

## **INSPECTION REPORT**

**MIDDLETON ST PHILIP'S CATHOLIC PRIMARY  
SCHOOL**

Middleton, Leeds

LEA area: Leeds

Unique reference number: 108033

Headteacher: Mrs B Forbes

Reporting inspector: Ms A Gribbin  
2500

Dates of inspection: 16 – 19 October 2000

Inspection number: 225201

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	St Philip's Avenue Middleton Leeds West Yorkshire
Postcode:	LS10 3SL
Telephone number:	0113 2716763
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Appropriate authority:	The governing body at the above address
Name of chair of governors:	Rev. Fr. Stephen Brown
Date of previous inspection:	12 January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
A Gribbin 2500	Registered inspector	English	What sort of school is it?  The school's results and achievements  How well are pupils taught?  How well is the school led and managed?
V Lamb 11358	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?
S Noble 29380	Team inspector	Mathematics  Art and design  Design and technology  Geography  History  Areas of learning for children in the Foundation Stage  Equal opportunities	
P Houghton-Hill 18170	Team inspector	Science  Information and communication technology  Music  Physical education  Provision for pupils with special educational needs	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

St. Philip's Primary School is a voluntary aided Catholic school for pupils aged three to eleven. It is situated to the south east of Leeds, but serves a much wider area. The school has 177 pupils. The proportion of pupils with special educational needs is above average, with 29% of pupils on the register and 2% with statements of special educational needs. The majority identified for external support have a moderate learning difficulty. Very few pupils are from ethnic minority family origins and no pupils are learning English as an additional language. The school serves a very diverse area, and some children from Traveller backgrounds attend the school. The proportion of pupils taking up free school meals is in line with the national average, although the school reports that this does not reflect the true entitlement. Local data suggests that the school serves areas of relatively high social and educational disadvantage. On entry to the Reception class attainment is average, but a significant minority of pupils have below average skills, especially in language and literacy.

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

St. Philip's Primary is an improving school. Good leadership and management have ensured that good progress has been made since the last inspection. Standards have improved significantly at Key Stage 1 and, although published results have not improved at Key Stage 2, the progress pupils are now making is good. The school's targets for attainment at Key Stage 2 next year suggest that standards will improve although they will remain below average, especially for English. The inspection findings confirm that good teaching is contributing to the good progress being made by pupils, especially in classes at the end of both key stages, where progress is very good. The school is well placed to improve further. Given the current standards attained by pupils the school is judged to provide only satisfactory value for money. However, the recent significant improvements mean that the school has the capacity to provide good value for money in the future.

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

- The school is very well led by the headteacher and deputy headteacher. They work very effectively as a team and have a clear focus on raising standards.
- Overall the teaching is good, and some is very good.
- The progress pupils make is good overall. It is very good in Years 2 and 6, and good in Year 4.
- Pupils' attitudes to school and behaviour are very good. Very positive values are shared by staff and pupils.
- The curriculum planning and learning environments provided for pupils in the Foundation Stage are good.
- There is good provision for pupils with below average skills and with special educational needs in literacy.
- Effective links are made with parents.
- A good range of activities is provided outside lesson time and good use is made of local facilities.
- The recent improvements have been significant, and there is a very strong commitment to continued improvement. The school's capacity to sustain continued improvement is good.

## What could be improved

- The standards achieved by pupils in English at Key Stage 2, especially in writing, and in information and communication technology (ICT) throughout the school.
- The consistency of the quality of teaching so that the small proportion of unsatisfactory teaching improves. There is also a need to ensure that the satisfactory teaching has more good features and contributes to more consistent progress for pupils in their learning.
- Subject co-ordinators have not fully developed their roles, especially in monitoring and supporting colleagues in identifying the next steps in learning for classes and groups of pupils.
- Assessment information is not used fully to ensure the work set matches the range of pupils' abilities and to identify what groups of pupils and individuals need to do to improve further, especially in English, mathematics and science. Pupils are not sufficiently involved in assessing their own progress.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Significant improvements have been made in the school since the last inspection. Standards have improved at Key Stage 1, particularly in literacy. Although published results at Key Stage 2 have varied over recent years, and were well below average in 2000, the attainment in most subjects during the inspection was judged to match the national expectation. In English at Key Stage 2, where attainment is judged to be below expectation, especially in writing, pupils are making good progress from a low base. The school is on course to meet the targets for English and mathematics set for 2001. However, attainment in ICT is judged to remain below national expectation at both key stages.

The school was judged to have serious weaknesses by the last inspection. In the main the issues identified for action have been addressed well by the governors and senior management. The school no longer has serious weaknesses and is now in a position to improve its cost effectiveness. Standards have improved in literacy for children under five and at Key Stage 1, and they now broadly match the national expectation. Planning and resource provision for the identified foundation subjects have improved, and staff training has taken place. The school is therefore well placed to further improve standards in these subjects. The management and leadership of the school are now very significant strengths, an effective School Improvement Plan is in place and financial management is good. Guidance to staff on planning has improved and guidance on assessment is developing, although there are still areas for improvement here. Procedures for monitoring attendance, for child protection and for ensuring health and safety are fully established and known to all staff. All statutory requirements are now fully met. The repairs to the accommodation have been very significant. The quality of teaching was not specifically identified for improvement in the last inspection, but has improved and is now good overall.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	E	C	B
mathematics	D	E	C	B

**Key**

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



science	C	E	C	B	well below average	E
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Standards in the national test for seven-year-olds in reading, writing and mathematics were well below the national average for the three years 1997-1999. In 1999 reading and writing results were well below the national average, and results in mathematics were very low. Comparisons with similar schools reflect performance well below the average. In 2000 the test results improved significantly at Key Stage 1. The proportion of pupils achieving the target Level 2 in reading exceeded the national average, and in writing it improved to match the national average. In mathematics and science results at Level 2 and above improved but remained below the national average. However, in reading, writing and mathematics the proportion of pupils achieving higher levels exceeded the national average, and in science they improved to approach the national average. These results mean that overall the school performed well at Key Stage 1 in comparison with similar schools. During the inspection these improvements at Key Stage 1 were confirmed. Attainment was judged to match national expectations in reading, writing, mathematics and science. Standards were judged to match expectation in all other subjects where judgements could be made except in ICT, where standards are below national expectation. No judgements were made on standards in geography, history and music because of limited evidence.

Results in national tests at Key Stage 2 have varied over recent years. In 1999 results showed significant improvement on the previous two years, with performance matching the national average in all subjects, and being above the performance of similar schools. In 2000 results again fell to well below the national averages for all three subjects, and well below the results in similar schools. Mathematics results were particularly poor. These poor results matched the target set for English for this group in consultation with the Local Education Authority (LEA), but were below the target for mathematics. In part the poor attainment reflected issues related to that particular group of pupils. Targets for 2001 predict improvement, although results are expected to remain below the national average in both mathematics and English. They are expected to approach the national average in science. If achieved these results will represent a rising trend. Inspection evidence reflects these targets. In mathematics and science standards are judged to be in line with national expectation across Key Stage 2, but in English they are below the expectation at the end of the key stage. In ICT standards are again judged to be below national expectation by the end of the key stage. In art, design and technology and physical education standards are judged to match national expectation. No judgements were made during the inspection on standards in geography, history and music because of limited evidence. Pupils in the nursery and Reception classes make satisfactory progress and progress at Key Stage 1 and Key Stage 2 is good. It is particularly good in classes at the end of both key stages, where the teaching is good and very good. Pupils with special educational needs make good progress in their learning overall.

### PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like school and are enthusiastic about activities provided. They respond well to the high quality attitudes and values promoted by the school.
Behaviour, in and out of classrooms	Very good. Pupils work and play well together.
Personal development and relationships	Very good. Pupils develop self-confidence and a good sense of personal responsibility. Relationships are very good.
Attendance	Levels of attendance are below average but are improving. A significant number of children are late for school but punctuality is monitored rigorously and is improving.

The positive relationships contribute to the improved standards and to the progress pupils make. Pupils respond well to all adults in the school and display a caring nature when working and playing with their peers. Pupils enjoy coming to school and show interest and enthusiasm in their work.

## TEACHING AND LEARNING

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

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

The overall quality of teaching is good. At 15%, a high proportion of teaching observed was very good or better. 96% of the teaching was satisfactory or better, and only two lessons were unsatisfactory. The teaching of English and mathematics is good overall at both key stages, and literacy and numeracy are well taught. The teaching of science and ICT is also good. Good teaching was observed in both key stages, and in the Foundation Stage. Good and very good teaching was particularly a feature of work at the end of each key stage, and in Year 4. Lessons have a good pace and an appropriate mix of whole class and group work. Teachers' skills in questioning, explaining and demonstrating are good and show good subject knowledge. Teachers have high expectations and resources are used well. In the main the school meets the needs of all its pupils well and they tackle their learning with interest. Pupils have a general understanding of how well they are doing, and what they could do to improve their work, but the targets for particular pieces of work could be made clearer to them. Pupils with special educational needs are taught well, especially when they have the effective support offered by learning support assistants in literacy. However, there were instances where work was not matched well to pupils' needs when they were taught by the class teacher.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The implementation of the National Literacy and Numeracy Strategies has been effective. New approaches to curriculum planning supports the delivery of a broad and balanced curriculum, although planned activities do not always match the needs of pupils of all abilities. A good range of activities is offered outside lesson time.
Provision for pupils with special educational needs	Generally good. Learning support assistants offer effective support, especially in literacy towards the end of Key Stage 1 and into Key Stage 2. Good systems are in place for monitoring the progress of pupils on the special educational needs register.
Provision for pupils' personal, including cultural development	Provision for spiritual, moral and social development is very good. Provision for cultural development is good but currently lacks opportunities for pupils to learn about cultures other than their own.
How well the school cares for its pupils	Educational support and guidance is good and has improved significantly since the last inspection. Procedures for ensuring the welfare, health and safety of pupils are generally good, although there are some outdoor areas which require further attention. There are very good procedures for monitoring and promoting good behaviour and responding to and eliminating very occasional incidents of bullying. Procedures for monitoring and promoting attendance are very good. Satisfactory systems are established for monitoring overall attainment but teachers do not consistently use assessment information to

guide their planning and teaching.
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The school works hard to involve parents and to keep them informed about the curriculum and the progress their children are making. A broad and balanced curriculum is offered to all pupils and a good range of activities is offered outside lesson time. The school cares for pupils well, and has particular strengths in the way it monitors and promotes good behaviour.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and management by the headteacher and deputy headteacher ensure a clear direction for development in the school and a shared commitment to raising standards. Other staff with subject responsibilities have not yet fully developed their roles. This is already identified within the School Improvement Plan.
How well the governors fulfil their responsibilities	Governors fulfil their roles well. They know the school's strengths and weaknesses and are beginning to evaluate performance more systematically and target resources at key areas.
The school's evaluation of its performance	The school knows its strengths and the areas for development. It effectively analyses performance information. However, this analysis is not yet used sufficiently to identify specific targets for improvement for groups of pupils, and to involve them in discussion about their targets.
The strategic use of resources	The school makes satisfactory use of resources, and good use is made of the learning support assistants. The financial management of recent substantial spending on the premises and on classroom resources has been good.

Resources, including staffing, learning resources and accommodation, adequately meet the needs of the pupils. The school is served well by a team of learning support assistants, whose time is generally targeted appropriately to meet the needs of pupils with special educational needs and to ensure good progress in literacy for a wider ability group. Very good leadership by the headteacher and the deputy headteacher ensure a clear sense of direction, but other leadership roles in the school need further development. Governors are beginning to make judgements in relation to best value, particularly in relation to the standards achieved and the curriculum.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school;</li> <li>• the school expects children to work hard and do their best;</li> <li>• the school helps children to become mature and responsible;</li> <li>• the effective systems for recognising and celebrating good behaviour and attendance;</li> <li>• staff are approachable with questions or a problem at anytime.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework;</li> <li>• information about the progress children make;</li> <li>• the range of activities provided outside lessons.</li> </ul>

Inspectors' judgements support the parents' positive views. Parents who attended the meeting with inspectors expressed very positive views about homework. However, some parents responding to

the questionnaire felt that children did not always have the right amount of homework. Inspectors found the school's policy and practice in relation to homework to be effective. Information to parents about how their children were progressing was judged to be good, with detailed school reports and good opportunities for discussions with teachers. However, opportunities for making the next steps in learning clear to both pupils and their parents are not fully developed. A good range of sporting and other extra-curricular activities are now offered to pupils and many pupils respond well to these opportunities.

## **PART B: COMMENTARY**

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

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

1. Standards in the national test for seven-year-olds in reading, writing and mathematics were well below the national average for the three years 1996-1999. Comparisons with similar schools, both nationally and locally, show performance well below the average.
2. In 2000 the test results improved significantly at Key Stage 1. The proportion of pupils achieving the target Level 2 in reading exceeded the national average, and in writing it improved to match the national average. In mathematics, and in science where assessments are made by the teachers, results at Level 2 and above improved but remained below the national average. However, in reading, writing and mathematics the proportion of pupils achieving higher levels improved to exceed the national average, and in science they improved to approach the national average. These results mean that the school performed well overall at Key Stage 1 in comparison with similar schools.
3. During the inspection these improvements at Key Stage 1 were confirmed. Attainment was judged to match national expectations in reading, writing, mathematics and science. Pupils make good progress in developing speaking and listening skills and good teaching at the end of the key stage ensures that they learn the full range of strategies for tackling unknown words in their reading. Many pupils have lively ideas to communicate, and they are confident in their ability to communicate through their writing. The skills needed to structure their writing and to write accurately and clearly are generally being developed well by the end of Key Stage 1. In mathematics by Year 2 they are able to tackle appropriate number tasks confidently and understand the key features of a number of shapes. In science they can explain the characteristics of living and non-living things and can discuss healthy and unhealthy foods. They can make an electric circuit and can measure the effect of pushing an object. More able pupils can devise a fair test to measure the distance different objects travel. Standards were judged to match expectation in all other subjects where judgements could be made except in ICT, where standards are below national expectation. No judgements were made during the inspection on standards in geography, history and music because of limited evidence.
4. The trends are different at Key Stage 2. Results in national tests have varied over recent years. In 1997 results in English and science had matched national averages, but in mathematics they were below the national average. In 1998 they had been well below average in all three subjects, and well below the performance of similar schools. In 1999 the test results showed significant improvement, with performance matching the national average in all subjects, and being above the performance of similar schools. In 2000 these results again fell significantly and were well below the national averages for all three subjects and well below the results in similar schools. Results were particularly poor in mathematics. These poor results matched the target set for this group by governors in consultation with the LEA for English, but they were below the target for mathematics. This poor attainment was therefore predicted and was the result of several linked factors. The group had suffered inconsistencies in teaching as they moved through the school. There were more boys in the group than girls, and since boys' performance is generally lower than girls nationally this was bound to have an impact on results. Furthermore, a significant number of the boys had identified special educational needs. In test results to date, therefore, there is no evidence of sustained improvement in Key Stage 2 results. The school's targets for 2001 reflect the fact that performance is expected to improve this year, although results are expected to remain

below the national average in both mathematics and English. They are expected to approach the national average in science. If achieved these results will represent a rising trend.

5. Inspection evidence reflects these targets. In mathematics and science standards are judged to be in line with national expectation across the key stage. In Year 6 higher attaining pupils can relate probability to fractions by reducing fractions to their simplest form. Other pupils can recognise whole and simple fractions. Pupils learn how to calculate accurately and can explain the strategies they use. However, pupils are not yet consistently applying these skills and strategies in a range of curriculum areas. In science, by the end of the Key Stage, pupils are able to devise a suitable investigation for dissolving. They predict the outcome, ensure the test is fair, measure the dissolving rate and record and analyse it appropriately.
6. In English, standards are below the expectation at the end of Key Stage 2. Standards approach expectation in reading, where the large majority of the pupils show interest in their reading and respond with enthusiasm to the well chosen fiction and non-fiction texts presented to them in the literacy teaching, and provided for them to read independently. Most pupils at the end of Key Stage 2 show a good understanding of the story-line or content of their reading, but are often not able to use the skills of inference or deduction. Some pupils at Key Stage 2 have not developed the full range of strategies for tackling unknown words in their reading. Standards in writing are weaker. The majority of pupils develop the skills to write for a very wide range of purposes. However, many pupils do not punctuate their work carefully and are not yet beginning to write using more complex sentence structures. Spelling skills are also weak at Key Stage 2. Too many pupils have weak phonic skills and too few have developed the range of spelling strategies, including self-checking, word building and visual strategies for spelling. This lack of appropriate skills is currently hampering attainment in literacy in a range of curriculum areas. Standards in ICT were judged to be below national expectation by the end of the key stage. In art, design and technology and physical education standards are judged to match national expectation by the end of the key stage. No judgements were made during the inspection on standards in geography, history and music because of limited evidence.
7. The school is broadly aware of these patterns in attainment. A system for tracking the progress made by pupils is developing, and optional national test material is being used to support these judgements. The school is now well placed to use this information more fully to target the teaching of particular classes and groups of pupils within classes. This kind of analysis is used to inform the good and very good teaching in Year 2 and Year 6. It could also be used to inform the work on improving boys' performance. Patterns of attainment for girls and boys have varied considerably over the years, and in some subjects in some years boys' performance has been better than that of girls. However, there have been instances of very significant differences and the school has responded by linking with the 'Learning Through Football' scheme with Leeds United, and by focusing on developing boys' self-esteem.
8. Pupils enter the nursery with broadly average levels of attainment, although a significant minority has lower than expected levels, especially in language and literacy skills. By the time pupils are five, attainment is broadly average but a significant minority continues to have below average skills, particularly in reading and writing. Pupils in the nursery and Reception classes make satisfactory progress. Pupils in Key Stage 1 now make good progress overall, and progress is very good in Year 2. Similarly, progress across Key Stage 2 is good overall, and pupils are making very rapid progress in Year 6. The improved curriculum planning and the improved quality of teaching are resulting in much improved progress for the majority of pupils, and especially for pupils in Years 2 and 6 and, to a lesser extent, in Year 4.

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

9. Pupils like school and demonstrate very positive attitudes. They respond very well to the high quality attitudes and values promoted by the school. Behaviour in and out of classrooms is very good. Pupils work and play well together. Their personal development is very good. Relationships between staff and pupils, and amongst pupils themselves, are very good overall. Attendance is satisfactory.
10. Pupils are enthusiastic about the activities provided and chat in a friendly way with each other, their teachers and other adults. When given the opportunity, pupils display appropriate levels of independence. Pupils develop self-confidence and a good sense of personal responsibility as they move through the school. Pupils chosen as monitors are very clear about the established procedures and are proud to show that they can carry out their duties conscientiously. They help to supervise and support the youngest pupils, manage the school bank and tuck shop and help with lunches in the dining hall. Pupils of all ages act responsibly when delivering registers to the office each day and are able to tidy away resources in classrooms without fuss.
11. Relationships in school are largely very good. Staff manage pupils very positively. They praise and encourage achievements and intervene quickly and firmly when pupils require guidance. Pupils feel secure with teachers and are able to approach them confidently and respectfully to exchange news, show work and ask for help. However, in a few lessons pupils are not managed well and consequently positive attitudes to learning are not sustained.
12. Behaviour is very good in the majority of lessons. Pupils settle to their tasks well and are very attentive, concentrating effectively in group tasks as well as independent work. They listen well and join in when necessary, offering sensible questions and suggestions. They persevere when work is difficult and respond well to instructions and guidance. Pupils support one another and share materials when necessary. They evaluate each other's work sympathetically and offer constructive criticism appropriately, for instance in art, and in design and technology lessons. Nursery pupils in particular respect the feelings of others and do not intrude into each other's personal space.
13. Behaviour around school is very good. Pupils move in an orderly way between areas. In the dining room and playgrounds they talk with each other and adults in a friendly way and play together co-operatively. Outdoor play for nursery pupils is well established as a calm and ordered activity. A particular feature of school breaks is the way in which older pupils are happy to help the youngest ones get ready and continue to play with them once they are outside. During assemblies pupils join in wholeheartedly and take the opportunities provided to reflect on the spirit of the event. They are highly motivated towards success and take pleasure in receiving recognition for their efforts.
14. No exclusions have taken place. There was no bullying seen during the inspection and parents are confident that there are very few incidents and that these are quickly and effectively dealt with.
15. Attendance levels are below average when compared to similar schools nationally but they are improving. A significant number of pupils are late for school but this is monitored rigorously by the headteacher and punctuality is improving.

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

16. Pupils are taught in seven single age classes, and a nursery class provides for the youngest children every morning. Governors have maintained single age classes, some of which are

very small, believing it contributes to good quality teaching and standards. This represents a shift from the last inspection, when some pupils were taught in mixed age classes and when planning for progression was criticized.

17. There has been a significant improvement in the quality of teaching since the last inspection with 96% of lessons judged to be satisfactory or better. In 15% it was judged to be very good or excellent, compared to only 3% during the last inspection. Only 4% of lessons were judged to be unsatisfactory compared to 13% during the last inspection. No unsatisfactory teaching was observed at Key Stage 1, but in other respects each key stage has a range of teaching. The very good teaching occurs at the end of each key stage and this reflects good management, which has placed strong teachers in these key years. Teaching is judged to be good overall, and this makes a significant contribution to the progress pupils are currently making. The very good and excellent teaching towards the end of each key stage is ensuring that these groups are making very good progress.
18. In the classes providing for children under five teaching is satisfactory overall, and it has many good features. Good teaching often takes place in mathematics, physical development, ICT and creativity. In these sessions there is a good pace and learning and resources are organised well. Children are clear about the focus of their learning, there is very high level of practical activity and teachers themselves provide good models to the children of how to behave and to undertake the activities. The learning environment is very good in both classes. Play areas are well organised and both interactive and stimulating. There are good displays of key words, alphabet strips and children's own writing. Children respond well to this provision and often work with enthusiasm and concentration. This is particularly the case in whole class sessions in the Reception class and in independent play in the nursery class. In sessions where there are shortcomings, children are not sufficiently involved in their learning and do not have a clear idea of what they are learning, either at the outset or by the end of the session.
19. The skills of literacy and numeracy are taught well across both Key Stage 1 and Key Stage 2 using the National Numeracy and Literacy Strategies as a framework. The teaching of literacy is mainly good at both key stages, and almost half of the teaching observed was good or very good. Teachers plan thoroughly and focus sharply on the objectives for the learning. Resources are used very well and the pace to sessions is usually good. Whole class teaching is managed well and good questioning usually demonstrates good subject knowledge. Teachers on the whole establish good relationships in their classrooms and behaviour is good. Good use is made of time both inside and outside the literacy hour to enhance reading and writing skills. Homework is used well to support pupils' learning. The quality of teaching has resulted in improved standards at Key Stage 1, and is currently ensuring good progress at Key Stage 2. Where there are shortcomings they mainly relate to the use made of assessment information to plan the next steps in learning for pupils, including those with special educational needs.
20. In mathematics, teaching is also good. Planning is appropriate and the pace of lessons is brisk, especially in mental and oral work. Questioning and explanations are good and there are well-organised opportunities for problem-solving and collaborative activities. Pupils' work is not always marked carefully enough to give them a clear idea of what they need to do next to improve their work and activities do not always match the needs of all pupils.
21. The teaching of science is also good overall. As with literacy and numeracy, planning is thorough and the focus of the learning is made clear to pupils. Expectations are high and are matched to pupils' next steps in learning. Lessons are well structured, time is used well and there is a good balance of questions and explanations. Teachers demonstrate good subject knowledge and use subject vocabulary well. Although support staff are used well and



contribute to the progress made by pupils with special educational needs, in some lessons tasks are not made accessible to the full ability range.

22. The teaching of ICT is good. Teachers have a varying degree of subject knowledge and personal confidence. However, they teach the subject well and this is contributing to the rapid progress being made by pupils from a low starting point. Tasks are explained carefully and the objectives for lessons are shared with pupils. Pupils have the opportunity to practise their skills and teachers support individuals well. However, teachers do not have the resources to provide whole class teaching.
23. In these subjects, and in other subjects in the curriculum, the good teaching supports pupils' learning and ensures good progress across the school. Lessons invariably have a good pace and there is an appropriate mix of whole class and group work, including good focused teaching and opportunities for speaking and listening. Teachers' skills in questioning, explaining and demonstrating are good and show good subject knowledge. Expectations are appropriately high. Resources are organised and used well. Relationships with pupils are almost always very positive and behaviour is good. When teaching is very good, learning is made very relevant to pupils and they tackle their tasks with interest, commitment and enthusiasm.
24. Weaker teaching misses opportunities to ask questions to check pupils' understanding, sometimes because the focus of the learning is not as clear as it might be. Tasks are sometimes set which are beyond the capability of some pupils and assessment information is not used systematically to plan the next steps in learning. In general, target setting in the classroom is under-developed. The school needs to support teachers in using the target setting data to focus the teaching for classes and for groups of pupils within the class, and in sharing these targets with children. There are models of this working well in both Year 2 and Year 6. More support for the group tasks would sometimes allow pupils to make better progress in them.
25. Pupils with special educational needs are generally taught well. The support offered by learning support assistants is good, particularly in supporting pupils in literacy, and these pupils make good progress in their learning. Some of this support is effectively offered through targeted additional literacy support, which builds well on an identification of the pupils' needs. Although individual education plans are in place, targets are not always reviewed regularly. Occasionally class teachers do not match the tasks they set to meet all the pupils' needs. However, there were good examples of teachers planning for the full range of ability when they have no support from an additional adult. For example, in a mathematics lesson in Year 4 a problem-solving activity met the needs of all pupils.

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

26. The school has significantly improved the quality of curriculum provision since the last inspection. The long term plan indicates full National Curriculum coverage with the required time allocation for religious education as advised by the Leeds Diocese. The curriculum is broad and balanced with an appropriate emphasis on literacy and numeracy and the school is developing planning systems that are beginning to address the needs of children of different abilities. Sex education and information about drug use and misuse is incorporated into the curriculum for science and for personal, social and health education.
27. Medium term planning is detailed and contains clear objectives. Some foundation subject planning is carried out in a two year cycle for two year groups. This system provides for coherent planning because it enables sensible links to be made between subjects and supports

the half term modules of work. It is in the early stages of development and does not consistently place sufficient emphasis on the need to provide different learning outcomes for pupils of different abilities. National guidelines are used to support continuity and progression in many subjects. Medium term planning for literacy and numeracy follows the requirements of the strategies and provides clear objectives for each year group. Short term planning is precise but variable in relation to differentiation strategies. For example, the planning for science in Years 3 and 4 is not sufficiently clear in relation to different learning experiences and objectives for the wide ability and age range. However, the planning systems support continuity and progression through the school and the senior management team is well placed to continue to support developments by building on the sound foundations which have recently been established.

28. Provision for pupils with special educational needs is good overall. The learning support assistants make a valuable contribution to curriculum provision and support pupils well when the class teachers provide effective guidance. Support for literacy provision for pupils with special educational needs is very good. There is a clear system for recording targets on pupil's Individual Education Plans and this is beginning to be used consistently. Pupils with statements are appropriately supported and the statementing procedure meets statutory requirements. A small group of pupils in Year 3 who are more able in mathematics are being taught alongside older pupils for numeracy sessions. This is effectively ensuring good progress for these pupils by making good use of staff expertise and providing good teacher-pupil ratios in both the Year 3 and the Year 4 classes.
29. Provision for the pupils who are under five is good. The curriculum is broad and balanced and teachers have worked hard to introduce the new Early Learning Goals. There are good opportunities for personal and social development and a wide range of activities to support pupils' knowledge and understanding of the world.
30. The school has effective strategies for the teaching of literacy. The guidance offered by the National Literacy Strategy is generally well used and this has a positive impact on clarity and pace in teaching and on expectations. There is good use of support programmes for groups of pupils. There is an appropriate focus on non-fiction work in literacy but links with reading and writing across the curriculum in other curriculum areas are not fully developed.
31. The school is developing effective strategies for the teaching of numeracy and the guidance offered by the National Numeracy Strategy is mostly well used. There are examples of pupils having satisfactory opportunities to develop numeracy skills in their work in other subjects, for example, when they measure and record in science, but these links across the curriculum are not yet fully developed.
32. The current curriculum for ICT focuses on providing opportunities for pupils to learn the necessary skills to enable them to work proficiently and independently. It is in the early stages of development and there are insufficient opportunities at present for pupils to use their ICT skills in other areas of the curriculum. The ICT development plan includes urgent purchasing of essential equipment for control and data logging so that the full curriculum can be offered to the pupils during this academic year. There are also plans to access the internet in the near future.
33. All staff contribute to extra-curricular provision. There is a good variety of sporting or musical activities. A homework club is provided for pupils who find it easier to complete homework tasks in school and this is popular because it provides access to additional time on computer based activities.

34. Good use is made of local facilities and initiatives to enhance curriculum provision. For example, Year 6 pupils participated in the 'Learning through Football' activities at Leeds Football Club. Some pupils recently had the opportunity to attend after-school study support sessions at a local centre to gain more experience of ICT. Appropriate links are made with other schools in the area for activities such as sporting events and to help with pupil transfer from Key Stage 2 to Key Stage 3.
35. Provision for the pupils' spiritual development is very good. The caring leadership provided by the headteacher sets a very good example to everyone in the school. The parish priest is the chair of governors and makes a positive contribution to the caring ethos of the school. All pupils are valued and respected and learn to appreciate the spiritual dimension of life in acts of worship and through other areas of the curriculum such as religious education, dance and music.
36. There are many opportunities to enhance pupils' moral and social development and provision is very good. Relationships in most classes are very good. The personal, social and health education scheme provides good opportunities for pupils to discuss issues relating to right and wrong and the behaviour policy makes a positive contribution to pupils' understanding of appropriate behaviour. Acts of worship and assemblies celebrate pupil's successes very well.
37. There are regular opportunities for pupils to take responsibility. Independence is fostered from an early age and pupils are expected to organise themselves for learning in most classes. Pupils work together well, for example, in group science investigations in Year 2 and research in Year 4. Older pupils help in the dining hall and in the playground. Pupils gain an understanding of the need to be aware of the needs of people beyond the school community through raising money for organisations such as the NSPCC.
38. Pupils' understanding of their own culture is well developed, for example through history. Understanding is enhanced by visits, for example, to the local park for science and geography and to a local museum to support understanding of life in Victorian times. A range of visitors, such as a travelling theatre company, broaden pupils' experiences. Pupils are beginning to develop an awareness of a range of cultures, for example, pupils from Year 2 upwards are finding out about Jewish traditions and beliefs. However, the multi-cultural dimension of the curriculum needs further development.

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

39. Satisfactory steps are taken to ensure pupils' welfare, health and safety. Staff make themselves easily available to pupils and parents who may have questions or problems. Parents are satisfied with these arrangements and are confident that their children like school. Very good procedures are established for monitoring and improving attendance, promoting good behaviour and eliminating bullying. Procedures for assessing, monitoring and supporting pupils' academic progress and personal development are satisfactory overall.
40. Supervision arrangements ensure that staff are deployed in sufficient numbers, especially at breaks and lunchtimes. Suitable arrangements are in place for receiving pupils at the beginning of the day and handing them to an agreed carer at home time. These arrangements allow staff and parents a high degree of informal day to day contact. There are set routines for lunchtime supervisors to maintain an overview of all pupils and their general care of the pupils is enhanced by the opportunities provided for them to take an active role in promoting and rewarding good attitudes and behaviour.

41. Good procedures are established for providing pupils with personal support and guidance. Teachers know pupils well and support them effectively in the majority of instances. They are conscientious in establishing good relationships with those in their class and encourage pupils to get along together well, providing appropriate guidance as necessary. However, on one occasion pupils were treated harshly when a staff response did not take into account pupils' special educational needs. A very good feature of school life is the way in which older pupils volunteer to be monitors and provide support for supervisors and younger pupils during breaks and lunchtimes. This makes a very good contribution to the personal development of pupils of all ages. The school works well with outside agencies to seek additional support where necessary and is developing a programme of personal, social, citizen and health education throughout the school. This is intended to raise pupils' awareness of issues which may affect them and provide them with skills to keep themselves safe and to be able to live responsibly in the wider world. A homework club run by the headteacher at lunchtime is used well by some pupils at Key Stage 2 to support their homework activities and for additional practice in computer skills.
42. There have been significant improvements in statutory procedures since the previous inspection and arrangements for child protection and health and safety are now generally good. The school has adopted local procedures to meet child protection requirements and staff are clear about taking concerns about pupils' welfare to the headteacher who is trained to respond to any issues. However, the school has not yet developed its own policy to include appropriate training for all members of staff. The playground now has a sound surface and is marked for games. The school is aware of the potential for further development; for example, there are no seats for pupils who wish to spend their time quietly. The school site is well maintained and makes a significant contribution to pupils' enjoyment of school life. In particular, the school is largely litter free and the cloakrooms and toilets are kept very clean. Assessments of the site for health and safety are regularly conducted. However, there were some health and safety issues noted during the inspection. These are associated with the use of the car park for pupil access and unrailed walls to steps which are used by pupils to gain access to school and pose a falling hazard, especially when they are sometimes used as seats.
43. Very good procedures are established for monitoring and promoting good behaviour and for responding to and eliminating bullying. The recently developed policy emphasises promotion of self-esteem and is very well implemented around school. Expectations are clearly communicated to pupils and parents. Praise and recognition of good work and behaviour are a feature of the school day and special assemblies are used well to celebrate and share pupils' successes. These measures make a very good contribution to promoting the positive attitudes which the school and parents value amongst pupils. Many pupils receive praise and certificates for good work, behaviour and attendance.
44. There are very good procedures established for monitoring and improving attendance which include close monitoring of standards and sharing details with pupils in a weekly competition to achieve the highest class rate. Excellent attendance by individuals is recognised and rewarded termly and annually. Responses from staff when pupils arrive late clearly reinforce the need for punctuality with parents and pupils.

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

45. The school has established a good relationship with parents and links to involve them in their children's learning are improving. Parents are very supportive of the school. They find staff approachable and feel welcome in school at any time.

46. Good quality information is provided for parents about the life of the school and about the progress which their children make. The prospectus is very clear about the attitudes and values which the school aims to promote and includes a good range of information about school life and day to day procedures as well as a satisfactory outline of the curriculum provided and statutory test results. Newsletters are frequent and a noticeboard is strategically placed to share messages about school and parish events and health issues which may be of benefit to parents and children. Parents are consulted quickly if problems arise and formal consultation evenings are provided three times a year. These are well timed for teachers and parents to share information about how well pupils are settling into new classes, what progress is being made and to discuss the end of year annual progress reports. Written reports are of good quality. They include significant aspects of pupils' academic progress and personal development. Good features of these reports are that pupils contribute their own views about their progress, parents are provided with the opportunity to comment in writing and targets for further development are included. However, sometimes these targets are too general to be of specific use to parents in helping their children directly. Many parents find the written reports very useful but a significant minority would like to see improvements in the information which they receive about their children's progress. Information provided for parents of pupils with special educational needs is appropriately presented at regular reviews and in annual reports. The school works hard to enable parents to become involved in supporting their children's progress.
47. Parents are well involved in the life of the school and make good contributions towards supporting their children's learning by helping with reading and other homework, taking part in special projects and attending school events. Parents approach teachers easily on an informal basis day to day and the vast majority attend formal consultations with staff. Pupils take reading books home daily and accompanying diaries are used for parents and class teachers to exchange messages. There is a clear system of homework which is known by parents and is generally well supported, although a minority question whether the amount of homework pupils are expected to do as they move through the school is appropriate. The school organises projects to enhance learning and successfully involves parents. For example, a Family Literacy Group for parents and the children in Reception and Year 1 to make and share books is thriving. Pupils in Year 2 have been working in school and at home with their parents to learn how to keep safe from drugs. A few parents help in school and with organising fundraising and social events. A recently established Parents, Teachers and Friends Association has held several successful events. These include the clearing of an overgrown area of the school field so that pupils can make use of it as a wildlife garden and a fun day for everyone to meet socially. Parents, friends and teachers are currently raising funds to increase the book stock in the new library.

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

48. Leadership and management were identified as having serious weaknesses in the last inspection report on the school. Since then there have been very significant improvements in these areas.
49. The headteacher and deputy headteacher provide very good leadership and management and offer a very strong personal lead in terms of the school's aims and values. The way they relate to other staff and to pupils, and the way they fulfil their own teaching and leadership roles, provide very strong models in the school. The headteacher has established good procedures and systems to support staff and to achieve her aims for the school. Clear aims and values are well expressed and stated clearly in the mission statement and aims which guide the work of the school fully.

50. There is a clear sense of purpose and pride in the work undertaken by all involved in the school – the pupils as well as the teachers, the non-teaching staff, the governors and the parents who involve themselves in the life of the school. This clear sense of direction has resulted in improved morale and confidence in the school, and in the improved performance at Key Stage 1. It has not yet had an impact on the end of Key Stage 2 assessments, but it is projected to do so, both by the school’s own targets set for 2001 and the findings of the inspection. The School Improvement Plan sets out an appropriate and ambitious plan. It reflects a good knowledge of the school’s strengths and weaknesses, has a very sharp focus on improving attainment and includes the development of the role of subject leaders as a priority. Although all staff share the aims and values of the headteacher, subject co-ordinator roles are under-developed, partly because staff turnover has led to temporary roles being taken by relatively inexperienced staff.
51. The governing body is fully involved in the school and statutory duties are fulfilled. They are well informed about the performance of the school and are very aware of the school’s current strengths and weaknesses. They receive reports on specific curriculum issues and scrutinize the performance data available to them. Many of them also visit the school regularly. They are therefore fully aware of the challenges facing the school, particularly in relation to improved performance at Key Stage 2. They have been involved in the development of the School Improvement Plan and share a clear view about how it will build on the action plan put into place following the last inspection. Governors took seriously their responsibility in implementing this action plan and have been part of ensuring significant improvement since the last inspection, particularly in the last year.
52. Following the last inspection, when serious weaknesses were identified, the school has undertaken a significant amount of monitoring, and this has included some monitoring by external agents including the LEA an inspector from Her Majesty’s Inspectorate. Teaching has been observed by the headteacher, the deputy headteacher and by the co-ordinators for literacy and numeracy, alongside outside consultants. The headteacher has a very clear view of the strengths and areas for development in teaching, and teaching has improved since the last inspection. This has had an impact on standards, which have improved at Key Stage 1 and are improving at Key Stage 2 because of improved progress.
53. Analysis of assessment data is undertaken by the headteacher, and the findings are shared with the governing body. This analysis is available to other staff in general terms, and tracking of individual pupils’ attainment and progress is undertaken by the headteacher in consultation with teachers. However, the information is not yet systematically used to involve subject co-ordinators in establishing the priorities for their subjects, or in identifying the next steps for learning in each classroom. Teachers therefore use this information to provide a general overview of their class, rather than to guide their planning in detail.
54. Staff development, including the development of non-teaching staff, has recently been supported well. Induction of new staff, and of the newly qualified teachers joining the school, is managed well by the deputy headteacher. Other training needs are identified within the school and national priorities, so that considerable investment has been made over the last year or so into implementing the National Literacy and Numeracy Strategies. Future priorities are carefully outlined in the School Improvement Plan, and include development support for subject leaders. Although staff turnover has prevented involvement in initial teacher training, the school has developed a link with a college of further education and offers training placements to NNEB and BTEC students. It has the potential to be an effective provider for initial teacher training in the future. The governors are aware of their responsibilities in relation to the introduction of performance management.

55. Financial resources are allocated carefully to support the priorities set out in the School Improvement Plan. Over recent years the governors and managers have had to balance the demands of some difficult priorities. These have included the serious premises, building and associated health and safety issues and inadequacies in classroom resources raised in the last inspection report, and issues relating to improving standards. These potentially conflicting priorities have been managed well. The condition of the building and both the accommodation and resources for subject teaching have improved.
56. The governors recognise that they are now well-placed to target funding at sharpening the focus on raising standards still further; they are acutely aware of how the school's standards compare with those of other schools. Decisions about provision outside the statutory curriculum are guided by curriculum guidance offered to Catholic schools in the diocese. Financial management of the recent building and premises work has been good, and has ensured the school has received good value for money in these aspects. When budget decisions more closely relate to improving standards the school will be well placed to consider whether it is getting best value from all aspects of its spending. Parents are informed about priorities for the school, and are well represented as governors and as Friends of St Philip's.
57. Financial control and administration is good and effective use is made of specific grants to support key areas of work. In particular, funding allocated to develop the role of support staff has been used well; learning support assistants offer good support during Literacy lessons and to specific identified pupils. There are plans in place to develop the use of ICT to support data management. This will further enhance the work already undertaken, for example an ICT system is used for holding records on pupils with special educational needs.
58. A significant amount of staff turnover has been managed well. Although some staff are relatively inexperienced and there is one temporary teacher, the number, qualification and experience of staff match the demands of the curriculum. Teachers have been very carefully placed in their year groups to make maximum use of their strengths and to enhance attainment. Support staff are used well to ensure good progress is made in literacy, especially at the early stages of Key Stage 2 and through the use of the national materials for additional literacy support.
59. The considerable improvements in the accommodation, including the inside and outside provision for physical education, have ensured that the full curriculum can now be taught. All classrooms are set out well and are attractive and well cared for and, in particular, all early years pupils are taught in very stimulating classrooms. Further developments are now possible, for example, more suitable access to early years outdoor facilities for children in the Reception class could easily be arranged, and attention given to some outstanding health and safety issues.
60. The resources for classroom work are now generally adequate and represent a significant improvement since the last inspection. In particular some good book resources have been purchased to support work in the literacy hour, and good use is made of the local Schools' Library Service and the Art Loans and Museums Service, particularly to support work in history. Resources in all other subject areas are adequate, although there are still shortcomings in music and in ICT. A new and attractive space has been refurbished for use as a school library. It is currently stocked with a very small number of mainly new and carefully chosen materials; the headteacher, literacy co-ordinator and governors recognise that it needs to be developed further, both in terms of stock and use. Some funding from the school fair has already been allocated to extend the stock, for example to supplement the school's history resources.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To build on the significant improvements already made the governors, headteacher and staff should:

**i. Improve further the standards of attainment in English at Key Stage 2, and especially in writing, by:**

- a. continuing to focus on developing the full range of reading skills and strategies in Key Stage 1 and throughout Key Stage 2, including the skills of inference and deduction;
- b. securing the development of writing skills at Key Stage 1 and ensuring good progress in writing during the early years of Key Stage 2;
- c. ensuring that throughout Key Stage 2 approaches to teaching sentence structure and the full range of spelling skills and strategies are developed. This should be achieved without sacrificing the good work already undertaken on writing for a wide range of purposes and in a wide range of forms;

*(see paragraphs 4, 6, 85, 86, 88, 90, 91, 92, 98)*

**ii. Sustain the improvements being made in standards in ICT at both key stages by:**

- a. ensuring that staff are trained to use new resources for control and modelling;
- b. building on the current good progress in ICT by providing opportunities for pupils to use learned skills in a variety of subjects.

*(see paragraphs 3, 6, 22, 32, 60, 136, 138, 140, 142)*

**iii. Improve the consistency of teaching across the school so that more consistent progress is ensured for pupils as they move through the school by:**

- a. eliminating the small proportion of unsatisfactory teaching;
- b. ensuring that the satisfactory teaching develops more good features, so that the match of tasks to the full ability range in the class is improved, the focus of the learning is clearer and teachers make more effective use of good questioning to check pupils' understanding. For a very small minority of teachers there is also a need to support classroom management strategies and the development of positive relationships with all pupils;
- c. embedding the monitoring of teaching within the school's own practices to improve teaching, including within the subject co-ordinators' roles;
- d. using the high quality teaching within the school more effectively to offer examples to others. The school already does this in relation to planning; the focus now should be on improving classroom practice in relation to iiib) above.

*(see paragraphs 17, 18, 19, 20, 21, 24, 25)*

**iv. Develop the subject co-ordinators' role by:**

- a. securing permanent arrangements for the subject leadership;
- b. involving subject co-ordinators more fully in discussions about the priorities in their subject areas, and in managing resource budgets;
- c. developing their role in monitoring teaching, and in providing models of good teaching in their subjects;
- d. developing their role in working with class teachers to use the assessment information in their subjects to identify the next steps for learning for groups and



individuals in their class, and in making these next steps clear to pupils in the form of short term learning targets.

*(see paragraphs 50, 53, 54, 98, 110, 120, 124, 127, 130, 135, 144, 149, 156)*

v. **Extend the use of assessment information in English, mathematics and science to inform classroom practice by:**

- a. supporting all class teachers in using the target setting data more fully to focus the teaching for groups of pupils and for individuals within the class, building on the good practice in Year 2 and Year 6;
- b. ensuring that group tasks relate directly to these learning targets, appropriately match the range of pupils' abilities and are well supported;
- c. making these learning targets clear to pupils, including those with special educational needs, so that they can be involved in their own learning and develop the skills of self-assessment;
- d. ensuring that responses to pupils' work, including marking, fully reflect these targets.

*(see paragraphs 7, 18, 19, 20, 24, 46, 53, 68, 96, 98, 110, 118, 120)*

**The following less significant weaknesses are not included as key issues for action but should be considered by the school:**

- Ensure that the individual education plans for pupils with special educational needs are regularly reviewed in all classes.
- The two year planning cycle for some subjects should be reviewed to ensure that it provides for appropriate demands to be made of pupils of different ages, abilities and learning experiences.
- A few remaining health and safety issues related to the premises need attention.
- Governors should continue to develop their role in monitoring standards, and in ensuring best value in their budget decisions.
- Approaches to teaching writing in the Foundation Stage need development to ensure that children make appropriate progress.

*(see paragraphs 26, 27, 42, 56, 75 and 120, 127, 135, 148)*

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

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	68

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	13	40	40	4	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	171
Number of full-time pupils eligible for free school meals	0	43

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	6	52

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	6

### *Attendance*

<b>Authorised absence</b>	%	<b>Unauthorised absence</b>	%
School data	6.0	School data	1.3
National comparative data	5.4	National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year (ie 1998/1999).*

### *Attainment at the end of Key Stage 1*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	9	8	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	3	4	6
	Girls	7	8	6
	Total	10	12	12
Percentage of pupils at NC level 2 or above	School	59 (55)	71 (41)	71 (79)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	3	5	7
	Girls	6	6	7
	Total	9	11	14
Percentage of pupils at NC level 2 or above	School	53 (59)	65 (79)	82 (66)
	National	82 (81)	86 (85)	87 (86)

*Percentages in brackets refer to the year before the latest reporting year i.e. 1998.*

### *Attainment at the end of Key Stage 2*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	13	11	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	8	10
	Girls	10	10	11
	Total	20	18	21
Percentage of pupils at NC level 4 or above	School	83 (50)	75 (48)	88 (50)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	2
	Girls	10	10	8
	Total	14	15	10
Percentage of pupils at NC level 4 or above	School	58 (23)	63 (27)	42 (31)
	National	65 (68)	65 (69)	71 (75)

Percentages in brackets refer to the year before the latest reporting year i.e. 1998.

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

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	131
Any other minority ethnic group	0

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

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

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

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

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

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

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	22
Average class size	24

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

Total number of education support staff	5.5
Total aggregate hours worked per week	115.5

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

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	17

Total number of education support staff	0.5
Total aggregate hours worked per week	17.5

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999-2000
	£
Total income	406739
Total expenditure	400743
Expenditure per pupil	2155
Balance brought forward from previous year	8160
Balance carried forward to next year	14156

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	185
Number of questionnaires returned	52

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63.0	35.0	2.0	0.0	0.0
My child is making good progress in school.	38.0	54.0	4.0	2.0	2.0
Behaviour in the school is good.	44.0	54.0	2.0	0.0	0.0
My child gets the right amount of work to do at home.	35.0	48.0	15.0	0.0	2.0
The teaching is good.	44.0	50.0	2.0	0.0	4.0
I am kept well informed about how my child is getting on.	40.0	31.0	13.0	2.0	13.0
I would feel comfortable about approaching the school with questions or a problem.	67.0	31.0	0.0	2.0	0.0
The school expects my child to work hard and achieve his or her best.	62.0	38.0	0.0	0.0	0.0
The school works closely with parents.	38.0	42.0	12.0	2.0	6.0
The school is well led and managed.	54.0	38.0	6.0	0.0	2.0
The school is helping my child become mature and responsible.	45.0	47.0	6.0	0.0	2.0
The school provides an interesting range of activities outside lessons.	28.0	48.0	14.0	2.0	8.0

### Summary of parents' and carers' responses

62. Parents and carers who attended the parents' meeting, or who responded to the questionnaire, expressed great confidence in the school. They reported that their children enjoy school and teachers are readily available to children and to parents to discuss any problems. Children are expected to work hard and do their best, and there are very good reward systems which recognise and celebrate good behaviour and attendance. The values and relationships in the school are good, and support children in becoming mature and responsible young people.

### Other issues raised by parents

63. A minority of parents raised questions about the school's homework policy. Some commented that they would like to receive more information about the progress children make. Some also felt that the range of activities offered outside lessons could be further improved.

## **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**

64. The provision for children in the Foundation Stage is good. The indoor teaching space is attractive, stimulating and used well. Resources for children are used well and the majority of pupils make satisfactory progress towards the Early Learning Goals. The shortcomings in provision for outdoor play identified in the last inspection report have been rectified due to careful timetabling and use of support staff and resources. However, there is still a need for the children in the Reception class to have easy access to a safe and secure outdoor area.
65. Children in the Foundation Stage are taught in a nursery class and Reception class. Sixteen pupils are taught in the nursery class, which runs for morning sessions, and twenty-nine children are in the Reception class. The majority of pupils enter the nursery classes in the term after their third birthday. Attainment on entry to the nursery is broadly average with a significant minority of children with below average attainment. Statutory baseline assessments carried out during the children's first term in the Reception class indicate that attainment on entry to the Reception class is variable. Inspectors' findings indicate that attainment on entry to the Reception class is average for the majority of children but a significant minority continue to have below average attainment.
66. The progress made by children in the Foundation Stage classes is satisfactory. Progress in creative development, personal and social development and speaking and listening is good. By the time children are five and enter the Year 1 class, the majority have attained the standard typically expected across all aspects of their learning.
67. Children experience a good induction to the nursery and links with parents and carers are good. The nursery teacher visits children in their homes. Parents are encouraged to share in the completion of a profile of their child's personal details, interests and milestones in learning. Children are also given the opportunity to visit the nursery and to become familiar with the environment. A 'Welcome To St. Philip's Nursery' booklet explains how the nursery is organised, nursery aims and routines. Regular newsletters inform parents of ongoing work, how to support the nursery in the completion of children's profiles and emphasise the role of home/school partnership in learning. Parents regularly help in the nursery and are made to feel welcome and valued.
68. The school makes regular assessments of children in the nursery class. These assessments form part of the profiles, which are used throughout the children's time in the nursery class and feed into the baseline assessments made at the end of the nursery and in the Reception class. The profiles are detailed and record what children can do. However, assessments are not yet used specifically enough to inform next steps in learning in either the nursery or Reception class. Assessment information in both the nursery and Reception class also needs to be used to inform decisions about grouping children, use and deployment of teachers and learning support staff, and what constitutes the most effective use of time. For example, staff in the nursery need to think about how to group children to meet their different learning needs during focused teaching time. Staff in the Reception class need to consider how they can model appropriate learning behaviour and teach new skills during both child led and adult directed activities.
69. The curriculum for the Foundation Stage is planned by combining subjects into integrated topics and is taught through an appropriate combination of direct teaching and play activities. Children in the Reception class experience a daily numeracy and literacy lesson. Planning

indicates specific and appropriate learning objectives for whole class work. The range of play activities available to children in both the nursery and Reception classes is good. Play activities are designed to cover all areas of the curriculum, are well-organised into defined areas of learning and are both interactive and very stimulating. For example, children in the nursery class have access to different types of role-play areas. These include a home area, Goldilocks and the Three Bears Cottage, an estate agents and a selection of costumes for dressing up. Children in the Reception class have access to a wide range of stimulating and well-organised areas of learning. These include; construction areas, ICT areas, water and sand play, design and technology workshops, book areas and art areas. Planning for what the children will learn in these areas is very detailed and includes the knowledge, skills and concepts to be taught and what resources will be used. Planning includes opportunities for direct teaching across the curriculum but does not always ensure equality of access for all groups of children. There is a need to track which children are choosing which adult led activities during nursery sessions and in the Reception class. There is also a need to increase differentiation during adult directed sessions to ensure that the different needs of children are catered for.

70. The provision for outdoor play in the nursery is very good. Children have access to a wide range of resources designed to develop all of the Early Learning Goals. A wide range of activities for developing literacy, numeracy, personal and social development, speaking and listening and physical development make the outdoor environment an extension of the nursery classroom. There are opportunities for outdoor play for children in the Reception class but they are not yet firmly embedded into classroom routines and this is an area for development.
71. The school has a satisfactory policy for the Foundation Stage. The policy includes the aims and details how the education for children in the Foundation Stage is provided in the school. However, it lacks detail in a number of areas. It does not provide details on admission procedures or the use of home visits. There is no information about how the parents could help their children at home or specific ways of working or establishing routines.

#### *Personal and social development*

72. The personal and social development of children is good. Relationships between staff and children are good. Children are provided with many opportunities to play and work together and behaviour is good. The majority of children are able to share ideas and resources with the minimum of fuss. For example, a group of nursery children worked together to re-enact the story of *Goldilocks and the Three Bears*. They were able to negotiate who was wearing which bear costume, who would be which character and who would sleep in baby bear's bed. Minor disputes about the sleeping arrangement were resolved among the pupils themselves using reasoning usually seen among older children. The snack time in the nursery is used effectively to allow children to share information and discuss issues together. Children sit together for a long period of time discussing events and situations while drinking their milk. Group discussions are used effectively in the Reception class to share ideas, resolve issues and concerns. However, there are not enough opportunities for children to plan activities, review their performance or respond to suggestions for how to find things out. Children are generally more involved in their learning during child led activity time. They enjoy learning and recognise their own and the efforts of others. Teachers take every opportunity to help children understand the need to think about others. They are skilled at reinforcing positive behaviour and supporting children whose social skills need to be developed. The Christian values of kindness and tolerance are an integral part of day to day experiences.

#### *Language and literacy*



73. Many children enter the nursery with poorly developed speaking and listening skills. They make good progress in developing these skills and by the time they join the Reception class, speaking and listening skills are in line with those expected for the majority of children of their age. From their earliest days in the school, children are given every opportunity to communicate with others and teaching and support staff ensure that enough time is given to allow children to listen to and value the opinions of all their classmates. Role-play and story related activities are used well to develop speaking and listening skills. However, staff do not always provide clear models during adult led activities. They need to ensure that they model correct answers and recap on what children mean. Nursery children are encouraged to answer in full sentences. Too few opportunities are taken to engage children in conversation during extended periods of free play in the Reception class.
74. Appropriate emphasis is given to the development of reading skills and children of all ability groups make satisfactory progress. Children are given regular opportunities to model reading during whole-class and group work. The children are provided with regular opportunities to enjoy books, handle them carefully and understand how they are organised. Puppets and artefacts are used effectively to motivate and help establish a context for stories. For example, children in the nursery class used finger puppets to assume roles from *Goldilocks and the Three Bears* and to participate with events during the telling of the story. Nursery children recognise their own name when they self register at the beginning of sessions. A group of more able children in the nursery can recognise several key words, recognise several letter names and sounds and are able to use picture cues to predict events in their individual reading books. Reception class children can tell you what the author, the illustrator and the blurb mean, they are aware of story sequence and can retell main events in a story. Some children are beginning to recognise rhyming words and can tell you some letter sounds. Children in the Reception class experience a literacy hour each morning and this is beginning to improve standards for all ability groups. The teacher provides regular and appropriate opportunities for practical child led activity within the session. The nursery and Reception classrooms are literate environments with good displays of key words, alphabet strips and the children's own writing.
75. Children in the nursery and Reception classes have regular opportunities to 'have a go' at writing for themselves in the well-equipped writing areas and during a range of both indoor and outdoor activities. All children are given opportunities to attempt to write unaided with variable degrees of success. Some children think that there is only one correct method for writing due to inappropriate adult demonstration and are unwilling to have a go themselves. A number of children have developed poor pencil grips and form letters incorrectly. Regular guided writing groups have yet to be embedded into literacy hour sessions in the Reception class and many children do not get enough opportunity to write with adult support. The higher attaining children are able to write recognisable letters. The majority of children are not yet developing appropriate writing skills and progress is unsatisfactory.

### *Mathematics*

76. In the nursery and Reception class, children's understanding of number is in line with that typically found for this age group and work in both the nursery and the Reception class builds sufficiently on what children know, understand and can do. Some nursery children can match numbers, can count to six when pointing to spots on a die and recognise numbers one to three in isolation. They can order by size the equipment in 'The Three Bears' cottage. They can also name simple shapes such as circle and square. A number of younger children can match numerals but not name them. In the Reception class children can count from 0 to 20 and back and are able to recognise when numbers are incorrectly placed on the number line. Some higher attaining children can tell you what is one more than a given number to 10

when using practical apparatus to support their learning. They are developing an appropriate awareness of pattern and space. Progress in mathematics is good.

### *Knowledge and understanding of the world*

77. Children make satisfactory progress in acquiring and developing their knowledge and understanding of the world because of the wide range of enriching experiences they are given by teaching and support staff. A wide variety of materials are well organised and easily accessible at the children's level. Children use a range of large and small construction equipment to make models. They also have opportunities to build models from found materials. For example, a group of Reception class children selected from a range cardboard boxes and fixing materials to build a large robot.
78. There is good provision for water and sand play in both indoor and outdoor play situations. Staff are sensitive to the need for children to find out for themselves and let the children explore materials for themselves. For example, a child decided to take some water out of the outdoor water tray and was able to explore what happened to it in different situations. He decided to wash objects and cleaned a bike. He then discussed what would happen if another pupil wanted to use it and eventually decided to dry the seat of the bike.
79. The nursery children have compared photographs of themselves and their families as part of their topic on houses and homes. They have also looked at pictorial evidence of how families live in other countries and have had the opportunity to cook gingerbread men. Children use the computer and the listening centre well. They are able to use the listening centre independently to listen to taped stories and can control a mouse well when tracing numbers using a mathematics program. The quality of teaching in knowledge and understanding of the world is satisfactory overall. However, the teaching of ICT is good.

### *Physical development*

80. During the visit children in both the nursery and Reception classes showed that they are developing good co-ordination. Children make good use of outdoor space, follow instructions and move around their learning environment in a very mature way. There is a good range of large and small apparatus available to the children who show skill and dexterity when negotiating tricycles around a track, climbing the ladder of a slide and moving across stepping-stones. Children make good progress in the manipulation and control of simple tools such as scissors, glue and malleable materials.

### *Creative development*

81. A variety of activities involving role-play, art and story telling are effective in supporting appropriate creative development. Children use materials in a variety of ways to explore colour, shape and texture. Children experience a good balance of both two and three-dimensional art activities and guided and free exploration of materials. Nursery children investigate what happens when they mix two colours together when printing their hands. Reception class children have made good representations of scary skeletons using art straws and televisions using cardboard boxes.
82. Teaching for children in the Foundation Stage ranges from good to unsatisfactory but is generally satisfactory. Good teaching takes place in mathematics, physical development, ICT and creativity. Teaching in all other areas is satisfactory. Good teaching is characterised by a brisk pace to whole class work, good organisation and use of resources, clear learning objectives communicated well to the children, a good level of practical activity and careful teacher or children modelling of expected outcomes. For example, in ICT when children are taught to name parts of the computer and draw a robot using the Dazzle Paintbrush program. Unsatisfactory teaching occurs when children are not sufficiently involved in their own learning and when the learning intention is not communicated clearly enough.



83. The early years co-ordinator is new to post but is already working hard to fulfil her responsibilities for the planning of policy and curriculum delivery in the Foundation Stage classes. She is a knowledgeable and enthusiastic co-ordinator who is keen to develop her role in school. She is beginning to develop an overview of the strengths and weaknesses of provision but has not had opportunity to monitor or evaluate provision.

## ENGLISH

84. Over a three year period up to 1999 results of national tests for pupils at seven were below the national average, and the school's results were below those achieved by the majority of similar schools. Although there was an improvement in writing standards in 1999, with the proportion of pupils achieving a good Level 2 almost matching the national average, results in writing have generally been weaker than results in reading. However, in 1999 no pupil achieved the above average Level 3 in writing. The results for 2000 show a significant improvement. The average level achieved by pupils in the school for reading was well above the national average and the results for similar schools. Although the average level attained for writing was below the national average, it was above the results for similar schools. Of particular note is the fact that the proportion of pupils gaining a good Level 2 improved for both reading and writing. It was well above the national average for reading, and was very high in comparison with similar schools. In writing it matched the national average and was well above the results achieved in similar schools. Performance at the higher Level 3 was above the national average in both reading and writing, and was well above the results for similar schools.
85. Results of national tests for pupils at eleven have been very variable over recent years. They broadly matched the national average in 1997, but were well below the national average in 1998. There was a significant improvement in 1999, when they again matched the national average, and were above the results for similar schools. At the end of the school year 2000 the results at Key Stage 2 again fell. The average level achieved by pupils was well below the national average, as was the proportion of pupils achieving Level 4 or above. Although the proportion of pupils achieving the higher Level 5 improved, it remained below the national average. These results place the school well below similar schools for Level 4 and above, and below similar schools for Level 5. Writing results were lower than reading and, although this follows the pattern nationally, the difference is larger than the national difference. Although these results were low, they reflected the targets agreed with the LEA after consideration of the particular group of pupils in that year. There were more boys than girls in the year, and several of these boys had identified special educational needs. The school has also identified that the progress this group had made had been hampered by their low attainment at Key Stage 1, particularly in writing, and by inconsistencies in teaching throughout Key Stage 2, due to staff turnover and temporary staffing arrangements.
86. During the inspection standards in classrooms were broadly judged to match the most recent results at both key stages. At Key Stage 1 and in lower Key Stage 2 they match the national expectation, and in the upper years of Key Stage 2 they are below expectation, particularly in writing.
87. Pupils throughout the school make good progress in developing speaking and listening skills. Many develop the ability to speak confidently and fluently. They are able to extend their responses and show an awareness of their audience. Some teachers' planning showed a range of opportunities for speaking and listening, including some drama and role play, for example working as an editorial team in Year 6. However, this was not the case in all classes and no similar opportunities were observed during the inspection, where whole class question and answer sessions were more typical of speaking and listening activities. In one

class at Key Stage 2 pupils demonstrated the ability to read aloud, confidently tackling text that was written to convey accent and dialect.

88. Some pupils at Key Stage 2 have not developed the full range of strategies for tackling unknown words in their reading. Although many can break down regular words, and generally have a secure sight vocabulary, their phonic skills are often limited. They also do not have the confidence to use the meaning of the text to have a go at a word they are finding difficult. These shortcomings are currently being put right in the teaching at Key Stage 1 where good teaching, especially at the end of the key stage, is successfully focusing on the full range of strategies. A programme of targeted support work with Key Stage 2 pupils is also ensuring good progress in these skills for identified pupils. The large majority of the pupils across the school show interest in their reading and respond with enthusiasm to the well chosen fiction and non-fiction texts presented to them in the literacy teaching, and provided for them to read independently. Most pupils at the end of Key Stage 2 show a good understanding of the storyline or content of their reading, but are often not able to use the skills of inference or deduction. These skills should be the focus of teaching at both key stages.
89. The majority of pupils across the full age range develop the skills to write in a very wide range of forms including stories, poetry, reports, character descriptions, reviews, playscripts and newspaper articles. They are developing the ability to shape a piece of writing for a particular purpose and audience, although paragraphing skills are not always well-established amongst the oldest pupils. Many pupils have lively ideas to communicate, and even the youngest pupils are confident in their ability to communicate through their writing. The skills needed to write accurately and clearly are generally being developed well by the end of Key Stage 1. Some more able pupils only half a term into Year 2 are already writing confidently in sentences. They have developed good self-checking and phonic skills so that they can correct first attempts at spelling difficult words, for example correcting “deseyed” and substituting “decided”. Similarly, Year 1 pupils can successfully tackle spelling tasks based on key words. In Year 3 most pupils can attempt to punctuate direct speech with a degree of success, and are able to insert capital letters appropriately.
90. Writing skills are weaker amongst pupils currently in Key Stage 2, particularly amongst the older pupils. Many pupils do not punctuate their work carefully, although they can often insert punctuation into simple sentences if prompted to do so. Pupils are not yet beginning to write using more complex sentence structures, and when they are prompted to do so by the teacher their punctuation suffers. They have not made sufficient progress in these skills as they have moved through the school but good teaching in Year 6 is ensuring they are making rapid progress now. In Year 4 the texts they are reading in the literacy hour present very good models of writing and will form the basis of good learning of these skills.
91. Spelling skills are also weak at Key Stage 2. Too many pupils have weak phonic skills and they make basic errors in relation to word endings and vowel choices. Too few pupils have developed the range of spelling strategies, including self-checking, word building and visual strategies for spelling. Handwriting is usually neat and well-formed, although pupils have been taught to join their writing later than would normally be expected. For many pupils at Key Stage 2 joined handwriting does not come fluently and easily. However, in practice sessions they produce neat, well-formed and consistently joined handwriting and some older pupils take great pride in their presentation.
92. Pupils have the opportunity to use their speaking and listening, reading and writing skills in lessons other than English. There were examples in pupils’ work of extended writing linked to history and of pupils being taught subject vocabulary and to structure their writing appropriately in science. There were also good examples of the use of non-fiction texts to

support work in history. However, these opportunities are not always planned for systematically enough to link teaching in the literacy hour with opportunities in other subject work, and therefore standards in literacy across the curriculum are below expectation, particularly in relation to writing. The co-ordinator recognises the potential for this development.

93. The teaching of literacy ranges from satisfactory to very good, and in the main it is good at both key stages. No unsatisfactory teaching was observed, and half of the teaching observed was good and very good, with half of this teaching falling into the very good category. The quality of teaching was variable within each key stage, with both key stages having both very good and satisfactory teaching. Teaching at the end of each key stage is particularly strong. The good teaching is supported by thorough planning which focuses sharply on the objectives for the learning. Resources are very well used and the pace to sessions is usually good.
94. Questioning in whole class teaching is managed well and demonstrates good subject knowledge. Teachers on the whole establish good relationships in their classrooms and behaviour is good. Where relationships are very good, for example in Year 2 and in Year 6, pupils show real enthusiasm and commitment to their learning and make very good progress. Good use is made of time both inside and outside the literacy hour to enhance reading and writing skills. The decision to plan for guided reading sessions outside the literacy hour, and focus on writing within the literacy hour is supporting progress in learning. Homework is used well to support pupils' learning.
95. This generally good teaching, together with the very effective targeted support offered by learning support assistants ensures that most pupils at both key stages are making good progress in their learning, including those who had identified special educational needs.
96. However, there are areas for development in the teaching which would ensure more appropriate progress for all pupils. Assessment information, including the class target sheets and teachers' day-to-day marking, could be used more effectively to plan for the group sessions. Teachers and pupils could be clearer about the next steps for learning, which could in turn be assessed more systematically. Teachers could also plan to use the outcomes of the group teaching to set targets and prompts for future independent work. In some classes the tasks set are not matched well to the range of pupils' needs and this is leading to frustration, failure to make progress or over-marking in response by the teacher. Although there were some good examples of teachers planning for more active involvement of the pupils in the whole class sessions, there is still work to do to develop a range of approaches. Teachers also need more support in the teaching of spelling, especially at Key Stage 2.
97. There has been substantial improvement in the teaching of literacy since the last inspection. Attainment in Key Stage 1 is now judged to match the national expectation, for both reading and writing. Planning is good, and follows the recommendations of the National Literacy Strategy. The provision of resources has improved significantly. The overall quality of teaching is now good, both at Key Stage 1 and Key Stage 2, and no unsatisfactory teaching of literacy was observed in either of the two key stages.
98. The substantial improvements in literacy provision have been led by an enthusiastic, well-informed and committed co-ordinator who has successfully steered the implementation of the National Literacy Strategy in the school. She provides a very good model in her own teaching and has supported planning and the generation of teaching ideas well. Her choice of resources has improved provision; although the stock is relatively small, it is well chosen to cover a good range and is generally of good quality. There is a good range of books for use in literacy teaching, including big books. The co-ordinator has also provided good planning

and record sheets for the guided and independent reading sessions. Her plans for developments in the subject focus on the appropriate key areas, most notably writing, but need to support teaching skills rather than focus on planning for opportunities. She has undertaken some monitoring activities but has not yet been able to follow this through by supporting teachers in identifying the key next steps in learning for their pupils.

99. The school has made developments in literacy work a high priority and this is resulting in good progress across the school. Other initiatives, including the development of the school library and the introduction of a Family Literacy group, together with further developments in the use of ICT in literacy, will support the future progress of pupils.

## **MATHEMATICS**

100. In the 1999 tests for seven-year-olds the schools' results were well below the national average. When compared with similar schools, the school's results were well below the average for this group of schools. The results achieved by eleven-year-olds in the 1999 tests were in line with the national average. When compared with similar schools, the results were above the national average for this group of schools. In the last two years the school's results have been variable. The results for seven-year-olds in the 2000 tests were close to the national average and have shown steady improvement. The results for eleven-year-olds in the 2000 tests were well below the national average. However, this cohort of pupils had a high number of pupils with special educational needs, which was a significant factor in the drop in results. The target for the number of eleven-year-olds the school anticipates will achieve the expected level in mathematics for 2001 is 77%. Although this is just below the national average, it nevertheless reflects a realistic target for this cohort.
101. Evidence gathered during the inspection indicates that the school's results are improving and that standards in mathematics and numeracy are now broadly in line with the national average at the end of both key stages. The senior management team and governors have identified the different trends in standards and have made clear plans to address the issues.
102. Discussion with the pupils and classroom observations indicate the very positive impact of the National Numeracy Strategy on pupils' attainment. The majority of teachers have spent time considering the introduction of the strategy and have successfully implemented many of the planning and teaching strategies recommended by the National Numeracy Strategy. However, evidence gained from examining pupils' books indicates that it is only very recently that the written recording and calculating strategies which underpin mental and oral skills, knowledge and understanding have been introduced for some of the seven to eleven year old pupils in school. In discussion, pupils showed that their understanding of number was at a higher level than that sometimes seen in the books. For example, the higher attaining eleven year old pupils were able to explain how to reduce a fraction to its simplest form by cancelling common factors to solve simple problems, they can measure and interpret angles and understand different ways of finding the average. The confidence that this group showed with numbers and use of a variety of strategies when calculating suggests that they should attain at the higher level in national tests.
103. Performance by the end of Key Stage 1 is broadly average. All pupils, including those with special educational needs, make satisfactory progress throughout the key stage and good progress in Year 2. For example, the majority of pupils in the Reception class are able to count from zero to 20 and back; they can identify numbers up to 10 and the more able are beginning to add one more to a given number up to 10. By the time average attaining pupils are in Year 2, they are able to add 11 to a two digit number and higher attaining pupils can solve computation of money problems up to 50p. Pupils in Year 2 can name and explain the



properties of a number of mathematical shapes. In the Reception class pupils can name the most common shapes such as circle, square and rectangle.

104. By Year 6, performance is broadly average for a significant number of pupils. Progress across the key stage is more variable than in Key Stage 1. Progress at the beginning of the key stage is satisfactory and progress in Years 4 and 6 is good. Progress in Year 5 is variable and is at times unsatisfactory for pupils with special educational needs. Good progress is seen when lessons are carefully tailored to meet the needs of different ability groups. For example, in Year 6 when pupils are testing probability against real life situations, the higher attaining pupils are encouraged to relate probability to fractions by reducing fractions to their simplest form. Other pupils are asked to begin to recognise whole and simple fractions using practical situations. By the end of the lesson, all pupils are clear about how to identify events with likely outcomes and have a greater understanding of the language of probability.
105. Pupils are beginning to calculate accurately and explain the strategies they use. They make appropriate use of prior facts, including knowledge of place value, number and multiplication facts. The oldest pupils are able to calculate accurately, to predict and to test the probability of events. They are able to use the language associated with probability, to look for pattern and check results.
106. Higher attaining pupils are supported particularly well in Years 2, 3, 4 and 6 through carefully planned work, acceleration to a higher year group and targeted support by the class teacher. In the main pupils with special educational needs are appropriately supported. However, there are isolated instances when work is not appropriately planned for their needs and whole-class work is conducted for extensive periods of time at a level beyond their understanding. Pupils across both key stages are enthusiastic about mathematics. They have a positive attitude to learning and are eager to contribute during whole class discussions and activities. They listen attentively and generally apply themselves well.
107. Many pupils are able to calculate figures quickly and accurately and are beginning to use a range of written methods. Medium term planning is based on sample National Numeracy Strategy sheets. These need to be adapted to ensure that appropriate emphasis is given to all aspects of mathematics. At present there is too little emphasis on the integration of using and applying mathematics when looking at number and algebra. The amount of coverage on work on shape, space, measures and data handling is also variable across the key stages.
108. Overall, the mathematics teaching observed during the inspection was judged to be good. During the inspection, seven lessons or part lessons were observed in mathematics, this included one lesson in the Reception class. This equated to seven hours of teaching and learning. Teaching was judged to be good in four lessons and satisfactory in the remaining three lessons. All the teaching followed the structure set out in the nationally designed programme for teaching mathematics; the structure was being used to good effect. The teaching was appropriately planned in the majority of cases. A common characteristic of the good teaching was the brisk pace of mental/oral work, the way teachers' questions encouraged pupils to think about their answers, clear explanations of how pupils could improve their own work and careful organisation to provide problem solving and collaborative activities. When pupils were being asked to solve problems involving the addition and subtraction of numbers, all the teachers used time effectively.
109. A number of teachers are successfully using work in mathematics to support work in other subjects. For example, in Year 2 and Year 5, science lessons where the teachers have made appropriate use of a mathematical charts and graphs, to help pupils sort data from science experiments. However, links with other subjects, particularly ICT, are under developed.

110. The mathematics co-ordinator has an appropriate understanding of the subject. She is beginning to use her knowledge to good effect, to help other staff become more confident in using the approach outlined in the National Numeracy Strategy and for analysing data to identify areas for development. She has worked particularly hard at establishing effective mathematics homework games across the school. The school is making good use of national and LEA advice for teaching the subject. The school does not yet use data systematically to set targets for improvement for groups or individual pupils. Marking of pupils' work does not always follow school policy or give children a clear idea of what they need to do next to improve their work and activities are not always differentiated well enough to meet the needs of pupils. The co-ordinator has monitored the planning and teaching of her colleagues but this is not yet firmly embedded into practice. The school has an appropriate range of equipment that helps pupils understand their work in mathematics. The co-ordinator has an appropriate understanding about future resource needs and requirements.
111. The judgements recorded following this inspection show a marked improvement in standards and progress compared to the judgements made during the last inspection.

## SCIENCE

112. The percentage of pupils attaining Level 2 and above in Key Stage 1 in the end of key stage teacher assessed tasks has steadily improved over the last three years. The percentage of pupils attaining the higher level (Level 3) has significantly improved. Results in 2000 remain below national averages and reflect the percentage of pupils on the higher levels of the special educational needs register. The percentage attaining Level 2 and above is broadly in line with similar schools.
113. Results at the end of Key Stage 2 are more variable. The percentage of pupils attaining Level 4 and above in the end of key stage tests improved from 1998 to 1999. In 1999 the results were above national averages and the percentage of pupils attaining the higher level (Level 5) was close to the national average. The overall results show considerable differences between the attainment of boys and girls. Girls' attainment was above the national average but the boys' attainment was well below. In 2000, the percentage of pupils attaining Level 4 and above was below the national average and the percentage attaining the higher level was well below average. Girls' attainment was very high in relation to national averages and boys' attainment was well below. This cohort of pupils had an uneven pattern of educational experiences in Key Stage 2 due to considerable staff changes.
114. Findings from the inspection support the judgement that the overall trend for attainment in science is improving. The school has analysed the differences in attainment between boys and girls and is addressing the issue through a wide range of measures, including taking part in the 'Learning through Football' scheme with Leeds United. Overall attainment is broadly average by the end of both key stages, although because of the current very good progress in Year 2 and Year 6 some pupils demonstrate above average attainment. The school is well placed to meet the targets it has set for 2001.
115. Pupils' learning is satisfactory in Year 1 and very good in Year 2 for pupils of all abilities including those with special educational needs. By Year 2 they can explain some of the characteristics of living and non-living things and can discuss healthy and unhealthy foods. They know how to make an electric circuit and can measure the effect of pushing an object, for example, the distance a truck travels. They can group different materials and know that they have different properties. They make good overall progress in investigative skills. The higher attaining pupils can devise a simple fair test to measure the distance different objects

- travel. Recording in charts and graphs is currently under-used in Key Stage 1. This makes it more difficult for pupils to observe and discuss patterns in their findings.
116. Pupils' learning is variable in Key Stage 2 but is never less than satisfactory. The provided activities in Year 3 and Year 5 do not meet the needs of the majority of the class because they are too difficult and the language used by the teachers is too complex. As a result pupils with special educational needs are not able to make satisfactory progress. In Years 4 and 6 pupils of all abilities learn well because the tasks are better matched to their understanding and provide opportunities for them to take responsibility for their own learning. For example, pupils in Year 4 explore a variety of books to find examples of food chains. They have good opportunities to discuss their ideas with each other and with the class teacher and they present their findings well. By the end of the key stage the pupils are able to devise a suitable investigation for dissolving. They predict the outcome, ensure the test is fair and measure the dissolving rate. Results are recorded graphically and analysed well.
117. The teaching of science makes a satisfactory contribution to the development of literacy and numeracy skills. Teachers use subject specific vocabulary and structure pupils' writing appropriately. Measurement and charts are used regularly but graphical data is not used sufficiently until Years 5 and 6. The lack of data-logging equipment minimises the use of ICT.
118. Teaching is good overall and is never less than satisfactory across the school. It is good in Year 4, and very good and occasionally excellent in Year 2 and Year 6. All teachers plan carefully and share the learning objectives of the lesson with pupils. In the very good and excellent teaching expectations are high and are well-matched to the next stage of learning, differentiation is appropriate and learning support assistants understand clearly how they contribute to the learning of the pupils with special educational needs. Lessons are very well structured, time is used well and there is a very good balance of questioning and explanations that summarise learning effectively using accurate scientific vocabulary that the pupils understand. Where the teaching is satisfactory it is because the teachers' good subject knowledge is not adapted to the pupils' stage of learning and differentiation is not sufficient. As a result some average and below average pupils are too dependent on their teachers for help in completing tasks that they do not understand. This reflects the criticisms made in the last inspection. For example, during this inspection, pupils with special educational needs in Year 5 had difficulty in completing a chart showing the life cycle of plants because they did not understand the vocabulary that was provided for the activity. However, taking the school as a whole, teaching has improved since the last inspection.
119. Most pupils show enjoyment in science lessons. When they understand the tasks they concentrate well, persevere and work together effectively. They show particular interest and involvement when they are given some responsibility for their own learning in a clear context, for example, undertaking investigations or carrying out research in books. Their attitudes are less positive when they do not fully understand the provided tasks, but behaviour is never less than satisfactory.
120. The long-term plan for science ensures National Curriculum coverage. Medium and short term planning contains clear learning objectives. At present there is insufficient guidance for teachers in providing differentiated activities across the topics in the two year planning cycle and insufficient awareness of progression in investigative skills to ensure appropriate targets for different groups of pupils. The acting co-ordinator has had little impact on the development of the subject.

## **ART**

121. The standards of art in the school are in line with those typically seen for pupils at seven and eleven years of age. Pupils make satisfactory progress in developing art skills in Key Stage 1 and variable progress as they move through Key Stage 2. Standards in art have remained the same as those seen in the last inspection.
122. There are displays of high quality work around the school. These include examples of work in a number of materials including clay, watercolours, pastels, papier-mâché and printing. Pupils in the nursery are developing skills in colour mixing and printing. Pupils in Year 2 have looked at the work of the Victorian artist William Hammer to produce pastel pictures of fruit. To do this they blended different shades and tones of colour; this work is of a high standard. Pupils at the top of Key Stage 2 have made large three-dimensional papier-mâché masks of faces. This work is also of a high standard.
123. During the inspection four lessons were observed where art was taught. The teaching varied from good to unsatisfactory, but was satisfactory overall. Where teaching was judged to be good, the teacher's explanation was clear and helped pupils to consider how shading techniques can be used when making observational drawings of Victorian artefacts. In the nursery, a good range of materials was provided for the pupils to use as they printed with their hands using different coloured paints. The teacher appropriately modelled how to print and to share materials. Careful use of open-ended questioning enabled the pupils to make their own decisions about what happens when different colours mix. The pupils enjoyed the tactile nature of the activity and worked well together. This approach is having a positive impact on the pupils' social development. Where teaching is unsatisfactory, pupils have little opportunity for practical activity or to select their own materials, teacher exposition is overlong and learning intentions are not made clear to the pupils.
124. Resources for art are adequate. Pupils have opportunity to explore a good range of materials and processes in two and three-dimensions and on different scales. Art is linked well to ongoing work in history and geography. However, in Key Stage 2, there is not yet enough attention to the teaching of the knowledge and understanding element of the National Curriculum programme of study or to encouraging pupils to refine their efforts. The use of sketchbooks is under-developed across the school and some teachers lack appropriate subject knowledge. This can lead to pupils using in-appropriate materials and feeling dissatisfaction with their work. The co-ordinator is new to the role and has not yet identified developments for the subject, or had an opportunity to support colleagues or monitor the subject. Long and medium term planning has recently been reviewed. Medium term planning is detailed and appropriately focuses on learning objectives, key skills and assessment opportunities.

## **DESIGN AND TECHNOLOGY**

125. The standards of design and technology work in the school are in line with those typically seen for seven and eleven year olds. Displays and photographs of pupils' work show that they have designed and made a variety of products for specific purposes. These include designing and making purses and photograph frames, making a healthy sandwich, making a large robot and designing and making a vehicle which uses syringes for hydraulics.
126. During the inspection two lessons was observed where design and technology was taught. The teaching was judged to be good in both lessons. The lessons were well planned. Pupils in the Reception class were able to uses a variety of fixing materials to make a giant sized robot out of card. Resources were carefully prepared and readily available. Pupils in Year 4 designed, made and evaluated a photograph frame for someone of their choice. They were able to evaluate their photograph frames well against criteria set by the class teacher and to make suggestions for improvement. All pupils were able to recognise that the quality of a

product depends on how well it meets its purpose. The teacher used questions well to challenge pupils' thinking about the best ways of assembling their frames.

127. Standards in design and technology have improved since the last inspection when they formed part of a key issue for action at Key Stage 2. Planning has been reviewed and new resources purchased. Resources are now adequate for teaching the subject across the school. Teachers integrate the subject well into other curriculum areas and the design, make and evaluate process is well established. However, there is still much work to be done if standards are to improve further. The co-ordinator is new to post and has not yet had the opportunity to monitor the subject or support colleagues. There is not yet a policy document for the subject. Recent planning needs to be reviewed to ensure progression and that focused practical tasks develop a range of techniques, skills, processes and knowledge both between and across year groups. Planning should also ensure that pupils in Key Stage 2 have regular and appropriate access to how mechanisms can be used to make things move in different ways, using a range of equipment including an ICT control program.

## **GEOGRAPHY**

128. During the inspection only one lesson was observed where geography was taught. There is therefore not enough inspection evidence to make an overall judgement on attainment in this subject. Scrutiny of work indicates that pupils make satisfactory progress in geography as they move through the school. In discussion, pupils in Year 2 were able to describe how to make a map of their route to school and the local park. Pupils in Year 4 can name the capital cities in the United Kingdom and can use maps, plans and leaflets to extract information. They are beginning to interpret keys and recognise symbols on maps. Pupils in Year 6 know about the changes that have occurred in land use in and around both Leeds and Middleton.
129. The quality of teaching in the geography lesson that was observed was judged to be good. The teacher made good use of a range of atlases, maps, plans, photographs and leaflets of Cardiff to help pupils to gain information about the city. The lesson was conducted at a good pace with high expectations for what was expected in a given amount of time, clear exposition about how to use secondary sources and good opportunities for problem-solving and collaboration.
130. An adequate range of maps, photographs and other resources are available. Teachers make good use of the local area as well as visits to places further afield, such as Clapham Village in the Yorkshire Dales to conduct a village study to teach about geography. The geography co-ordinator is relatively new to the role. However, she is well informed, knows the strengths and areas for development in the subject and has produced a detailed and appropriate action plan.

## **HISTORY**

131. During the inspection only one lesson was observed where history was taught. The school is currently operating a rolling programme for the teaching of history and geography, and history was not being taught in all classes during the time of the inspection. There is therefore not enough inspection evidence to make an overall judgement on attainment in this subject.
132. Pupils make satisfactory progress in developing their skills and knowledge in history, as they move through the school. In discussion, pupils in Year 2 talked confidently about differences between ways of life in Victorian times and today. They had enjoyed a visit to see the Thackray Medical Museum and Leeds Town Hall and understood some ways in which

health and architecture have changed. They also identified several differences in everyday life. These included the lack of toilet facilities, differences in housing conditions between rich and poor people, changes in school life and the lack of electricity in Victorian homes.

133. Written work in pupils' books shows that they are learning about a range of people and events from history, as they move through the school. In Key Stage 1 pupils have learnt about Victorian lifestyle, Victorian artefacts and Florence Nightingale. In Key Stage 2 pupils have learnt about the Aztecs, the Victorians, Ancient Egypt and the Romans.
134. During the inspection the quality of teaching in the lesson observed was judged to be good. The teacher used a selection of Victorian artefacts well to show pupils how we can learn about the past from artefacts and secondary sources. The teacher instilled a sense of awe in the children by hiding artefacts and bringing them out one at a time. Questioning was used well to encourage pupils to guess what the artefacts were used for and to guess their modern day equivalents.
135. Long and medium term planning has been revised since the last inspection. Planning is detailed and clearly identifies learning objectives and key skills to be taught. However, there is a need to ensure that there is enough progression identified when different year groups use similar themes. The school has adequate range of resources for teaching history and makes very good use of loans from local services. Good use is made of the local area and its facilities, including the immediate area of Middleton and Leeds. The subject is led by an enthusiastic co-ordinator who is new to the role. The co-ordinator has begun to monitor standards in the subject by monitoring planning and work in the pupils' books. The standards in history at Key Stage 1 were identified as an area for concern at the time of the last inspection. Scrutiny of pupils' work suggests that standards in history at both Key Stages 1 and 2 have improved significantly since the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

136. Attainment in ICT is below the standards expected nationally by the end of both key stages. However, the current rate of progress in lessons is good. Pupils of all abilities, including those with special educational needs, are learning new skills rapidly. As a result the school is well placed to raise attainment quickly.
137. Provision for ICT has improved considerably since the last inspection. The school now has a networked computer suite and a range of software. Planning is in place to secure full National Curriculum coverage and pupils are taught regularly in a structured framework.
138. Attainment is judged to be below average because pupils throughout the school are not yet proficient and confident in the range of activities they undertake due to lack of prior experience. The majority are over-dependent on teachers and are not aware of the potential application of ICT to their own learning. Some equipment for controlling devices and for monitoring external conditions has not yet arrived and the school does not yet have access to the e-mail and the Internet.
139. In Key Stage 1, pupils are learning to word process and to use the mouse and control bar to modify their texts. For example, they are learning to delete and correct, to change the size of print and to make a list from a running text. They use their skills in creating captions for their class display of Victorian artefacts. In Years 3 and 4 they improve on these early skills by changing font size and boldening their texts. They gain confidence in using a spell check and are beginning to understand how to cut and paste. In Year 6 they learn to import clip art into a text file and use this skill to create an attractive piece of work.

140. Teaching is good. Teachers have a variable amount of subject knowledge and confidence but they all teach well and help the pupils to make good progress. Lesson objectives are clearly shared at the start of lessons and care is taken to explain tasks carefully. Pupils are given sufficient time to practise skills and teachers work hard to support individual learning needs. The lack of a large screen means that teachers cannot always use time well to support whole class teaching.
141. Pupils enjoy using computers. Pupils in Key Stage 1 are very enthusiastic about their visit to the computer suite. They apply themselves well to their tasks. Pupils in Key Stage 2 concentrate well and share learning effectively. This was clearly evident in a Year 6 lesson where more confident pupils helped others to achieve success in the planned tasks.
142. Planning for skill development is very clear and some links are made to other subjects. For example, pupils in Year 2 can explain how the use of a spelling program helps them to improve and pupils in Year 5 use a database to produce graphical results of a science investigation. However, there is currently insufficient application of ICT across the curriculum. For example, there is no software to support musical composition.
143. The twice-weekly homework club enhances provision. Many pupils attend and enjoy practising their skills. The school also uses wider community activities to promote development in the subject. For example, a recent programme at a local study centre for pupils who do not have computers at home was promoted in the school and attended by a group of pupils in their own time after school.
144. The new co-ordinator has written a very clear and useful ICT development plan that fully addresses all necessary issues for the school in relation to immediate and future developments in the subject. This includes the purchase of necessary equipment and software and access to e-mail and the Internet. ICT is a major target for development on the School Improvement Plan and members of staff are committed to sustaining the current good progress.

## **MUSIC**

145. During the inspection two lessons were observed in Key Stage 2. Singing was evaluated in acts of worship and lessons, two extra-curricular activities were observed and discussions were held with the co-ordinator. There was insufficient evidence to form a judgement in relation to overall standards.
146. Pupils sing tunefully and with enjoyment. In the shared singing lesson for Year 3 and Year 4 they showed awareness of rhythm and sang in tune together well. In the lesson in Year 6 the pupils followed their own graphical scoring and successfully performed short group compositions with tuned and untuned percussion. They carried out simple evaluations, stating what they liked about each composition.
147. In the one graded lesson in Year 6 the teaching was good overall. The teacher used satisfactory subject knowledge to enable the pupils to follow their score and complete a short composition to record. Very good behaviour management and relationships with the class enabled the pupils to concentrate successfully in a confined area. The pupils' learning was enhanced through the planned activities. However, there was insufficient focus on the use of subject specific vocabulary to help pupils to evaluate well.
148. The long-term plan ensures that pupils undertake all areas of the National Curriculum for music. Medium and short term planning contains useful clear objectives and activities, although learning outcomes for pupils of different abilities are not always clear. A good

range of weekly extra-curricular activities enhances provision. There are also opportunities for pupils to share music with the community. For example, they sing carols to elderly residents at Christmas.

149. Currently, the amount of tuned and untuned percussion is only just adequate for class use. There is a limited range and some of the instruments are old. In addition, there is insufficient music for listening, which is supplemented by the teachers' personal collections. The range of instruments and music does not sufficiently represent a range of cultures and traditions. The new co-ordinator is aware of the need to purchase further resources, including the purchase of software to enable the pupils to use ICT to enhance their compositions.



## PHYSICAL EDUCATION

150. During the inspection lessons were observed in each key stage. From these observations it is judged that pupils demonstrate standards similar to those expected for their age. On occasions, good teaching and good subject knowledge enable some pupils to attain higher levels of physical skill.
151. Pupils in Key Stage 1 can copy, repeat and sequence a range of movements showing appropriate balance and co-ordination. They can move expressively in dance, changing the level, rhythm and direction of their compositions in response to the music. Pupils in Key Stage 2 can throw, catch and defend in small-sided group activities. The majority of pupils can swim unaided in at least one style. Opportunities for evaluating performance are not always sufficient and pupils need to develop this skill further.
152. The majority of pupils, including those with special educational needs, make good gains in their learning throughout Key Stages 1 and 2. For example, pupils in Year 1 learn to sequence and develop their own range of movements and pupils in Year 2 use these skills well in group activities. All pupils show good awareness of safety, for example in the swimming lesson in Year 5. Regular emphasis on aerobic activity encourages the development of stamina. A good range of skills' practice, for example in Year 4 and Year 6, ensures steady progression in the skills needed to play competitive games.
153. The teaching of physical education is good in both key stages. This shows improvement from the last inspection where the teaching was judged to be satisfactory. Where the teaching is particularly effective, the teachers' subject knowledge is good, lesson objectives are clear and are shared with the pupils and the lessons proceed at a brisk pace with plenty of opportunities for pupils to practise and improve on the skills being learned. In addition, expectations are high but realistic and teachers intervene effectively to guide and improve the pupils' learning. Pupils' evaluation of their learning is under-developed because teaching does not emphasise this aspect of the curriculum sufficiently.
154. Pupils show positive attitudes in lessons. They concentrate well when practising skills, respond well to the challenge of engaging in demanding physical activity and maintain interest. They behave safely and sensibly.
155. A good range of extra-curricular activities which show regard for the school's equal opportunities policy enhances curriculum provision. These include the opportunity for inter-schools competitions.
156. The long term planning ensures National Curriculum coverage. Medium term and short term planning contain clear objectives and appropriate activities. The co-ordinator is keen to continue to develop the subject and intends to update the satisfactory range of resources and develop more opportunities for inter-school activities with local schools.