the school to raising standards for all the children.
57. The School Improvement Plan is of better quality than at the last inspection. It reflects the school's priorities and determines budget spending over three years, providing a long-term context for initiatives. The cost of each proposal is estimated where possible, and attempts made to set success criteria. In some cases these are measurable markers of improvement based on raising standards, enabling the governors to evaluate the success of the measures taken. However, some of the success criteria are in fact monitoring and reporting procedures, which are not helpful to the governors in judging value for money.
58. The governors keep a close eye on the budget as the year unfolds and ensure that all funds earmarked for specific purposes are spent appropriately. The principles of best value are applied to development planning. The pupils were consulted, through the school council, for example, on how to improve the school environment. Their active participation in the courtyard project has led to a greater sense of belonging to the school community. Parents, too, are asked their views on specific issues, such as the breakfast club, but are not routinely consulted on how they think the school could be improved. The school compares its performance with other schools. This has led

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<sup>2</sup>A 'Beacon School' is a school recognised by the government as demonstrating excellence in one or more areas of its provision.

to the governors setting more demanding targets for the headteacher aimed at raising the school's performance so that it compares more favourably with similar schools, particularly other Catholic schools in the area.

59. The procedures for monitoring and evaluating teaching have improved. Observations of lessons by the headteacher and other senior staff have led to improvements in the quality of teaching and learning, both at an individual and at a whole school level. However, the evaluation of teaching has not been clearly enough focused on improving achievement for all the children, especially the more able. Subject co-ordinators are involved in direct monitoring of lessons on occasions, but not consistently enough in evaluating the quality of teaching and learning overall in their subjects and identifying how it can be improved.
60. The school's administration runs smoothly. The school secretary and administrative assistant have clear systems for the day to day running of finances and management of pupil records. Good use is made of modern technology to ensure that the head and governors have convenient access to budget updates and other useful information. The various funds that are raised for the school on a voluntary basis are also administered efficiently. This support leaves the headteacher free to concentrate on educational priorities.
61. At the time of the inspection, two initial teacher-training students were on placement at the school. They felt well-supported and were very happy to be there. The school's procedures for supporting them are good. The procedures for the induction of newly qualified teachers into the staff are also good. The recently appointed teachers feel part of the team and are making a very positive contribution to the quality of education on offer.
62. The school has a full complement of teachers who are suitably qualified and experienced to teach the age range of children they are responsible for. The leader of the Foundation Stage has undergone in-service training to enable the school to introduce the new 'Foundation Stage' for children in the nursery and reception classes. There is a need to continue support for continuing improvement in this area. Pupils are taught in year groups throughout the school, enabling teachers to plan together and ensure continuity in learning. Teachers with subject expertise advise their colleagues, but most lessons are taken by the class teachers. This facilitates good links between subjects. Teaching assistants are an integral part of the teaching team. They feel valued by the school and make a very good contribution to the children's learning. They have access to training through the headteacher, whose support they very much appreciate. There are no systematic procedures, however, for identifying their professional development needs.
63. The accommodation offered by the school is bright and welcoming, and is kept very clean and tidy by the caretaker and cleaning staff. The courtyard, which has been enhanced as a garden area with the involvement of the children, is a pleasant additional feature. However, the design of the building is not best suited to the requirements of the curriculum. Many classrooms and the hall and library are effectively corridors. This has a negative impact on the range of activities that are provided, and therefore on learning, although staff do what they can to adapt to the circumstances. The governors are considering adaptations to the building to provide alternative routes round the school avoiding teaching areas. The building is also being adapted to provide access for a wheelchair and full disabled toilet facilities. All subjects are satisfactorily resourced. Recent improvements have brought resources for ICT up to a very good standard, making a very positive impact on standards.



64. The sense of common purpose among pupils, parents, staff and governors gives the school a good capacity to continue improving and to begin achieving higher standards.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise standards further, especially in English, mathematics and science, and raise the achievement of more able pupils, the headteacher and governors should:

improve the consistency of the quality of teaching across the school by:

- ensuring that the wider variety of teaching methods used in more successful lessons are adopted more widely, giving pupils more opportunities to:
  - talk to one another and to adults in different settings;
  - undertake practical and collaborative work;
  - undertake independent research and investigation;
- improving assessment procedures so that teachers have the information they need to plan lesson on the basis of the pupils' existing knowledge, understanding and skills in all subjects;
- improve marking so that it:
  - focuses more on quality of the content and the skills used rather than on presentation;
  - gives the pupils pointers on how to improve specific aspects of their work.

(Paragraphs 19, 20, 21, 22, 23, 26, 28, 46, 48, 72, 77, 81, 88, 92, 95, 96, 99, 101, 104, 110, 113, 119, 125, 127, 145, 156, 162)

- improve the contribution that management makes to raising standards by:
  - improving the structure of the senior management team so that all staff with managerial contributions to make are encouraged to do so;
  - ensuring that the senior management team provides an informed overview of teaching and learning in each of the three key stages;
  - enabling subject co-ordinators to monitor and evaluate teaching and learning in their subjects more directly so that good practice can be identified and spread;
  - linking the monitoring and evaluating of teaching more closely to raising standards;
  - ensuring that performance management criteria for all staff are closely related to raising standards.

(Paragraphs 53, 54, 55, 56, 59)

Ensure that pupils who speak English as an additional language achieve as well as they can by:

- arranging with urgency the provision of training for the staff in how best to support and fully include all pupils who speak little or no English;
- strengthening the monitoring of these pupils so that the school has records of the stages they are at in the acquisition of English in order to ensure that appropriate support continues to be provided.

(Paragraphs 27, 46, 107, 145)

The inspection team acknowledges:

- the effective start that has been made on improving the focus of performance management and on raising standards;
- the efforts the school is making to support the many refugees and asylum seekers who have arrived in recent years, many of whom had little or no English when they joined the school;
- the affect that the arrival of these pupils has on the school's results in the national tests at the end of Year 6.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	42	28	3	0	0
Percentage	0	9	53	35	4	0	0

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

### 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)	36	360
Number of full-time pupils known to be eligible for free school meals	-	107

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	1	4
Number of pupils on the school's special educational needs register	2	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	24

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.2

#### Unauthorised absence

	%
School data	1.4
National comparative data	0.9

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	24	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	20	27
	Girls	18	20	22
	Total	36	40	49
Percentage of pupils at NC level 2 or above	School	71 (67)	78 (80)	96 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	27	27
	Girls	18	22	21
	Total	37	49	48
Percentage of pupils at NC level 2 or above	School	73 (80)	96 (87)	94 (98)
	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 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	17	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	30
	Girls	11	10	14
	Total	28	27	44
Percentage of pupils at NC level 4 or above	School	56 (63)	54 (63)	88 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	16	28
	Girls	11	10	13
	Total	23	26	41
Percentage of pupils at NC level 4 or above	School	46 (61)	52 (61)	82 (74)
	National	72 (70)	74 (72)	82 (79)

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

## **Teachers and classes**

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

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	21:1
Average class size	36

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

Total number of education support staff	13
Total aggregate hours worked per week	247

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	36:1
Total number of education support staff	4
Total aggregate hours worked per week	111
Number of pupils per FTE adult	7.2:1

*FTE means full-time equivalent.*

## **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	1
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.*

## **Financial information**

Financial year	2001
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	£
Total income	781,215
Total expenditure	773,083
Expenditure per pupil	1,982
Balance brought forward from previous year	15,200
Balance carried forward to next year	23,350

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

### **Questionnaire return rate**

Number of questionnaires sent out	373
Number of questionnaires returned	310

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	28	1	0	1
My child is making good progress in school.	66	30	1	1	1
Behaviour in the school is good.	65	32	1	0	2
My child gets the right amount of work to do at home.	40	36	10	2	12
The teaching is good.	72	24	2	0	3
I am kept well informed about how my child is getting on.	53	37	8	1	1
I would feel comfortable about approaching the school with questions or a problem.	80	17	1	2	1
The school expects my child to work hard and achieve his or her best.	74	25	1	0	1
The school works closely with parents.	55	35	5	2	2
The school is well led and managed.	77	21	1	0	1
The school is helping my child become mature and responsible.	70	28	1	0	1
The school provides an interesting range of activities outside lessons.	56	30	5	1	8

### **Summary of parents' and carers' responses**

This was an overwhelmingly positive response to the questionnaire. The parents have very positive views of the school.

## **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**

66. The curriculum recommended nationally for the youngest children has changed since the last inspection. The Foundation Stage is now regarded as a discrete key stage encompassing the nursery and both of the reception classes.
67. Nursery children attend part-time either mornings or afternoons only. There are currently two reception classes. One reception class contains the oldest Foundation Stage children. The other class was formed in January for the summer born children. A few parents prepare their children for school routines by taking them to the mother and toddler group in St. Augustine's church hall prior to them starting nursery.
68. The school has effective procedures for admitting children into the nursery in September and January. Home visits are made and parents are invited to visit prior to the date of admission so that the children get used to the nursery environment. Following admission, parents are given advice about how to help their children at home. The parents are particularly pleased with the way the school makes individual children feel at home during their first few weeks at the school.
69. Children are assessed on entry to nursery against the Stepping Stones for the National Early Learning Goals for children in the Foundation Stage. The results of these assessments show that the children's attainment is well below average overall. Most are below that of other children of their age, some are well below and some are in line with expectations. Few are above and very few are well above average.
70. Children make good progress in the nursery, but the school's assessment results at the start of the reception year show that the achievements of many children in the personal social and emotional development; communication language and literacy and mathematical development to be still below the level expected for most children. The children make satisfactory progress in the reception classes but, on entry to Year 1, most are still below average in Personal and Social Development, communication, language and literacy skills, mathematics and knowledge and understanding of the world.
71. Resources for the Foundation Stage are satisfactory overall, but better in the nursery than in the reception classes. The needs of the Foundation Stage are given appropriate priority in the School Improvement Plan. Included in this is the improvement of provision for outdoor play for the reception class children, which the inspection team agrees should be a priority.
72. Teaching throughout the Foundation stage is based on helping the children to learn through carefully planned play activities but with more consistent emphasis on this in the nursery. Members of staff keep detailed records of each child's progress. This is especially effective in the nursery where one member of staff is responsible for recording the progress of a group of children. At present, however, the results of these assessments are not analysed systematically to set targets for different groups of children.
73. Children with special educational needs and children for whom English is a second language make satisfactory progress. These children are often supported in small groups by school staff. Children at the very early stages of speaking English are given skilled support from visiting bi-lingual adults on a one-to-one basis when this help is



available, which is very successful in helping them to integrate more fully into the school.

74. Relationships between staff and parents, and staff and children are very good. Parents are pleased with the education their children receive when they first start school and with the educational advice and guidance the school provides for them. The school has plans to develop this aspect of home and school liaison further.

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

75. This is recognised by the staff as a key focus for their work and as a result children throughout the Foundation Stage behave very well. Teaching in this area of learning is often good and sometimes very good. However, by the end of the reception year, attainment is still below average in this area of learning.

76. In the nursery, the children quickly learn to become independent. They know the nursery routines well. For example, they take off and put on their own coats, put their name cards in the special place that indicates that they are present. They help themselves to the equipment and resources they need, which they share with each other and return to their correct place. The older children set good examples for the younger children and help them to understand about taking care of other children's work. For example, when an older child and a new entrant were working side by side designing and making boats out of junk materials, the younger child went to use one of the models already on display. The older one gently took it away saying, 'No, darling. That belongs to someone else.' Another child when, on returning from the toilet, found someone else working on her painting made her feelings known but resolved the problem in a peaceful, mature way by saying, 'That was my picture, but you can keep it now. I'll do another one.' The older children have better levels of concentration than the younger ones, but overall this aspect of development is below average.

77. Many of the strengths in the nursery are also present in the reception classes. The teachers and teaching assistants talk to the pupils as they play and encourage social interaction and independence. However due to the layout of the classrooms and the inclusion of more formal teaching methods, the children have fewer opportunities to choose activities. When children are engaged on a task that really interests them their concentration span is good. Sometimes, however, they abandon the tasks they have been given very quickly through lack of interest. The children usually behave very well because all the adults' consistently expect them to.

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

78. Children enter nursery with well below average levels of attainment for their age. Good attention is paid to developing children's speaking and listening, and early reading and writing skills. As a result of this attention all children in the nursery make good progress. However, by the age of 6 the majority are still below expectations in their speaking, listening and reading and writing skills.

79. The oldest children in the nursery speak clearly in sentences. They know when to listen quietly and they speak confidently in a group. They answer questions about stories they have heard in phrases and sentences and ignore distractions of others listening to another story nearby. Some of the younger children new to the nursery have difficulty in concentrating on a story, but the older children listen attentively for approximately fifteen minutes. They know the words of simple songs and sing them with enjoyment.

80. When working in small groups with an adult, the children act out their favourite stories and explain why characters behaved as they did. Good quality adult support and

intervention helps the least able pupils to participate fully and to say clearly what they mean. The older children, for example, explain why Goldilocks should say sorry, to whom she should say sorry and why. They also recognise the differences in traditional stories retold by different authors.

81. Teaching in this area of learning is always at least satisfactory and at times good. The staff are good at telling and reading stories. They also encourage discussion of the story and ask questions that make the children think about what they have heard. This helps the children to develop an interest in books and positive attitudes to reading. In the reception classes, the children often sit in larger groups for story. This means that they have fewer opportunities to practise their spoken language. Also, teachers cannot be sure who has understood the story because there are insufficient opportunities for individual children to retell the stories they have heard or to predict what will come next.
82. By the end of the Foundation Stage many children recognise words on flash cards and read the first books from the reading scheme. However, they have too few opportunities to look at and share high quality picture books that they have chosen for themselves. They form letters correctly, but do not often practise their writing skills purposefully and independently in their play.
83. The reception class pupil at stage one of English acquisition is supported very well by a bi-lingual visiting teacher. This child's spoken English is developing well.

#### **Mathematical development**

84. The majority of children are below the average standard at the age of 6. Given that children's attainment is well below average on entry to nursery this represents satisfactory progress overall in the Foundation Stage.
85. Teaching in mathematics is sound overall, with some good features in both the nursery and reception classes. The teaching of mathematics in the nursery is consistently good. The children learn to count in a variety of practical ways using toys and mathematical apparatus. They learn about one more and one less in number songs and rhymes, and compare and measure things using words such as bigger, smaller, longer and shorter when using the building blocks to make beds the right size for each of the three bears.
86. Nursery children also engage in water play with the nursery nurse who helps them to develop the language of capacity very well. Children use words such as full and half full correctly and know, for example, that big containers hold more water than small one. The older children count accurately the number of cups it takes to fill a jug. By providing clear containers and coloured water the nursery nurse enabled children to see the level of the water in the containers easily. The children concentrated on this activity for a reasonable length of time and were eager to share their discoveries with both the nursery nurse and with each other.
87. Good teaching was observed in the reception class that built successfully on the children's previous learning in the nursery in this area by encouraging the children to work much more accurately and carefully. With help from an adult, the more able children poured water from each of the completely full containers in turn into a third container and compared the levels the water came up to. This demonstrated further aspects of capacity in a clear, practical way, which they understood well.
88. Reception class children also have the opportunity to play practically with number games and toys to consolidate and extend their understanding. In one lesson, a group

of children were sorting number cards in order 1–10, and then placing the correct number of counters on top. Many teaching opportunities emerged from this activity, but some were missed because of the priority accorded to the pencil and paper activity, which is inappropriate at this stage.

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

89. The children make satisfactory progress from a low starting point, but most of them will not achieve the levels expected for children of their age by the time they are 6. Teaching in this area of learning is satisfactory overall and sometimes good.
90. In the nursery, children make good progress because they engage in a wide range of activities both inside and out and have plenty of opportunities to discuss their work with adults. For example, they gain a good insight into how things grow by growing their own plants in the garden. Through playing with a wide range of construction toys from cardboard boxes to large building blocks, they develop basic designing and making skills. They gain an understanding of the qualities of different musical instruments by experiment with percussion instruments and talking about the different sounds that they make. Older children use simple computer programmes to enhance their learning.
91. The arrival of children in school from a varieties of countries provides very good first hand opportunities to help children develop respect for others and to begin to understand different cultures and beliefs. Just prior to the inspection, for example, the nursery had celebrated Chinese New Year. A parent had lent the nursery some items to discuss, which were then put on display.
92. In the reception classes, the children are given opportunities to extend their knowledge and understanding through practical activities. For example, sowing seeds in compost and watching them germinate and grow into plants helps them to understand that plants are living things that grow and change. They name parts of plants such as petal and leaf and know that most plants have green leaves and coloured flowers. They know too that humans and animals grow and change and name some parts of the body. The children begin to use information and communication technology as a tool for learning. For example, they draw diagrams of flowers using the computer that are accurate and help them to learn the different parts of the plant. The lack of space in the reception classrooms limits the opportunities that children have to experiment with construction toys and model making.

### **Physical development**

93. The majority of the children are on course to meet the expectations for their age in this area of learning.
94. In the nursery the children develop their awareness of space. They move around the nursery and outdoor area sensibly showing an awareness of one another. They also move freely from inside to the equally well resourced outside area. They are supported well by adults and encouraged to practise skills such as steering vehicles, climbing, balancing, throwing and catching. Both inside and outside the nursery children use tools, equipment and materials for a wide range of purposes such as digging, cutting rolling stirring and mixing.
95. The reception class children also develop fine manipulative skills well through such activities as writing, cutting and sticking. The older reception class children are confident when required to work in larger spaces such as the hall for physical education. For the younger reception age children, however, the number of children involved in playing ring games is too large for individual children to make the progress

they otherwise would. Their learning slows as they lose concentration during lessons in the hall that last too long.

96. At present, the reception class children go out to play all together with pupils in Year 1 and 2. The school is aware that is arrangement is not ideal for such young children and plans are underway to provide opportunities for the reception classes to go outside in small groups to practise their physical skills, improve their independence and play sociably together.

### **Creative development**

97. Most of the children are on course to meet the expectations for their age at 6 years. Their achievements by the end of the key stage are better in art and design than in music and drama.
98. In the nursery, children experiment confidently with musical instruments in small groups. The teacher intervenes appropriately to help them keep time to simple tunes and nursery rhymes. In the good lesson observed, a child building a model nearby started to bang the wooden blocks together in time to the music and the teacher included her quite naturally in the group. After the teacher had left, the children continued to play their instruments and began to dance as they played. They sustained their interest in this activity for a considerable time. Their sense of rhythm is in line with expectations for their age.
99. There are also opportunities for the children to play with instruments in the reception classes. However, the two reception classes join together to sing to a piano accompaniment in the hall for some lessons. This is far too large a group for the teachers to teach and for children of this age to learn effectively. In the lesson observed, only a minority of children joined in the singing and actions to the songs. Most were very restless and began to fidget. Four adults were engaged in supervising this activity which went on for far too long, leading to unsatisfactory learning.
100. Children in both the nursery and in reception classes experiment with a variety of painting and drawing techniques. They mix paints, make 'splodge' paintings, paint firework pictures, do leaf printing, and create pictures of things that interest them such as tigers, snails and birthday cakes. They also use a variety of materials and textures to make collages. They experiment with 'playdoh' to make three-dimensional models. They use a variety of different shaped objects with which to print. The standard of the work they produce was at the level expected for this age in terms of creative ideas and use of colour, shape and texture.
101. In daily role play and drama, children in the nursery act out stories they have heard both with an adult and on their own. They use their imagination, improve their spoken language and social skills and begin to develop an empathy with other people's points of view. They enjoy playing out the roles of characters in stories. In the reception classes, due to the organisation of the curriculum and lack of sufficient space, children have fewer opportunities to work in this way.
102. No dance lessons were seen during the inspection, but the school has been working with an outside dance group to gain ideas for dance in the Foundation Stage and to help children improve their creative skills and ideas.

### **ENGLISH**

103. Standards in English are below average, which was the case at the time of the previous inspection. However, the school has implemented a number of strategies

that are beginning to raise standards. These include improved parental support, full implementation of the National Literacy Strategy, early literacy intervention in Years 1 and 2, additional literacy support in Years 3 to 6, setting within some year groups and the use of booster classes to help prepare pupils for the national tests. The school will need to ensure that all these strategies are monitored and evaluated carefully to discover if all or some have been successful in helping raise standards.

104. Standards in speaking and listening are below average overall. Pupils throughout the school listen attentively to the teacher and show good levels of concentration. When challenged, pupils develop their thinking and reasoning skills well through questioning each other and exploring ideas together. During a Year 5 lesson on healthy living, for example, the pupils spoken presentations were of a high standard because they had suggested ideas, explored possibilities and reflected on their work before explaining their choices to the class. When they do not have sufficient opportunities for collaborative group work, discussion, debate and structured argument, pupils do not achieve as well. They lack confidence, do not speak clearly and do not develop an imaginative vocabulary.
105. Attainment in reading is in line with national expectations and pupils make good progress overall. Most of the pupils read aloud confidently and fluently with good expression. Year 6 pupils have a good understanding of books and how they are organised and used. They use encyclopaedias and dictionaries with confidence but few were sure about the best way to use a thesaurus. Pupils have a good knowledge of a range of texts although they have a lower than expected awareness of authors. In discussion, few identified more than a one or two authors who wrote stories appropriate for their age and development.
106. Standards in writing are well below average, but are improving following the introduction of clear programmes that develop the pupils' skills. They steadily develop a well-formed script until by Year 6, most pupils have a consistent, fluent and legible joined style. Most pupils are still writing in pencil in Years 5 and 6, however, when the use of a wider range of writing implements would be more appropriate to encourage individual styles and excellence in quality. Pupils are also beginning to achieve secure standards in spelling, punctuation and grammar. Most regular words are spelt correctly and punctuation marks such as commas and question marks are used appropriately. There is a balance between basic skills exercises and creative work following an increase in opportunities for pupils to write at length. Written work is clearly showing more structure with good use of paragraphs and interesting sentences. Throughout the school pupils present their work carefully and neatly.
107. Pupils who have special educational needs make satisfactory progress as a result of structured planning, effective support from teaching assistants and good use of 'additional literacy support' (ALS). Pupils with English as an additional language also make satisfactory progress overall. However, some pupils who have little or no English make slow progress because the school receives insufficient support from outside to provide the staff with the required expertise.
108. The quality of teaching and learning is satisfactory overall. Nearly half the lessons seen were good and half were satisfactory and just one lesson was found to be unsatisfactory. Effective features of good teaching across the school are:
  - good management of pupils, which ensures that they are all focused on the set task;
  - a good range of methods to include active participation by pupils, collaboration and independence;
  - teachers' good knowledge and understanding, which ensures that tasks are

- relevant and sufficiently challenging so that pupils of all abilities are fully engaged;
  - joint planning between teachers in each year group, ensuring that all pupils have equal access to the curriculum;
  - learning objectives that are clear and concise, shared with the pupils and regularly revisited during lessons to keep the pupils fully aware of their progress.
109. There are examples of good practice in all areas, particularly in lessons with the older pupils. A good poetry lesson with a Year 6 class, for example, involved pupils working collaboratively on their group tasks and not requiring teacher intervention. The teacher also used a variety of questioning techniques to challenge the pupils to reflect on their learning. Her use of appropriate vocabulary extended the pupils' understanding of the structure of a variety of poems. This encouraged good listening and challenged the pupils both to think about their task and explain their thoughts clearly to other pupils. The teaching assistant working with a group of lower attaining pupils used her knowledge of the pupils' needs well, and the clear guidance provided by the teacher ensured that effective learning took place for this group also.
110. The main areas for improvement identified during the inspection are:
- teachers expectations of pupils, especially the more able, are not high enough;
  - there are too few opportunities for collaborative group work;
  - pupils are not sufficiently encouraged to become independent learners;
  - the emphasis in teachers' marking is too often on layout and on praising effort rather than on providing constructive criticism and suggesting strategies for improving the quality of the work.
111. Teaching assistants work effectively with pupils who find reading difficult and the 'guided reading'<sup>3</sup> sessions within the lessons have been used to good effect. Teachers also use a range of resources and schemes successfully to promote interest in reading, extend tastes in literature and support the development of reading skills across the school. The school has improved the guidance given to parents to support their children's reading. The home-school agreement and the 'book-weeks' also encourage positive attitudes to reading. However, the impact of these initiatives is impaired by a lack of consistency between classes in the implementation of them and the limited use of the library as a key learning resource. Some of the younger pupils are encouraged to take books home on a daily basis, but others are not, and during the period of the inspection, few pupils were observed using the library in a regular and systematic way. The library is an extension of the entrance foyer. It is too small to accommodate more than a few pupils at any one time or to display the available reading material effectively. This prevents its use for lessons in library skills and limits its effectiveness as a reading and reference resource.
112. The English co-ordinator and senior staff have improved the co-ordination of planning to ensure that the National Literacy Strategy is fully implemented. The good improvements since the last inspection include:
- the adoption of a scheme of work and a wider range of assessment strategies;
  - the sharing of clear, precise learning objectives with the pupils;
  - the introduction of a number of specific strategies to raise standards of English.
113. The school shows a willingness to embrace new ideas and has a good capacity to continue improving provision and standards.

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<sup>3</sup> In guided reading sessions, which take place during literacy lessons, pupils within a group read aloud in turn from a set text under the teacher's supervision. This enables the teacher and pupils to discuss the shared text together and work on improving a range of reading skills.

## MATHEMATICS

114. Pupils' attainment is below national expectations in Year 6. However, the improving trend evident over the past four years is continuing. The pupils are achieving well between Years 3 and 6 because of good teaching. Attainment is below the national expectation in Year 2, but the pupils' achievement is sound. There were no differences noted between the performance of boys and girls during the inspection. The school has made satisfactory improvement in the subject since the last inspection.
115. Pupils in Year 2 accurately count to 100 and have a sound understanding of tens and units place value. Higher attaining pupils use their knowledge and understanding of number facts to solve subtraction up to 100. They explain the pattern that emerges as they repeatedly subtract a number, say 4. Lower attaining pupils work out each calculation accurately, but do not see the pattern that emerges. The pupils have a sound knowledge of shapes. For example, in Year 1 pupils identify the difference between a cube and a square. More able pupils in the class correctly identify and name squares, circles, triangles and rectangles.
116. By Year 6, the majority of pupils have a sound number skills and readily apply these to solving problems. They add, subtract, multiply and divide mentally and use written methods to multiply and divide to 2 place decimals. Higher attaining pupils use correct mathematical language when compiling data. For example, they accurately describe what is meant by a tally, range, mean and frequency when recording their findings after throwing some dice repeatedly. Pupils of different abilities make good progress. For example, in Year 5, lower attaining pupils multiply by 5 and 10. More able pupils halve a number and multiply by 5 or 10 independently. Teachers use mathematics lessons effectively to improve the pupils' English skills. For example, because all the teachers insist on it, pupils use appropriate mathematical vocabulary such as 'triangle', 'subtraction' and 'equivalent'. They listen attentively and are eager to share their findings with the teacher and class. The subject also makes a positive contribution to the pupils' social development through opportunities for collaboration.
117. The overall quality of teaching in Years 1 and 2 is of a satisfactory quality. In Years 3 to 6, teaching is good, with one very good lesson seen during the inspection. Effective teaching methods used in the best lessons include:
- good use of the National Numeracy Strategy. Lessons begin with an effective and snappy session of mental mathematics that motivate the pupils and stimulates their thinking skills;
  - good planning and organisation of lessons to ensure that all pupils' in each set are fully included in all activities;
  - the use of open-ended questioning to prompt pupils' thinking and probe their understanding. This interests the pupils and motivates them to greater effort. In the very good lesson seen, for example, the teacher raised questions to make pupils 'think like young mathematicians';
  - good use assessment information to build on what the pupils already know.
118. In the less effective lessons seen, an over-directive style of teaching was used, with too much reliance on the commercial scheme adopted by the school. This leads to a lack of opportunity for all the pupils to apply the skills they have acquired to new and interesting problems and investigations.
119. Assessment procedures are used to place pupils in sets according to their attainment, but the information is not used as well as it could be to ensure all pupils are fully stretched. Class management is good throughout the school, and relationships are

good between all adults and pupils. These factors have a positive impact on the pupils' achievements in lessons. Marking is not used as effectively as it could be as a tool for improving the pupils' work. In the better examples seen, teachers indicate where pupils understand concepts and where they need help and support to take their learning forward, but this is not a consistent feature across the school.

120. Although the ICT suite is used to support learning in mathematics, this aspect of the pupils' work needs further planning to ensure that ICT is fully utilised by all classes in the school.
121. The quality of leadership in mathematics is good. The recently appointed co-ordinator is fully committed to raising standards and levels of achievement for pupils of all abilities throughout the school. She is fully aware of the shortcomings identified in the inspection and is currently undertaking a review of how mathematics is being taught in order to identify how improvements can be made. Resources for the subject are good.

## SCIENCE

122. Standards are below average at the end of Year 2 and Year 6. Although the work in the pupils' books confirms that most of them reach the expected Level 2 and Level 4 respectively, not enough pupils reach the higher Levels 3 and 5 to bring overall standards up to the national average.
123. By the end of Year 2, the pupils have a good spread of knowledge, from what foods are required for a healthy diet to the basic properties of common materials. They have an above average knowledge of some aspects of material. For example, they understand that some changes in materials, such as butter melting, are reversible, while others, like wood burning, are not. Their work shows the use of a range of experimental skills at the expected level, with diagrams, graphs and charts used to present results. There are also one or two examples of above average skills, for example, the use of a pie chart rather than a bar chart to record results. As a rule, however, the content of most of the experimental work seen was similar, regardless of the pupils' abilities. More able pupils, for example, do not provide more detailed scientific explanations of what they have observed than other pupils do.
124. The work samples in Year 6 show a good spread of knowledge and understanding. The pupils have a good grasp of the basic categorisations of plants and animals and of the workings of the human body, for example. They have built on their earlier knowledge of a healthy diet to classify foods according to their health-giving properties. However, there are very few examples of higher attaining pupils using scientific ideas and vocabulary to explaining their findings. There are also few examples of them raising further questions to explore. The higher attaining pupils show themselves capable of higher order scientific thinking, as was illustrated in a Year 6 lesson on forces. The pupils gave very coherent explanations of their observations, using good scientific vocabulary. For example, they explained fully and clearly that the speed of descent of a parachute would vary according to the area of the parachute because of the effect of air resistance.
125. The pupils make good progress in making general statements throughout Years 3 to 6. For example, following an experiment making a car travel along the ground using an elastic catapult device, a Year 3 pupil concluded that: 'the further I pulled the elastic band, the further the car travelled.' Learning is good in this aspect of investigative science because the teachers take an active role in leading the pupils towards such statements. However, there is a lack of opportunity for individuals to explore their own



ideas and methods in some lessons.

126. The quality of teaching is good overall. It is consistently good in Years 3 to 6 and satisfactory in Years 1 and 2. The main strengths in the teaching in this key stage are:
- very good management of the pupils so that behaviour is very good, lessons proceed smoothly and the pupils work at a good rate;
  - good preparation of resources to support experiments, for example, flower samples for all the individuals in one Year 5 class;
  - good direct teaching that engages the pupils in discussion of the concepts being taught so that they are fully aware of what they are learning and have opportunities to practise and extend their speaking skills;
  - good questioning to gauge the extent of the pupils' understanding and knowledge, for example, in a Year 3 discussion on rocks in which the pupils were amazed at the range of objects they thought of that originated in the earth;
  - good use of homework to consolidate and extend learning in lessons;
  - good teamwork between teachers and teaching assistants. This especially helps lower attaining pupils and pupils with special educational needs or with English as an additional language to understand the ideas being taught in many lessons;
127. The main areas for further improvement in the good lessons in Years 3 to 6 are:
- to engage the pupils more in a dialogue about their work. The marking in the books is not helpful in this respect as it concentrates on presentation rather than content. In some cases, neat presentation is praised and rewarded when errors are overlooked. For example, a Year 5 pupils gave avocado pears a lower health rating than less healthy foods, but the work was praised for neatness. The pupil was not asked to justify the classification and to engage in further research into *why* the foods were classified as healthy or not;
  - to provide more opportunities for pupils to do things their own way and to 'make mistakes', from which they might learn. For example, in a good lesson in Year 4, the pupils watched as the teacher tilted a board on which they had place samples of different liquids to observe the different speeds at which the samples ran down the board. The pupils learned the key points well, and remembered them in the final discussion. However, they did not extend their experimental skills by, for example, devising their own 'fair tests' for 'runniness'.
128. Teaching is satisfactory in Year 1 and Year 2, but learning through experimentation and investigation is not as well established as it is in Years 3 to 6. The lesson seen in Years 1 and 2 was satisfactory. The teacher was successful in getting over the main safety rules about using electricity and the difference between battery and mains powered implements. However, the introduction was too long. Some of the pupils lost interest very quickly and needed a lot of coaxing from the teaching assistant to pay attention. The tasks were not practical enough, especially for the lower attaining pupils, who struggled to produce the required amount of writing instead of engaging in practical activities aimed at consolidating and extending their understanding.
129. The pupils develop and use literacy and numeracy skills through science. For example, an a Year 4 lesson in which the teacher gave some of the pupils the freedom to arrange their own investigation into how to classify solids, they used and improved their speaking skills in discussion and argument on how to proceed. The pupils also use their mathematics skills to measure and record results of experiments. These opportunities are sometimes taken when they arise, but are not systematically planned. Good examples were also seen of teachers using science to improve the pupils' spiritual development. For example, lessons on rocks in Year 3 ands flowers in Year 5 deepened the pupils' appreciation of the wonders of the natural world.

130. The recently appointed co-ordinator manages the subject well, ensuring that all classes follow the set scheme of work. She is not a specialist in the subject, but is taking steps to update her knowledge and skills so that she can give a clearer lead on how to raise standards. Some monitoring of work samples has been done, but the co-ordinator's release time does not coincide sufficiently with science lessons being taught for effective monitoring and evaluation of teaching and learning to be undertaken. Procedures for ensuring pupils health and safety in lessons are good.

## **ART AND DESIGN AND DESIGN AND TECHNOLOGY**

131. During the week of the inspection only a limited number of lessons were observed in art and design, and design and technology. Judgements about attainment in both subjects are supported by a scrutiny of pupils' previously completed work, a review of teachers' planning and assessment files, and discussions with subject co-ordinators, teachers and pupils. By the end of Year 2 and Year 6 pupils' attainment in art and design is above national expectations, with all pupils achieving well in lessons and making good progress over time. This maintains the standards identified in the previous inspection. Standards match national expectations at the ages of seven and eleven in design and technology. Pupils achieve satisfactorily in lessons and make sound progress over time. The school has made satisfactory improvement in both subjects since the last inspection.
132. In design and technology, Year 2 pupils have worked with a range of materials including dowling, cotton reels, thread and plasticine. Their work reflects sound skills in fixing and joining different materials and a sound understanding of the full design process. For example, after making wind-up mechanisms, the pupils made good evaluations of how successful their designs had been. In Year 6, pupils understand the importance of designing and making for a specific purpose, and the need to find out if their design or model had been successful. For example, pupils know that a slipper can be either 'functional' or 'decorative', and they evaluated their finished products accordingly. This is the nationally expected level of skill.
133. The quality of art and design work is above national expectations throughout the school. In Year 2, for example, the pupils' observations of the work of great artists such as Van Gogh, have help them create good quality observational drawings of sunflowers with an emphasis on form. Pupils in Year 1 have used pencil, paint and charcoal to create good quality observational drawings of flowers and shoes. Their 3-dimensional sculptures of flowers using paint and fabrics were also of above average quality.
134. As pupils progress through Years 3 to 6, they continue to develop skills well in both subjects. In a Year 3 lesson, for example, pupils used the work of William Morris to create 'repeating patterns' using a roller and printing block. More able pupils in the class understood how this process was used by Morris to create his well-known wallpaper designs. Pupils also develop their skills of working with a variety media through activities that allow for differences in prior attainment. For example, in a Year 4 lesson, pupils created observational drawings of chairs, designed for a specific purpose and person. More able pupils in the class used shading to create both form and tone to their chairs. Lower attaining pupils in the class made good progress with adult support in practising this technique separately for later use in their drawings.
135. The overall quality of teaching seen in both subjects is of good quality. Teachers' have secure knowledge and understanding and use questioning effectively in lessons. For

example, in a design and technology lesson, the teacher told the pupils 'to think like designers' and asked questions that required them to do so. In all lessons seen there was a good rapport between the staff and pupils, which has a clear impact on their achievements in lessons. Pupils' attitudes to both subjects are good. They are keen to learn new techniques, and share their successes with other pupils'. The pupils' work is effectively displayed, creating a stimulating environment for everyone in the school.

136. Both subjects make a positive contribution to pupils' spiritual, social and cultural development. For example, working in small groups on joint projects enhances their social skills; learning about the work of great artists such as Van Gogh, William Turner and William Morris extends their aesthetic appreciation. Teachers' also develop literacy skills through the use of specialised vocabulary such as 'pattern' 'draft' and 'designer'. Although ICT is used to support learning, for example through the use of a programme to create patterns in the style of William Morris, it needs to be used more consistently across the school. Good connections are made between the pupils' learning in these subjects and their scientific knowledge. For example, in a Year 1 lesson in food technology, the pupils differentiated a pineapple from a passion fruit by differences in texture, colour and smell.
137. The quality of leadership and co-ordination in both subjects is good. Both co-ordinators monitor planning on a termly basis to ensure progression and continuity in both subject areas. Assessment procedures are being piloted for both subjects, and should be in place as formal whole school systems by the summer term. Resources for both subjects are adequate, and are accessible in classrooms or in central storage points.

## GEOGRAPHY

138. As at the time of the last Inspection standards in geography match national expectations at the end of Year 2 and Year 6. Pupils make satisfactory progress in both key stages. No lessons in geography were observed in Years 1 and 2, but evidence from the scrutiny of work shows that the pupils develop sound geographical skills through their study of the local environment. They visit the local park, draw and illustrate maps, use geographical terms such as near, far and north and south, and are able to identify features that are common to most parks and those which are particular to their park.
139. In Years 1 and 2, the school appropriately links geography to history. In addition to first hand experience gained from visiting the park, pupils use maps, books, photographs and interviews with parents and grandparents to compare what they see in the park today with the way it used to be. This helps them to understand how the park evolved and became the place they know today.
140. In Years 3 to 6, children build satisfactorily on these skills as they learn about places farther afield. In Year 3, pupils use an increasing variety of sources such as the Internet and literature from travel agents, as well as maps, to learn about weather around the world. In Year 4, the more able children show good skills in their use of the contents and indexes of maps and atlases to locate different countries and towns. In Year 6, pupils use expected levels of skill to compare their own locality with that of the Isle of Wight. They plan the route, for example, and find out if passports are needed to enter the island.
141. The quality of the teaching was good in three of the four geography lessons observed in Years 3 to 6 and very good in the other. Resources, including talks from people who have visited the countries being studied, are used well to motivate and interest pupils. As a result, pupils enjoy their geography lessons. They are enthusiastic about the subject, show real interest and ask thoughtful questions. They behave very well and make good progress in lessons. When given the opportunity, pupils are able to speak articulately about what they have learnt. In the very good lesson observed in Year 3, the teacher built upon work done previously, set deadlines for completion of work, and had high expectations of the children. She used carefully selected resources and encouraged children to work together and share information so that the more able helped the least able to succeed. The pace of the lesson was just right. The children were allowed sufficient time to find things out and then given the opportunity to share what they had discovered with the rest of the class. The teacher then helped the children to identify appropriate pieces of information, for example, the features of a country that would make the most significant impact on a travel poster. This lesson improved the pupils' knowledge and research skills in an interesting way, helping them to make very good progress.
142. The co-ordinator has only recently taken on the role. He monitors the teachers' plans to ensure a coherent curriculum throughout the school and plans to audit and reorganise the geography resources. These are generally sufficient but have been built up over time and some of the atlases are now out of date and need replacing. The co-ordinator is aware of this and of the need for computers to be used more widely to support the teaching and learning of geography throughout the school. Assessment in geography has not yet been established. The co-ordinator is currently investigating methods of assessing pupils' progress in geography that will be effective but not too time-consuming for staff.

## HISTORY

143. Standards match national expectations at the end of Year 2 and Year 6 as they did at the last inspection. Pupils make satisfactory progress throughout the school. In Years 1 and 2, they compare past and present times through, for example, considering the differences in tools and equipment used for various purposes in the home. They can tell that some items are relatively modern because of the materials such as plastic from which they are made. The relevant questions they ask about stories and photographs from the past demonstrate a sound understanding of history for their age. The pupils are beginning to put things in chronological order, using appropriate vocabulary such as 'a long time ago'. They record their work to a sound standard using pictures and narrative accounts.
144. In Years 3 to 6, pupils build successfully on the sequencing skills learned in Years 1 and 2. They develop an understanding of the characteristics of past times and give well thought out reasons why people behaved in the way they did. By the end of Year 6, pupils understand the nature of historical enquiry. They recall, select and organise a range of 'primary' and 'secondary' sources of information to find things out and present their findings neatly by means of illustrations, charts, graphs and reports. The work in the pupils' books in each class throughout the school is all presented in the same way, however, and the content is almost identical. This indicates that the recording the children are asked to do is over-directed by the teachers. The more able pupils are not extending their skills by individual and small group research, for example. At present, pupils do not use computers often enough to find things out or to record their findings.
145. Five history lessons were observed, three in Years 1 and 2, and two in Years 3 to 6. The teaching was judged to be satisfactory in all three lessons observed in Years 1 and 2. Lessons are well planned and enlivened by the use of historical artefacts. In some lessons, the teachers talk for too long, however. This leads to restlessness and inattention among the pupils, who are nevertheless well behaved. At the end of the teachers' introduction in one lesson seen, only a few children were given the opportunity to contribute to the class discussion. Great efforts are made to include pupils who are in the early stages of learning English. For example, in Year 2, the teacher helped one such pupil to present her work to the rest of the class and promised to ask the child's mother to bring her Chinese Crossword Game to school to show the rest of the children. However, on other occasions, pupils with little English failed to understand the lesson despite the well-meaning support of a classroom assistant.
146. In Years 3 to 6, teaching in one of the lessons observed was good and in the other very good. Lesson objectives are clear and are shared with the pupils. The teachers have good subject knowledge and use correct terminology. In the very good lesson the teacher teased out what pupils already knew by rephrasing questions and giving clues thereby keeping them interested and making them think hard. The classroom assistant gave very effective support to the low attaining pupils and those for whom English is a second language. The rest of the class were paired so that those who were less confident in reading were supported by a more able pupil. This enabled all pupils to succeed in the historical sequencing task in which they were engaged. The teacher made the lesson fun as he helped pupils to use primary and secondary sources of historical information. He further enhanced their skills of enquiry by making it plain that they did not have to agree with each other's findings provided they had good reasons not to. As a result, all the pupils were very interested in the task. They readily engaged in the 'treasure hunt' of researching, behaved very well and made very good progress throughout the lesson in researching information and presenting their

findings.

147. An appropriately qualified member of staff manages the subject. She monitors the planning throughout the school but, as at the last inspection, has not yet had the opportunity to monitor the teaching in the subject. At present there is no formal assessment of the pupils attainment or records of their achievements in History. The schools resources are satisfactory and supplement by loans from the school library service and from the local museum. The pupil' learning is enhanced by field trips for each year group.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

148. Standards in information and communication technology exceed national expectations. The school has made good progress since the last inspection, as the standards in Years 1 and 2 have improved and those in Years 3 to 6 have been maintained. All pupils, including those identified as having special educational needs and those learning English as an additional language make good progress.
149. By the end of Year 2, the standards pupils achieve are above the expected level for their age. This is due to the good teaching they receive. For example, they use a 'computer atlas' to find routes and are developing a good awareness of directional language and maps, plans and scale. These skills enhance their learning in geography.
150. Standards at the end of Year 6 are also above the level expected for this age group. The pupils make good progress in keyboard and general computer skills throughout the key stage. In Year 3 pupils send and receive e-mail messages effectively. Year 4 pupils make good progress in using computers to control events. For example, they create their own instructions to direct the movements of a 'turtle' on screen to produce a desired pattern. In Year 5, pupils use computers well to handle information. They enter data on spreadsheets use the correct terminology, for instance 'cells', 'columns' and 'rows' and save the work they complete. By the end of Year 6, pupils are very confident and adept in the use of computers and use them very effectively to aid their learning. For example, they have a good understanding of databases and how they are used to store information in an organised way and use 'search engines' to extract information from the Internet in a particular subject.
151. The quality of teaching in Information and communication technology is good overall, with examples of very good teaching in Year 4. The teachers and teaching assistants work well as a team. They prepare lessons and resources thoroughly. They have high expectations for what the pupils will learn and teach basic skills effectively. The level of staff expertise is generally good, and teachers use a good range of methods to facilitate learning. They explain new procedures clearly, allowing pupils to demonstrate where possible, and organise a good range of 'hands on activities' that are well-matched to the pupils needs and take their learning forward in manageable stages. They give good guidance to the pupils on how to develop and improve their work so pupils of different ability levels make good progress relative to their prior attainment.
152. The curriculum for information and communication technology is well thought through and consistently implemented. This contributes greatly to the effective teaching and learning that takes place. The computer suite is a well-equipped and workstations are in the process of being established for year groups. For example, Years 5 and 6 have a workstation of four computers to use when the suite is occupied. There are also other good resources such as a digital video camera and a digital camera.

153. Leadership and management of information and communication technology are good. The co-ordinator supports colleagues well, using good subject knowledge to help them prepare or adapt lessons when necessary. The use of information and communication technology to support learning in other subjects is satisfactory. It is used well in some subjects, for instance English mathematics, geography and history, but not in others, for example, music. Plans are in hand to improve this aspect of provision so that all subjects are covered. Assessment procedures have been developed but these are still to be implemented across the school, although the staff make perceptive informal observations of the pupil's progress in acquiring skills and knowledge.

## **MUSIC**

154. Standards match national expectations at the end of Year 2 and Year 6. By the age of eleven the pupils sing well. Those pupils who attend the choirs are particularly good at singing in harmony. They have sound skills in other aspects of the subject. For example, they play accompaniments and simple tunes on pitched percussion instruments, such as glockenspiels, and use these skills to contribute to school productions. Those pupils identified as having special educational needs and those learning English as an additional language make satisfactory progress.
155. By the end of Year 2, pupils recognise a pattern in a melody and maintain a simple beat. They sing tunefully as they gain confidence and improve their diction and awareness of timbre. In Year 3, pupils extend their listening and composing skills at a satisfactory rate. For examples, they create patterns of sound to music by performers such as Bob Marley. Year 4 pupils use repeating musical patterns well to create their own accompaniment to pieces. In Year 5 and Year 6, progress is particularly good in singing.
156. The quality of teaching in music is satisfactory overall and good or very good on occasions. The best lessons observed had a good level of pace and challenge, and built on what the pupils had already learned. There is a good range of musical expertise amongst the staff which is used well to improve learning throughout the school. For example, singing is taught by the co-ordinator for the subject, to different age groups each week on a rota basis. Good use is also made of the expertise of the visiting pianist, especially to improve the quality of singing in Year 5 and Year 6. The pupils enjoy the lessons, behave well and make good progress in their singing because they are well motivated. In lessons in Years 1 and 2 the use of a commercial music scheme sometimes restricts the amount of practical work the pupils can do. In some lessons, there are insufficient resources for all the pupils in the class to explore the sounds that musical instruments can create.
157. The leadership and management of music in the school is good and have enabled various improvements to take place. For example, resources have been audited, updated and improved, although the co-ordinator would still like to develop the use of information and communication technology in music. There are assessment procedures in place, but these are still to be implemented across the school. There has been satisfactory improvement since the last inspection. Music is used well to promote the pupil's spiritual, moral, social and cultural development. For example, pupils go to Leeds Town Hall for concerts and have opportunities to join the choir and Irish music and recorder clubs. The pupils have good opportunities to share their musical skills, for instance Year 6 pupils play instruments at the local church during a production of the Nativity.

## PHYSICAL EDUCATION

158. During the period of the inspection it was only possible to observe a limited part of the curriculum but evidence was also collected from discussions with staff and pupils, scrutiny of documentation and observing a range of extra-curricular activities. Overall standards match national expectations at the end Year 2 and Year 6. Attainment in games is a particular strength, being above national expectations. Pupils, including those with special educational needs, achieve well and girls and boys participate equally in the full range of curricular and extra-curricular activities. There is no difference in the attainment of boys and girls. Girls achieve very well in games such as football and basketball.
159. By the end of Year 2, pupils appreciate the benefits of regular exercise and are aware of the need to warm up before and cool down properly after exercise. In gymnastics the pupils are enthusiastic but lack control over their movements. In the lessons seen, they were initially unimaginative in their response but made considerable progress throughout the course of the lesson. For example, they were beginning to vary the direction, speed and levels at which they worked while developing a sequence of movements. The use of demonstrations by both teacher and pupils helped to provide them with ideas to incorporate into their own sequences. The pupils' ability to evaluate their performances and suggest possible strategies for improving the quality of their work is satisfactory, but not very well developed.
160. By the age of eleven pupils have good games skills and the school is able to produce teams of a high standard who perform well in local competitions and festivals. Much of this success is due to the high number and good quality of a range of extra-curricular activities, which are open to all pupils irrespective of ability. Good use is made of coaching expertise provided by local clubs such as Leeds United F.C. and Leeds Rhinos RUFC and a number of other outside agencies. Pupils reach the National Curriculum expectation in swimming for 11-year-olds well before the end of Year 6 because of the regular lessons provided at the local pool in Years 2, 3 and 4.
161. Overall the quality of teaching is satisfactory. One third of the lessons seen were good and the rest satisfactory. Throughout the school the strengths in teaching include:
- good subject knowledge, with staff confident in what they are teaching and having a range of strategies to motivate and stimulate the pupils. For example, in a Year 2 dance lesson pupils were given the opportunity to respond to musical stimuli and encouraged to develop a range of movements through which they improved their control and co-ordination;
  - good class management ensuring a brisk pace to lessons and full participation by pupils in a range of activities;
  - effective use of demonstrations, allowing pupils to observe good practice and use it in their own work.
162. The areas for further development include:
- providing regular planned opportunities for pupils to evaluate their own work and that of others; For example, in a Year 4 lesson, the teacher enabled pupils to improve the control of their balances and the imagination with which they linked their movements through observing each other. However, they were not asked to deepen their understanding by having to think hard about the quality of their work and say for themselves what worked well and what could be improved;
  - further development of individual assessment to ensure planning is focused on the needs of both individuals and specific groups of pupils.



163. The leadership and management of the subject by the enthusiastic and knowledgeable co-ordinator are good. A number of well-qualified staff give good support. The co-ordinator has clear priorities for development and these are identified in school development planning. Resources are good and well used. Each class receives only one lesson of physical education per week, although this is up to one hour in length. This is having a negative impact upon standards as only one area of the curriculum is covered in each block of time and pupils are spending some time revising and revisiting particular aspects of the subject before observable progress is made. This was seen in the Year 5 gymnastics lesson, in which the pupils' control and co-ordination in their movements was similar to that exhibited by the Year 4 pupils.