

# INSPECTION REPORT

**KIPPAX ASH TREE PRIMARY SCHOOL**

Kippax

LEA area: Leeds

Unique reference number: 131467

Headteacher: Mr M Hall

Reporting inspector: Mr G T Storer  
19830

Dates of inspection: 11<sup>th</sup> - 14<sup>th</sup> September 2000

Inspection number: 225257

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:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Gibson Lane Kippax Leeds
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Bowling
Date of previous inspection:	N/A

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G T Storer 19830	Registered inspector	Mathematics Physical education	Characteristics of the school Standards Improvement and effectiveness
Mrs G Marsland 13706	Lay inspector		Attitudes, behaviour, personal development and attendance Care for pupils Partnership with parents Accommodation and resources
Mrs M Palmer 20646	Team inspector	English Music Religious education	Teaching and learning
Mr D Matthews 18505	Team inspector	Equal opportunities Information technology Science	Leadership and management
Mr D Pattinson 19120	Team inspector	Geography History	Curricular and other opportunities Spiritual, moral, social and cultural development
Mr K Hobday 21372	Team inspector	The foundation stage Special educational needs Art Design and technology	Assessment

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

### **INFORMATION ABOUT THE SCHOOL**

Ash Tree Community Primary School was established in 1998 as a result of the amalgamation of the former infant and junior schools. There are currently 426 pupils on the school roll. This is much larger than the average primary school. The school occupies a split site close to the centre of the village of Kippax and most pupils live in this community. The school serves a socially diverse community, with pupils coming from homes in owner-occupied local authority and privately rented accommodation. There is one pupil from an ethnic minority group but none speak English as an additional language. Since the closure of the local coal mine, some families have experienced a degree of hardship and there is still unemployment in the area. Just over 10 per cent of pupils claim free school meals. This is below the national average, although school records indicate that more children are eligible. Children's attainments on entry vary quite widely but are well below nationally expected levels overall and the number of pupils with special educational needs is above average for a school of this size.

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

This newly established school is becoming increasingly effective. Standards are rising. By the age of 11 most pupils, other than those with special educational needs, are achieving or exceeding nationally expected standards in English, mathematics and science. There is consistently good teaching throughout the school; two-thirds of all lessons are good or very good. The recently appointed headteacher provides very good leadership. He receives very good support from the governing body and together they have improved aspects of leadership and management. They have a clear view of the way ahead and are committed to school improvement. The school provides good value for money.

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

- The headteacher provides very strong leadership and ensures that the staff work together as an effective team.
- Governors are very involved in the management of the school; they are very supportive of the headteacher and staff, yet rigorous in overseeing all aspects of the work of the school.
- Teaching is consistently good throughout the school.
- Teachers in the Foundation Stage<sup>1</sup> plan very thoroughly. They provide a very good range of experiences and activities that ensure that most children make a good start to their education.
- The very good range of special events, educational visits, visitors and activities outside lessons add substantially to the quality of pupils' learning.
- The school's arrangements for pupils' moral, social and all round personal development are very good; relationships at all levels throughout the school are very positive, pupils behave well and their approach to work and other aspects of school life is increasingly mature and responsible.
- This is a very caring school in which pupils' welfare has a high priority.
- Pupils are happy to come to school and attendance rates are above the national average.

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

- In religious education, pupils do not attain the standards outlined in the locally agreed syllabus and current provision is unsatisfactory.
- The school's approach to teaching the skills of design and technology has not been systematic enough; in Key Stage 2, pupils' progress in this subject is unsatisfactory.
- Teachers do not yet make sufficient use of assessment to match work to the needs of pupils of differing levels of attainment.
- Individual education plans are not precise or detailed enough to ensure best possible progress for all pupils with special educational needs.

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

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

This is the first time that the school has been inspected as a complete infant and junior school. The former infant school was inspected, but the extent of the changes to the nature, constitution and management of the new school make comparisons inappropriate.

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<sup>1</sup> The Foundation Stage applies to children from three years of age to the end of the reception year in primary schools.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	n/a	n/a	B	B	well above average A above average B average C below average D well below average E
Mathematics	n/a	n/a	C	D	
Science	n/a	n/a	D	D	

The most recently published National Curriculum test results indicate that in 1999 pupils' attainments were above average in English, average in mathematics and below average in science. In science, the percentage that attained the nationally expected standard was similar to schools nationally, though fewer pupils gained above average results and this reduced the school's overall average score in science. When compared with similar schools, pupils' results were above average in English but below average in mathematics and science. However, the 'similar schools' comparison is based on the numbers of pupils entitled to free school meals and does not take any account of factors such as children's attainment on entry or of special educational needs. In reality, the school's social and educational context is more challenging than many of the 'similar schools'. Many children enter the nursery at levels that are below or even well below average for that age and around 25 per cent of pupils experience difficulty with aspects of their learning. Pupils achieve satisfactory standards in relation to their age and prior attainment, and many achieve well. Additional evidence from the unpublished tests in 2000 and from the work of pupils currently in Years 2 and 6 suggests that standards are rising. At the end of Key Stage 1, above average standards are being maintained in mathematics and improvements in pupils' writing bring attainment in English closer to the nationally expected level, though standards in speaking and listening remain below average. In 2000, more pupils in Key Stage 2 attained the above average Level 5 in mathematics and science than in the previous year, and in the current Year 6 even more pupils are on course to attain or exceed national expectations in English, mathematics and science. However, standards in religious education throughout the school are below those set out in the locally agreed syllabus. Pupils achieve satisfactory standards in all other subjects except art, where standards are above average in Key Stage 1, and design and technology where standards are lower than they should be at the end of Key Stage 2. The school fell just short of its targets for raising attainment this year but has set realistic targets for 2001 in order to maintain the pace of improvement and to meet the specific needs of pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive; pupils are enthusiastic and eager to learn, and older pupils willingly rise to the challenge to do their best.
Behaviour, in and out of classrooms	Pupils' behaviour is consistently good both in and around the school. There is no evidence of bullying or oppressive behaviour.
Personal development and relationships	Very good; pupils are mature and responsible. Relationships are very good and contribute strongly to the school's very positive ethos.
Attendance	Above the national average.

## TEACHING AND LEARNING

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

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

The quality of teaching is good. There are examples of good and very good teaching throughout the school. During the inspection, teaching was satisfactory or better in 99 per cent of lessons. Two-thirds of the teaching (67 per cent) was good or very good, though this was somewhat more evident in the Foundation Stage and in Key Stage 1. Almost 15 per cent of lessons were very good. Only one lesson was unsatisfactory and this was in Key Stage 2. The teaching of the basic skills of English and mathematics is good throughout the school and standards in these subjects are improving. The teaching of children under the age of five is consistently good. Teachers in the Foundation Stage provide a very rich and stimulating programme of work and experience that ensures that children make good gains in their personal development and in the knowledge, understanding and skills that underpin the National Curriculum. A consistent strength of teaching throughout the school is teachers' effective management of their pupils. Teachers make sure that pupils are interested, concentrate well and become increasingly independent. This improves the quality of their learning. There is evidence that teachers are beginning to adapt daily and weekly plans as a result of their assessments, although this aspect of planning is not yet well developed. Sometimes tasks are too easy for higher attaining pupils or too difficult for others in the class. When this mismatch occurs, pupils make less progress. The teaching of pupils with special educational needs is satisfactory. Pupils with statements of special educational need receive appropriate support from teachers and support staff; they make sound progress and achieve satisfactory standards in their work in both key stages. The teaching of other pupils with special educational needs is sometimes less successful. This is because individual education plans are insufficiently detailed to guide this aspect of teachers' work. Teachers set work for higher attaining pupils at a sufficiently challenging level to allow them to attain above average standards in English and mathematics, but do not always extend this practice to other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum includes all subjects of the National Curriculum and is extended by a very good range of special events, educational visits, extra-curricular activities and competitive sports.
Provision for pupils with special educational needs	Sound overall; though individual education plans for pupils without statements are sometimes insufficiently detailed to support teachers' planning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; moral development and social development are particular strengths, although the spiritual dimension is an area of relative weakness.
How well the school cares for its pupils	This is a very caring school in which pupils' safety and welfare are successfully promoted. The monitoring and promoting of good behaviour and attendance are particularly effective.

The school works in effective partnership with parents. By giving their support at home and in school, most parents contribute to their children's learning and achievements.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior staff provide very strong leadership. They have a clear view of the way ahead and are committed to the process of school improvement.
How well the governors fulfil their responsibilities	Governors are very involved in the management of the school; they are very supportive of the headteacher and staff, yet rigorous in overseeing all aspects of the work of the school and in discharging their statutory responsibilities.
The school's evaluation of its performance	The headteacher, senior staff and governors monitor the quality of teaching and learning frequently. This is having a positive impact on the school development process.
The strategic use of resources	The school's priorities are supported through sound financial planning. The school's budget and other grant funding are used effectively and according to principles of best value in order to meet the needs of the pupils.

The overall quality of leadership and management is good. The recently appointed headteacher is having a strong and positive impact on many aspects of the work of the school.

## 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>• Teachers have high expectations of the pupils.</li> <li>• Parents are comfortable in approaching staff with questions or problems.</li> <li>• Their children like school.</li> <li>• Their children make good progress at school.</li> <li>• Pupils' behaviour is good.</li> <li>• School helps children to become mature and responsible.</li> <li>• Teaching is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The range and quality of information parents receive about their children's progress.</li> <li>• The amount of work that their children are expected to do at home.</li> <li>• How closely the school works with parents.</li> <li>• The range of activities outside lessons.</li> </ul>

There were 124 questionnaires (30 per cent) returned and 34 parents attended the pre-inspection meeting for parents. Parents' responses overwhelmingly supported the school and the quality of education provided for their children. A small number of parents expressed concern over some aspects of the school's work. The inspection endorses the positive views of parents but finds little evidence to support their concerns. There are some small inconsistencies in teachers' use of homework. These relate to amounts set and to the range of subjects covered. However, homework generally relates well to the work pupils are doing and so contributes appropriately to their attainment. The pupils' annual progress reports meet statutory requirements; the format and content have been improved to give parents clearer information about what pupils know, understand and can do and how they might improve. The range and quality of activities that take place outside of lessons are good. They cover sporting, cultural and social activities and provide additional opportunities for pupils in both key stages. This is more than is found in many similar sized schools. This recently established school is working hard to build positive relationships with parents and in doing so, provides a good range of information to help parents support their children's learning and the work of the school.

## **PART B: COMMENTARY**

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

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

1. When children enter the nursery class, most display standards that are well below average for children of this age. Children in the nursery and reception classes make good progress, especially in their mathematical development and in their personal and social development. However, levels of attainment in communication, language and literacy remain below expectations.
2. In the most recent National Curriculum tests and assessments for seven-year-olds, standards in mathematics were well above average, standards in reading and in science were broadly average but pupils' writing was below average. Since then, pupils' results have improved steadily. In the (unpublished) tests in 2000, high standards were maintained in mathematics and the percentage of pupils attaining or exceeding the nationally expected level in reading and writing increased. Inspection evidence indicates that almost all pupils currently in Year 2, other than those with more serious learning difficulties, are on course to attain or exceed the nationally expected level. There have also been improvements in the numbers of pupils working at the above average level, particularly in writing. When compared to standards in similar schools, pupils' 1999 results were well above average in mathematics, but below average in reading and writing. However, this comparison does not properly reflect pupils' achievements. Children's attainments in communication, language and literacy are well below average on entry to the school and a considerable number of pupils have special educational needs in this area. Set against this background, pupils in Key Stage 1 achieve satisfactory standards in relation to their age and prior attainment and many achieve well.
3. In Key Stage 2, pupils' 1999 results were above average in English, average in mathematics and below average in science. The figures for 2000 fluctuate somewhat, but were affected by the movement of pupils and by pupils' absence at the time of the tests. These events mask pupils' true achievements. When these circumstances are taken into account, there is evidence that good standards were maintained in English and that there were improvements in mathematics and science. In mathematics, the percentage achieving the above average level increased and in science the overall percentage of pupils attaining or exceeding the nationally expected level went up considerably. Evidence from the work of the present Year 6 suggests that around 80 per cent of pupils are on course to attain nationally expected levels in all three core subjects and that in English and mathematics overall standards are good. When compared to standards in similar schools, pupils' 1999 results were above average in English but below average in mathematics and science. Again, this comparison does not reflect the schools' educational context or the extent of pupils' achievements. By the time that they leave the school, pupils are achieving well, particularly in English and mathematics and levels of literacy and numeracy are quite high.
4. There is insufficient statistical evidence to identify clear trends in pupils' attainments, but early indications suggest an upward trend and steadily rising standards in English, mathematics and science. However, there remain some variations in standards across the curriculum as a whole. Pupils' attainments in religious education are below those set out in the locally agreed syllabus. Pupils achieve satisfactory standards in all other subjects except art, where standards are above average at the end of Key Stage 1, and design and technology, where standards are lower than they should be at the end of Key Stage 2.
5. There are no significant differences in the attainments of pupils of different gender or

background. The number of pupils with special educational needs is above average for a school of this size. This forms a significant number of pupils in each year group. Despite sound levels of achievement, some face quite profound difficulties that result in below average standards by the time they leave school and this affects overall standards as reflected by test results. Nevertheless, pupils with special educational needs make appropriate progress in most subject areas. Where they have needs in several areas, such as literacy, numeracy and behaviour, progress is more variable. This is because, in many instances, the school has concentrated upon a single area of need at the expense of other areas. For example, many pupils with moderate learning difficulties make satisfactory progress in literacy but unsatisfactory progress in mathematics as no special programme of support has been included for the latter area. Where a pupil has a statement of special educational needs, the very good support, closely focused on the individual, results in at least satisfactory progress across a much wider range of areas.

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

6. Pupils' attitudes to the school are good. They enjoy coming to school and are enthusiastic, interested and involved in their lessons. A good example of this was seen in a Year 1 numeracy lesson, where the pupils were eager to participate and worked hard throughout the lesson. Pupils also concentrate for long periods of time; the work rate of older pupils is impressive and the neatness and care with which they present work shows that they take a pride in their achievements. Most pupils are well motivated. This was particularly evident during demanding mathematics and physical education lessons in Year 6, when most pupils rose to the challenge to do their best. The caring and enthusiastic staff make a positive impact on the pupils' attitudes.
7. The parents have expressed the view that behaviour is good and that the school helps the pupils to mature and take responsibility. The inspection confirmed their views. Pupils' behaviour in the classrooms, in assemblies and around the school is good. The school has clear guidelines for behaviour, which are consistent with the aims of the school and the promotion of positive relationships and pupils' sense of responsibility. A good example of positive behaviour was seen in a Year 4 numeracy lesson, where the teacher had high expectations of good behaviour and, as a result, the pupils were attentive, followed instructions promptly and worked sensibly throughout. At breaks and lunchtimes the pupils move around the school calmly and interact sociably in the dining area and in the playgrounds. The pupils respect the school's behaviour guidelines and understand the impact of their actions on others. During the last reporting year, there have been no exclusions from the school and no bullying or oppressive behaviour was seen during the inspection.
8. Most pupils with special educational needs have good attitudes to their work. Other pupils respect their problems and assist them when appropriate. The school is particularly successful in integrating pupils with emotional and behavioural difficulties. Where such pupils have a statement of special educational needs, it is always evident that staff supporting them give them the top priority. As a result, their behaviour is usually well contained within acceptable limits. All staff, and particularly the special educational needs co-ordinator, give effective advice and support to other pupils exhibiting challenging behaviour.
9. The personal development of the pupils and relationships throughout the school are both very good. The pupils listen to what others have to say and help each other. They work together well in pairs and groups, co-operate and share resources. Pupils share books with their 'book buddy' as was seen in a Year 2 classroom. The very good relationships between the pupils and the pupils and staff make a positive impact on the warm, caring ethos of the school. Evidence of this was seen during a Year 6 science lesson about the

sun, earth and moon; relationships were positive and productive and this resulted in a good discussion that added to the quality of pupils' learning. The pupils respect the feelings, values and beliefs of others. In a Key Stage 1 assembly, younger pupils were able to talk without fear of embarrassment about their worries regarding starting school. The pupils are responsible and trustworthy; older pupils act as monitors during breaktime when they sell apples and biscuits to their classmates. They also carry out simple duties in assembly, the library and classrooms. At lunchtime, pupils also volunteer to collect litter. These responsibilities have a positive impact on the pupils' personal development. Two pupils from each year group also participate in the school council. The group has been consulted when behaviour management was reviewed and playground resources were discussed. They are responsible for the creation of the memorial garden in remembrance of deceased members of staff.

10. Attendance throughout the school is good. This has a positive effect on the pupils' attainment and progress. For the last reporting year the attendance rate was 96 per cent, which is above the national average. Unauthorised attendance was well below the national figures. Pupils are punctual for school and registration is efficiently taken and meets statutory requirements.

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

11. The quality of teaching is good and contributes strongly to pupils' positive learning attitudes and the standards they attain by the time they leave the school. Teaching was satisfactory or better in 99 per cent of lessons seen. In two-thirds of lessons teaching was good or better, with very good teaching found in all phases of the school.
12. Teaching of children in the Foundation Stage is good. During the week of the inspection the focus of work in the nursery was on welcoming and introducing groups of new children. Although it was not possible to observe teaching in the normal way, the quality of the prepared learning environment was judged to be good. In the reception class, one-fifth of teaching is very good.
13. The nursery and reception class teachers have a very clear understanding of how young children learn. Excellent planning based on the six areas of learning identifies what children are to learn and how progress is to be made towards the achievement of the early learning goals. The work of the support assistants is thoughtfully designed to support the class teachers and positively contribute to children's learning.
14. All the staff place strong emphasis on the promotion of children's self esteem and social skills by consistent encouragement and careful choice of stories and circle games, during which children talk about and share things that are of personal importance to them. Teachers successfully encourage co-operation and respect for others' efforts, in both indoor and outdoor activities. They plan sessions thoroughly, with appropriate emphasis on the development of children's basic communication, language and literacy skills and their mathematical development. Well-prepared follow-up tasks, including computer programs, enable pupils to successfully reinforce their learning. Staff track pupils' individual progress well and this information is used as a basis for future work. Carefully selected, relevant and well-presented resources capture children's interest and encourage their developing concentration. Along with the wide variety of stimulating activities, these resources promote pupils' enjoyment of school and motivation to learn.
15. Teachers' instructions are clear and explicit and children respond well. Teachers demonstrate very secure and effective class management skills. Children know what is expected of them and they respond well; for example, when sharing musical instruments the children listened very quietly to each other's efforts.

16. In Key Stages 1 and 2, teachers have a good knowledge of their subjects and use it well to enrich lessons and promote pupils' good standards of learning. The National Literacy and National Numeracy Strategies are well established and the teaching of basic skills is good. In most classes teachers use computers satisfactorily to support learning. This work is supported by sessions in the information and communications technology suite in Key Stage 2. The school has plans to ensure that all pupils in Key Stage 2 will also have ready access to additional computers in their classrooms.
17. Very positive relationships between teachers and pupils, often enlivened with a touch of humour, form the basis for good quality teaching and learning. Lively, well-paced introductions engage pupils quickly in their learning. Individual lessons are well planned. In the best lessons very clear lesson aims are shared with pupils, motivating them effectively and interesting them immediately in their tasks. In a Year 6 art lesson, for example, the teacher very successfully related the task of 'scaling-up' posters to the pupils' visit to Eden Camp. Pupils then channelled their enthusiasm purposefully into their work and made good progress in the development of their skills. The most successful lessons incorporate adequate time for a well-planned end-of-lesson session. This time spent in whole class discussion at the end of lessons is used very effectively to sum up what has been learned, to lay the foundation for new learning and to celebrate the achievements of the pupils.
18. In both key stages, the tasks pupils are asked to do are generally matched to their prior attainment. However, although satisfactory procedures are in place for teachers' assessment and recording of pupils' progress, in some instances these do not sufficiently inform future lesson planning. Consequently, in a small number of lessons tasks are not always challenging enough for all pupils and inhibit good progress in their learning. Where learning is most successful, teachers have high expectations of pupils' participation; for example, Year 1 pupils displayed high levels of concentration and involvement during role-play activities with a visiting actor.
19. Teachers employ a good range of teaching styles. There is a good balance between the direct teaching of the whole class and interaction with groups and individuals. Classroom organisation is good; resources are usually well prepared before lessons, allowing for a prompt start and smooth transition between activities, as in literacy sessions. The quality of teachers' questioning is a positive feature of teaching throughout the school. Well-targeted questions are used consistently well to extend pupils' thinking and check their understanding.
20. Teachers mark pupils' work regularly and thoroughly. In most cases the feedback effectively informs pupils of how they have done and what they need to do to improve. Homework is generally used effectively to extend and complement the work pupils do in school. Most notably, from their earliest days in school, teachers encourage their pupils to take home a range of books and this contributes positively to pupils' learning in reading.
21. The teaching of pupils with special educational needs is usually appropriate and well planned. Occasionally, however, all lower-attaining pupils have an identical task in instances where one or two require a task that has been modified to meet their exact needs. This results from a lack of precision in individual education plans. Teachers have particular expertise in dealing with the few pupils who are inclined towards poor behaviour. They manage such pupils very well and as a consequence there are few interruptions to the process of learning, even in those classes where no additional support is available.

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

22. **The school offers a broad and generally balanced curriculum that meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. However, there is not enough religious education and design technology taught and this adversely affects the standards pupils achieve in these subjects. The national strategies for literacy and numeracy have been effectively and consistently implemented and are helping to raise standards in English and mathematics. Teachers emphasise the teaching of important skills in most subjects, such as in geography and history, where studies of the surrounding area help to develop understanding and bring the subjects to life. The way subjects are naturally linked through specific projects is another strong feature of the school's planned curriculum. For example, Year 6 pupils complete thorough and well-organised project booklets which include geography, history, art, mathematics and English work, following a residential visit to Robin Hood's Bay. New and carefully structured planning has been introduced, following national guidelines. This is mostly completed in year groups to ensure that pupils of similar age receive the same curriculum. Planning arrangements help pupils to make at least satisfactory progress in most subjects as they move through the school. There are policies for all subjects, which help provide essential guidance for teachers. These are reviewed as part of a rolling programme to help ensure that the curriculum keeps abreast of most recent developments.**
23. The curriculum for children in the Foundation Stage is very good. They receive a wide range of experiences, which help promote language and literacy, mathematical, personal, social, creative and physical development, and help develop their knowledge and understanding of the world. This enables them to make a good start to their school life.
24. The provision for pupils with special educational needs is satisfactory. Class teachers and support assistants work hard to meet their needs alongside their peers in the normal classroom situation. Some pupils receive additional support in literacy in small groups, usually at the beginning of the day, led by well-trained classroom assistants. There is curricular provision, such as 'circle time', to help pupils, including those with behavioural difficulties, to develop socially. Together with good pastoral support both from teachers and expert non-teaching staff, this provision results in a relative absence of anti-social behaviour. There are good arrangements to give help to pupils with speech difficulties.
25. There are, however, some weaknesses in the academic provision for pupils with special educational needs. Class teachers write the individual education plans. They are variable in quality, although better in Key Stage 1. Where pupils have more generalised learning difficulties, the individual education plan often addresses only one aspect, such as literacy. As a result, little progress in learning is made in other areas, such as mathematics. In Key Stage 2, there is little additional support for pupils unless they have a statement of special educational need. Some plans are insufficiently focused, with the exact outcome the teacher expects not clearly stated. For example, an outcome such as 'improvement in writing, reading and spelling' does not enable the teacher to measure the extent to which they have achieved success, and a pupil with difficulties in both learning and behaviour is not helped specifically enough by the target 'keeping on task'. The format of the individual education plan gives little space for teachers to record and evaluate how successful the plan has been.
26. The number and range of educational visits for pupils in all years substantially enriches the school's curriculum, especially in subjects such as geography and history. For example, visits to St. Mary's graveyard, Clarke Hall and Thackray Medical Museum by pupils of different ages help to develop skills of historical enquiry. Invited guests, such as grandparents, musicians and artists, help to support and extend learning, bringing the

curriculum to life, and ensure that rich and varied learning opportunities are provided. The school provides a very good number and range of extra-curricular activities, which are well attended, often by pupils of different ages, and which take place at both school sites. While many are similar to those found in most schools, such as recorders, art and computer clubs, some are more unusual, such as sign language and cross-stitch clubs. Pupils take part in sports competitions against other schools, such as in football and netball. Pupils have full and equal access to the curriculum offered, irrespective of their ability, gender and background. Pupils with special educational needs are given the support they require to enable them to benefit from all subjects and aspects of the curriculum, especially literacy, and encouragement to take a full part in extra-curricular activities.

27. There is good provision for pupils' personal, social and health education, which is actively promoted through a variety of approaches to ensure that it is given a suitably high profile. The extent to which teachers expect pupils to take responsibility for aspects of their learning and personal development increases appropriately as pupils move through the school. All have opportunities to influence how the school is run through the school council and this helps pupils to develop responsibility and initiative. In circle time, pupils in all classes are encouraged to explore their feelings across a range of issues, such as bullying, which also helps to increase self-esteem and confidence. In science, pupils develop an awareness of sensible diet and the importance of exercise for ensuring a healthy lifestyle. Pupils in Years 5 and 6 learn about the dangers of the misuse of drugs. Sex education is taught in line with the governors' agreed policy.
28. Links with the community are good. The school supports the local allotment association, takes part in an annual celebration of Kippax Christmas Lights, and regularly attends galas and services at St. Mary's church. Parental help is encouraged and valued. For example, parents organise and run the 'story sacks' initiative, a collection of 86 packs of books, tapes and games that encourage pupils' love of reading. There are regular links with local services, such as the police. All primary schools in Kippax work well together, with joint ventures organised in areas of training and curriculum development. There are good links with the school to which most pupils move to help ensure that there is a smooth transfer at the age of 11. However, industrial links are under-represented, although this has been identified as an area for improvement.
29. Provision for pupils' spiritual, moral, social and cultural development is good, overall. All areas make positive contributions to the personal development of all pupils, including those with special educational needs. However, there are significant variations in the effectiveness with which these aspects are promoted. This is because there are no clear plans to guide their development through the curriculum or to ensure that all are given appropriate emphasis.
30. Provision for pupils' spiritual development is unsatisfactory. It is not given a sufficiently high profile in documentation, through religious education, assemblies or in lessons. Assemblies comply with legal requirements to include an act of corporate worship. However, moments of reflection in assemblies are too fleeting, and pupils have little opportunity to experience the different moods of music, which simply provides background as pupils enter and leave the hall. There are few planned opportunities in lessons for pupils to experience the joy and excitement of learning, or to explore the spiritual aspects of art and music. However, pupils are given opportunities to express feelings, moods and ideas in circle time, and through poetry. There are some displays, with a historical theme, involving the use of colour, artefacts, photographs and personal mementoes, which help pupils to appreciate the joy of learning, thereby contributing to their spiritual development. The recently created memorial garden, the work of pupils, provides an area for quiet reflection.

31. There is very good provision for pupils' moral development. All adults in school provide sound moral leadership, and give pupils a clear sense of direction about moral issues. All work hard and successfully to reinforce good standards of behaviour and to develop mutual respect and understanding. Praise is regularly used to enhance self-esteem. There is an effective system of rewards and sanctions, which are clearly understood and consistently applied. Pupils develop a moral stance based on a sense of right and wrong, good self-discipline, consideration for others and care for their school. By Year 6, pupils discuss and document their rights and responsibilities, providing evidence of their high moral values. Most pupils set good examples with regard to courtesy, for example greeting visitors politely. Assemblies are used effectively to establish collective moral and social values, sometimes through well-chosen stories, and highlight the importance of caring and sharing. The school fosters values, such as honesty, fairness, and respect for truth, justice and other people's property. The consistent and positive approaches to the moral development contribute strongly to pupils' high standards of behaviour and good attitudes to learning.
32. The school provides a very good range of opportunities to promote social development and this encourages a great sense of community spirit among its pupils. This area, together with moral development, is a strength of the school. Both aspects are given emphasis in the school's mission statement and aims and are prominent in the life of the school. The headteacher and his staff serve as good role models for relating positively to others. There are good opportunities for pupils to work together in lessons, such as in physical education, when Year 5 pupils discuss and implement routines involving a succession of symmetrical movements. Co-operative attitudes are also fostered through class plays, such as those performed at Christmas, special days and events, such as the Roman Day for Year 5 pupils, maypole dancing, a 'fun run' and the residential visit to Robin Hood's Bay for pupils in Year 6. There are many opportunities for pupils to take responsibility. For example, pupils serve as school councillors, apple monitors and help out at lunchtimes. Visits, such as those to Bagshaw Museum, Scarborough and Billy Wood, make positive contributions to personal and social development. Pupils develop an understanding of citizenship by raising money for specific causes, such as a national child protection charity, agreed with the help of the school council. The very good provision of extra-curricular activities enables many pupils to expand their personal interests and experiences.
33. The cultural development of pupils is sound. The school celebrates the culture of the area through its involvement in the local community. For example, it has taken part in the Castleford Tigers' Schools Programme, and pupils have visited Castleford Rugby League Football Club, the West Yorkshire Playhouse, and have taken part in a millennium music festival. A local artist has worked with pupils to create a large, colourful outdoor mural that improves the outdoor environment. Members of the local community often help in school. Pupils' cultural experiences are extended through visits to local museums, such as Clarke Hall, and through a study of famous artists, such as Monet, although this aspect is given insufficient emphasis. Pupils are provided with opportunities to experience other cultures through work on India and Africa. For example, a visit by Raymond Otto enabled pupils to hear some African folk tales and take part in an African dance. Resources to support the cultural development of pupils are satisfactory and include ethnic instruments, artefacts and a selection of reading material. However, there are too few opportunities for pupils to appraise the work of composers. There is also insufficient emphasis on encouraging pupils to appreciate the diversity and richness of other cultures. For example, too little time is given to teaching about other faiths in religious education and this restricts this aspect of pupils' cultural development.

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



34. The school's procedures for child protection and for ensuring pupils' welfare are very good which confirms the views of the parents. The governing body has adopted the local authority's child protection and health and safety policies and staff follow these policies conscientiously. The headteacher and the nursery teacher at the Key Stage 1 site are the designated members of staff responsible for child protection. All staff have been trained and two further sessions each year are available to keep them informed of recent developments. At breaks and lunchtimes, staff and ancillary assistants supervise the pupils very effectively. At these times, everyone is friendly and sociable. This is a very good model for pupils' own interactions and gives rise to a very pleasant atmosphere in the dining area and in the playground. Most staff, including the headteacher, are qualified first aiders and the school's arrangements for dealing with illness and accidents are very good. Fire precautions include a half-termly fire drill and annual checks are carried out on fire fighting and electrical equipment. Whole-school risk assessment is carried out each term.
35. Procedures for monitoring and improving attendance are good. Class teachers monitor attendance daily and the teacher responsible for special educational needs reviews the attendance information. Should problems occur, they are referred to the educational welfare officer who visits the school each term. The school ensures that all parents are clear about procedures relating to pupils' absence from school and effectively communicates its high expectations with regard to regular and punctual attendance. Good attendance is successfully promoted by the awarding of certificates during special assemblies.
36. There are good procedures in place for monitoring and promoting good behaviour. An effective behaviour policy is in place and achievements are rewarded with stickers and certificates. Positive behaviour and achievement is also promoted during assemblies and circle time. Procedures for monitoring and eliminating oppressive behaviour are very good and this confirms the views of the parents. Challenging behaviour is dealt with effectively by the consistent use of a progressive scheme of sanctions, involving parents when necessary. The school's expectations regarding behaviour are clearly conveyed to parents in the school prospectus. Staff or ancillary assistants record all incidents of challenging behaviour at lunchtimes and these are followed up by senior staff, as appropriate.
37. Procedures for monitoring and supporting the pupils' personal development are good. These procedures are underpinned by the warm, caring ethos of the school and the effective use of circle time. The pupils' files are regularly updated and include academic and pastoral information. The staff know their pupils well. The school maintains links with outside agencies, such as educational psychologists, speech therapists and the health service who help to support the academic and personal development of the pupils.
38. An assessment co-ordinator was appointed in September 1999. He has successfully raised teachers' awareness of the requirements in this area, with many subsequent improvements as a result, including producing a clear and comprehensive year plan for whole-class assessment procedures. However, new policies and developments in assessment practice have not had sufficient time to bed in properly and, though largely well conceived, are not impacting fully on teachers' planning or on pupils' progress.
39. There are good procedures for assessing pupils' attainment and progress in English and mathematics. The school supplements the national testing programme by including tests for year groups other than those at the end of a key stage. From the results, targets are set for each pupil for the following year. In reading and mathematics, in particular, there is detailed recording of the gains in knowledge and understanding made by each pupil. Teachers are aware of the level at which pupils are working and refer to portfolios of carefully levelled samples of pupils' work to check their own assessments.

40. In most other subjects, assessment procedures are considerably less developed, with particular deficiencies in science, information technology and religious education. Some portfolios contain collections of the best work produced in the subject. These can be a source of inspiration but are less useful in assessing the level of each pupil's skills and understanding. The school is fully aware of the need to assess pupils' progress in all subjects and to develop portfolios to enable staff to do this more accurately.
41. In some respects the school makes good use of the information it gains through assessment. Staff analyse data to detect particular weaknesses in whole age groups and take action to remedy those weaknesses. For example, extra support is provided to overcome some weaknesses in the Year 3 age group. In Key Stage 1, the school is acting positively to address generally low achievement in speaking and communication skills. However, teachers are not making enough use of the information it has obtained through assessment to help plan the programmes for individuals and for groups of pupils. The work given to pupils with average and above average attainment is sometimes the same. As a result, the above average pupils spend time on work which is too easy. As they do not begin at a more advanced level, they make less progress in learning than they might. Many lower-attaining pupils have special educational needs across a range of subjects or aspects within subjects. The school does not plan carefully enough to meet a whole range of needs but concentrates its programme of support to address a single area, usually either literacy or behaviour. In particular, the potential of using information technology in meeting specific needs is under-developed. As a result, some pupils fall further behind their peers in those areas of the curriculum in which no specific support is provided.
42. Foundation Stage children in the nursery and reception classes are assessed thoroughly. In the nursery, each child's record of achievement is compiled steadily throughout the year. Staff use printed stickers detailing what the child has achieved, adding their own notes together with photographic evidence. The stickers include all the areas of learning. Those remaining unused act as an additional prompt to nursery staff about areas for future development. In reception classes, teachers or classroom assistants make notes of individual achievement in each activity and so build up an accurate record of the attainments of the child in each area of learning.
43. Elsewhere in the school such detailed record-keeping is less evident. Although teachers mark pupils' work conscientiously, praising good work and genuine effort, they rarely annotate work to indicate what progress has been made or what pupils need to learn next. As a result, pupils are not sufficiently aware of their own learning. By contrast, reports to parents give a very good level of information, particularly in English and mathematics, where the next steps in learning are indicated. One important omission, however, is the frequent absence of information about pupils' levels of achievement in speaking and communication.

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

44. The parents are overwhelmingly supportive of the school and have expressed the view that the school is providing a good education for their children. Most feel that the school works closely with parents, although a small number of parents expressed some concern over this aspect of the school's work.
45. The school maintains good effective links with most parents. Parents are invited to assemblies and concerts and the school operates an 'open door' policy. The headteacher and staff are accessible to parents. This means that channels of communication are always open and most minor problems can be dealt with before they become more serious. Most home/school agreements have been signed and returned, indicating parents' support for the school. In the mornings in nursery, reception and Year 1 classes, partnership exists

on an informal basis, as parents meet staff on an almost daily basis and can be asked to give additional help with reading or spelling tasks as necessary. Parents of older pupils, who are less likely to discuss their children with teachers informally, are not actively encouraged to be involved more formally in the process, although almost all agree that they would be comfortable approaching the school with questions or problems.

46. The role of parents of pupils with special educational needs in working in partnership with the school, although recognised, is not actively enough encouraged. There is no space on the individual education plan form written for these pupils for a specific role for their parents, nor are they able to sign the plan to indicate their partnership with the teacher and other professionals in improving their child's achievements. The potential for a productive partnership is thus diminished.
47. The Kippax Ash Tree Parents Support Group makes a good impact on the work of the school. This group organises social occasions and fund-raising activities. Each term there are events such as games nights, fairs, car boot sales and jumble sales. Previously, funds have been raised to provide computers and play equipment for the school. At present, the group is busy organising a childcare facility for before and after school.
48. The quality of information for parents is good. Frequent letters and newsletters are sent home to keep parents fully informed of school events and achievements and parents' notice boards are prominently on view at both school sites. The school issues an informative prospectus and governors' report to parents. Curriculum information is available to parents and workshops have been held covering literacy, numeracy and national tests. Booklets are available informing parents of how to help their child read and with numeracy. The parents have the opportunity to consult staff formally on three occasions throughout the year. These meetings are very well attended. Pupils' progress reports are very good and are issued during the summer term prior to the last parents' evening. They inform parents about pupils' attainment and progress in all subjects of the curriculum and about targets for improvement.
49. The contribution of parents to children's learning at school and at home is good. Approximately 12 parents, grandparents and previous staff assist in school and on educational visits. They are involved in reading and craft sessions. Parents have compiled the very many 'story sacks' which contain books and tapes for pupils and parents to share at home. Parents have responded positively to the school's homework policy and support the school by ensuring that homework assignments are properly completed. The parents of pupils with statements of special education need are fully involved in the statementing, target setting and review process. However, there is scope for parental involvement to be increased during the earlier stages of the special educational needs procedure, so that parents are better able to support their children's learning.

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

50. The headteacher and the governing body provide very good leadership for the school. The headteacher has a clear sense of purpose. Since his very recent appointment he has introduced a range of measures to raise standards. He has drawn up plans to develop the roles of key staff, including subject co-ordinators. This includes the observation and evaluation of pupils' learning in order to identify areas for development. The headteacher's increasing emphasis on school self-evaluation has included an increased emphasis on the monitoring of teaching and the analysis of the responses that all staff made to a questionnaire about training needs. The headteacher is effective in communicating his view of the way ahead, so that the governing body and staff share his strong commitment to succeed.

51. The school has agreed aims and values that are set out clearly in its mission statement. This refers to pupils becoming responsible citizens. The governors, headteacher and all staff are very successful in ensuring that the school's values are reflected very well in the standards that the school achieves, for example in pupils' very good personal development and relationships and the absence of oppressive behaviour such as bullying.
52. The school's priorities for development are most appropriate and are clearly set out in its development plan, together with specific targets to help it to achieve its intentions. There is a suitable focus on national initiatives such as literacy and numeracy, as well as areas for development that are specific to the school. Recent training on team-building was very relevant to staff at this school where Key Stage 1 and Key Stage 2 have recently amalgamated. The school identifies areas of weakness and takes the necessary action to remedy them. For example, this has included the need to improve pupils' writing and also to raise the attainment of boys compared to that of girls. The improved performance of boys at the end of Key Stage 1 in 2000 is a measure of the school's effectiveness. The development plan includes specific criteria by which staff can measure progress towards the school's targets. The headteacher and the two deputy headteachers meet regularly to evaluate systematically the progress towards these goals. Effective financial planning clearly identifies the cost of each initiative and links spending with priorities in the school's development plan.
53. The governing body is very effective in fulfilling its responsibilities. It is well organised, with a full complement of members bringing a wide range of skills, enthusiasm and experience to the management of the school. Governors are very committed to and strongly supportive of the school, and they play an important role in its life, giving generously of their time. The governing body shares its duties effectively between its committees in order to ensure a clear overview of the school's life and work. Governors consider school matters thoroughly, debating issues and amending policies. The finance committee is well informed about matters, such as projected financial surpluses and pupil numbers, and how such factors might affect the school's budget. It rigorously monitors on-going expenditure and considers where savings might be made. There is a designated governor for each class and individual governors have responsibility for aspects of the school's provision, such as that for pupils with special educational needs, literacy and numeracy. Governors have procedures to ensure that the school meets health and safety legislation. The governing body has a sound understanding of the strengths of the school. Apart from some minor omissions in the most recent annual report from the governing body to parents, the governing body carries out its duties and responsibilities very conscientiously and ensures that statutory requirements are effectively met. The governing body has provided stability and an on-going sense of direction during the turbulent years of reorganisation, successfully ensuring that the school has continued to develop and improve. Governors continue to have a very positive role in shaping the future direction of the school.
54. A range of responsibilities is carefully delegated to staff, so that teachers make positive contributions to the standards of care and provision that pupils receive. The numeracy and literacy co-ordinators have observed teaching in their subjects and the headteacher has systematic plans to develop the role of all subject co-ordinators in monitoring learning in classrooms. He has observed all teachers teach and appropriate areas for development have been identified to enable individual teachers to improve their skills.
55. Provision for special educational needs is managed jointly by the experienced co-ordinator working mainly in Key Stage 2 and by the assistant co-ordinator in Key Stage 1. This is an appropriate arrangement as the two portions of the school are geographically far apart. There are good numbers of skilled and experienced support staff in both parts of the school, although in Key Stage 2 all but two are attached to pupils with statements of

special educational need and so have less opportunity to give wider support. Because of this lack of availability of additional support staff, the co-ordinator provides much good support himself. A sound decision was made to concentrate on supporting the large Year 3 classes at the beginning of the school year but plans are in hand to develop further the role of this senior teacher in support of the curriculum monitoring process as the year progresses.

56. Careful financial planning supports the school's educational aims and objectives, and grants for specific purposes are targeted accurately at designated areas. The school uses new technology well to monitor the ongoing status of its budget. It applies the principles of best value appropriately in seeking value for money in its spending decisions. The school has addressed all the areas identified for improvement in its most recent audit of its financial procedures.
57. There is an appropriate number of teachers to meet the demands of the curriculum. There is a good balance between the number of teachers who are very experienced and those who have been more recently trained. Teachers have a range of subject expertise and the school makes appropriate use of this in allocating responsibilities. There is a good number of support staff who are well trained to meet the needs of pupils in their early years and those with special educational needs. The deputy headteachers meet the support staff each week to ensure that they are fully involved, and this contributes well to their positive impact on pupils' learning and well-being. The school administration assistant provides very effective support for pupils in their information technology on the junior side, as well as carrying out her other duties efficiently along with her other colleague.
58. The school's system of appraising teachers is currently under review as the governing body prepares to introduce performance management in accordance with national guidelines. In the meantime, the headteacher's observations along with 'professional interviews' allow senior staff to maintain a suitable focus on improving teaching and learning. Recent staff training has appropriately focused on new initiatives such as numeracy and literacy and staff development meetings further pinpoint areas for improvement in teaching. Teachers are encouraged to observe one another teach. This has improved teachers' confidence in various subjects, including physical education and music. Effective arrangements ensure that teachers who are new to the school are well supported, for example through a well-structured induction programme. New support staff are also well supported by a similar programme that reflects how the school values all of its staff. The school's application for "Investors in People" status reinforces this.
59. The accommodation is satisfactory and adequate to meet the needs of the national curriculum. The school is on a split site with approximately a quarter of a mile between both buildings. Key Stage 1 is housed in three blocks of a Victorian building and the Key Stage 2 building is open plan and approximately 25 years old. Both buildings are welcoming and are cleaned to a high standard. The environments are enhanced by displays of work that celebrate pupils' achievements and provide an interesting and pleasant place to work. All the classrooms are of a suitable size and the libraries are well organised. The Key Stage 2 site has the advantage of a good information technology suite and spacious grounds. Key Stage 1 has its own secure play areas for children in the Foundation Stage. The grounds at both sites are attractive and allow sufficient space for the pupils to play safely. There are areas of seating for pupils who want to chat sociably and play equipment is available for games. However, the Key Stage 1 site has no grassed area for play, other than the garden area, and the Key Stage 2 site has no dining hall because there are no storage facilities for dining tables at breaks and lunchtimes. The result is that pupils have to eat in the classrooms. The accommodation at the Key Stage 2 site has been adapted to provide access for pupils with special educational needs but the Key Stage 1 building has no wheelchair access.

60. Resources are good and are accessible and used well to enhance teaching and learning. Resources for numeracy and the Foundation Stage are very good. The computer suite at the Key Stage 2 site, which is timetabled for each class, is an important addition to resources for Key Stage 2. The school is building up its stock of suitable software although there are still some omissions, for example in the area of geography. The school is well provided with books that are suitable in range and quality to support most subjects of the curriculum, although the Key Stage 2 library is short of books on aspects of religious education.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to raise standards of pupils' attainment and extend the school's current achievements, the governors, headteacher and staff should jointly:
- i. raise standards of attainment in religious education throughout the school by:
    - ensuring that revised planning covers all aspects of the locally agreed syllabus more thoroughly;\*
    - allowing sufficient time in religious education lessons for teachers to cover topics in greater depth and for pupils to complete written and other tasks that consolidate their learning;(paragraphs: 4, 23, 136, 137, 139, 140)
  - ii. improve pupils' progress in design and technology in Key Stage 2 by:
    - providing more time for pupils to engage in design and technology activities;
    - ensuring that planning provides a better balance of activities that contribute to pupils' knowledge and understanding of technology and to their designing and making skills;\*(paragraphs: 4, 23, 106, 107, 108)
  - iii. improve teachers planning for pupils of differing levels of attainment by:
    - extending arrangements for the regular assessment of pupils' attainment to include all subjects of the curriculum;
    - ensuring that assessments are carefully recorded and used systematically in planning the next stages in pupils' learning;
    - ensuring that teachers use their on-going assessments to match tasks even more closely to pupils prior attainment;(paragraphs: 19, 41, 42, 44, 92, 98, 115, 118, 129, 140)
  - iv. improve the progress made by pupils with special educational needs by:
    - ensuring that targets in pupils' individual education plans are specific, measurable, achievable, relevant and set within a clear time scale;
    - using these plans more systematically as the basis of planning for these pupils in all areas of the curriculum.(paragraphs: 5, 22, 26.)

\* These issues are already included in the school's development plan

## OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

Improving planning and provision for the spiritual dimension of pupils' learning.  
(paragraph 31)

Involving parents more fully in the early stages of the special educational needs process.  
(paragraphs: 47, 50)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	38

### Summary of teaching observed during the inspection

Ungraded	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2	0	14	52	31	1	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	387
Number of full-time pupils eligible for free school meals	0	44

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	4	105

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	3.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	26	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	24	21	26
	Girls	24	24	25
	Total	48	45	51
Percentage of pupils at NC Level 2 or above	School	87 (92)	82 (85)	93 (88)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	23	26	26
	Girls	24	23	23
	Total	47	49	49
Percentage of pupils at NC Level 2 or above	School	85 (92)	89 (92)	89 (92)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	32	42	76

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	21	18	21
	Girls	38	34	34
	Total	59	52	55
Percentage of pupils at NC Level 4 or above	School	80 (72)	70 (56)	74 (79)
	National	70 (56)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	17	18
	Girls	32	34	32
	Total	47	51	50
Percentage of pupils at NC Level 4 or above	School	64 (65)	69 (53)	68 (75)
	National	68 (65)	69 (65)	75 (71)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	387
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)	17
Number of pupils per qualified teacher	23
Average class size	28

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

Total number of education support staff	17
Total aggregate hours worked per week	370

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	58

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999 - 2000
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	£
Total income	798,556.00
Total expenditure	799,182.00
Expenditure per pupil	2,066.00
Balance brought forward from previous year	15,550.00
Balance carried forward to next year	14,924.00

## Results of the survey of parents and carers

Questionnaire return rate 28.8%

Number of questionnaires sent out	426
Number of questionnaires returned	123

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	37	2	1	0
My child is making good progress in school.	60	36	3	0	1
Behaviour in the school is good.	60	36	4	0	0
My child gets the right amount of work to do at home.	37	44	14	3	2
The teaching is good.	67	26	6	0	1
I am kept well informed about how my child is getting on.	46	40	11	2	1
I would feel comfortable about approaching the school with questions or a problem.	70	27	2	1	0
The school expects my child to work hard and achieve his or her best.	65	33	2	0	0
The school works closely with parents.	48	33	14	2	3
The school is well led and managed.	54	36	6	0	4
The school is helping my child become mature and responsible.	54	42	3	0	1
The school provides an interesting range of activities outside lessons.	37	37	10	6	10

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**

62. The quality of provision for children in the Foundation Stage is a significant strength of the school. There is a large nursery class, catering for 78 children, each attending either the morning or afternoon sessions only and staffed by a teacher, one full-time and two part-time nursery nurses. Most children spend three terms in the nursery but as they can be admitted in the term following their third birthday, some spend up to five terms there. About 50 children attend the two reception classes, each of which is staffed by a teacher and full-time classroom assistant. There is flexibility in meeting the needs of particular children. For example, where staff and parents feel it would be of benefit, reception children can remain in the nursery or Year 1 pupils in reception for an extra term or so.
63. Arrangements for children's introduction to the nursery are excellent. The first week of the autumn term is spent visiting children in their homes, collecting information and getting to know them better, following initial visits in the previous term. In the second week of term, small numbers of children visit with their parents to be introduced to the nursery and its staff. This very successful process was observed during the inspection. The staff were welcoming and reassuring, gave a wealth of information to parents and children and set clear expectations. It was evident that the very attractive and stimulating environment the staff have created captivated the children and their parents.
64. Although the deputy headteacher, who is one of the reception class teachers, co-ordinates the Foundation Stage, planning is carried out by all staff working in a close and productive partnership in which their ideas, expertise and considerable experience are shared. This leads to a smooth transition from nursery to reception. All the planning follows closely the new guidance provided for the Foundation Stage and is of excellent quality. Planning for each half-term is based on the new 'early learning goals'<sup>2</sup> and the 'stepping stones' leading towards them. What parents can do to help their children to achieve these goals is built into the plans. Next to each 'provision area' in the classrooms is a list of targets to be reached in the area, initially in personal, social and emotional development, followed by those for the other areas of learning.
65. It is not possible to judge the quality of teaching in the nursery class as none was occurring in the inspection week. In the reception classes, the quality of teaching is good overall. It varies from very good to satisfactory, with no unsatisfactory teaching. The experienced and knowledgeable teachers have a caring and friendly approach, combined with high expectations relating to behaviour. It was evident that, although the children had only arrived in their classes the previous week, teachers and classroom assistants had already built up good relationships with each child. Management and organisational skills are particularly strong. As a result, most children feel secure and are already showing signs of growing confidence in their new environment. Teachers are very skilful in gaining and retaining the interest of the children. They use a variety of strategies and resources well. For example, at the beginning of lessons with a literacy focus, teachers make imaginative use of puppets and incorporate rhymes and songs. The basic skills of literacy and numeracy are well taught. For example, teachers' skilful reading of stories draws children into a greater interest in books. Teaching meets the needs of all children. At the beginning of the school year, teachers provide plenty of opportunities for children to choose their own play activities. Teachers and classroom assistants intervene skilfully at appropriate points to ask questions that challenge pupils to greater effort or introduce them to new concepts.

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<sup>2</sup> Targets for children to achieve by the end of the reception year comprising knowledge and skills that form a basis for work in the National Curriculum

There are few unsatisfactory features in the teaching of reception children. Just occasionally, the pace of teaching slackens, so that children lose interest, or a child struggles on a computer for too long without adult help and so makes no progress in learning.

66. Teachers and classroom assistants co-operate closely to make assessments of all children based upon observations, and use them to adjust their future planning as necessary. Assessments carried out when children arrive in the nursery and a further assessment of their ability carried out in the first half-term in the reception classes indicate that pupils' attainment levels are below expectations for their age, particularly in the area of communication, language and literacy.

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

67. There is good provision for this area of learning. The staff have created a secure and caring environment in all three classes. There are clear expectations of good behaviour and all members of staff consistently apply rules. Children are encouraged to take on responsibilities and to be helpful to staff and to other children. For example, in the nursery children record their arrival, registering their presence by finding their own name. In the reception classes they are expected to help in clearing up after each activity. In the reception classes, too, the beginnings of 'circle time' enable otherwise shy or placid children to develop socially and emotionally. Children sit in a circle and 'pass around' a smile or a hand-squeeze. Well-chosen stories emphasise co-operation with other children who may have different skills. The outdoor area of the nursery includes a large wooden playhouse, encouraging children to role-play together.
68. As a result of this good provision, children make very good progress and are on course to meet or exceed all the early learning goals in this area. In what amounted to their first week in the reception class, many children were tired and so occasionally tearful and many were confused by the lunchtime arrangements. It was evident, however, that they were settling very quickly and becoming gradually more confident in their new surroundings. A few were quiet and placid, but the remainder were already co-operating well as they played with other children. For example, children who were working to construct a tower with wooden blocks asked each other which size block they needed next. When the activity is presented in an interesting or exciting way, children's interest is engaged and they remain attentive and well behaved for long periods. They show considerable pride in their own achievements.

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

69. There is a particular concentration on this important area of learning because of the low attainment levels of many children as they arrive at the school. In the nursery, a rich visual environment is designed to stimulate children's interest, giving rise to many opportunities for speaking and listening. The book corner is well stocked and features particular authors as the term proceeds. All the resources and areas of the classroom are well labelled so that children come to understand that print means something. In the reception classes, one hour each morning is for activities with a literacy focus. In a typical hour, the whole class listens to or share the reading of a story. They begin to learn the sounds and shapes of letters. Children then have the opportunity to choose from a range of activities, some with a direct literacy focus and others which encourage questioning and discussion. The teacher or classroom assistant works for an appropriate amount of time with a small group on a particular activity, such as reading nursery rhymes together, enabling the needs of groups of children to be met more closely. Before the end of the summer term, children experience a full literacy hour in preparation for their transfer to Year 1. These arrangements work well and ensure that children make good progress in communication, language and literacy.

70. Many children enter the nursery with a low level of skill in speaking. At the beginning of the reception year, most reply readily to questions and volunteer information. However, their answers and contributions are often single words rather than sentences and a few communicate mostly through nodding or shaking their heads. Most are at the very early stages of learning to read, distinguishing print from illustrations and having some idea of the direction in which the book needs to be read, but not realising that lines of print consist of individual words. A few, however, know many of the sounds of letters and are beginning to identify the point at which the teacher stops reading. By the end of the reception year, pupils have made good progress but most have still not achieved several of the early learning goals. Speaking skills remain weak and few children have sufficient knowledge of letter sounds to read and write three-letter words, which are regularly spelled. Those with lower levels of attainment are often unable to write their own names accurately and lack the fine co-ordination to form letters well. By contrast, a small number of children make good attempts to spell more difficult words, shaping and positioning their words well as they write. Overall attainment in communication, literacy and language is below expectations for the end of the Foundation Stage, although the children have made good progress.

### **Mathematical development**

71. There is good provision for this area of learning. In the nursery, children use sand and water to explore capacity and weight. There are many opportunities to count and numbers are displayed prominently. In the reception classes, children enjoy an hour each day in which there is a numeracy focus, similar in format to that for literacy. Stories and rhymes, which develop number concepts often, form a part of the end-of-day storytime. As children engage in practical activities, staff develop number skills through skilful questioning as, for example, in asking how many currant buns a child has made using playdough and how many more she needs to make to have five. Homework tasks completed with parental help develop children's mathematical competence further.
72. Most children make very good progress in developing mathematically and most are likely to meet or exceed all the early learning goals in this area. By the beginning of the reception year, pupils recognise numerals up to five and count beyond 10. Some pupils count and recognise numbers up to 100 and are beginning to write the smaller numbers. Children sort small toy animals according to colour, size or type and explain which drawing on a chalkboard is bigger or taller. By the end of the reception year, almost all children recognise numerals up to 10, use mathematical vocabulary to add, subtract and compare quantities and know the names of several two- and three-dimensional shapes such as triangle, square and cube.

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

73. Throughout the foundation stage there are particularly good arrangements to increase children's knowledge and understanding of the world around them. In the nursery, children observe snails and spiders in close proximity, examine themselves in distorting mirrors on the classroom wall, handle Indian musical instruments, use computers and investigate a range of man-made and natural objects in the sensory-rich environment provided for them. In the reception classes, time is devoted to topics and tasks introducing children to a wide variety of subjects. For example, during the inspection children 'painted' the outside walls of their classroom to discover how bricks and mortar are used in their construction. The teachers provided an impressive number and variety of clocks for children to examine with the help of lenses and magnets, developing their vocabulary well in the process.

74. As a result of this extensive provision, children make good progress in this area and are likely to meet all the early learning goals. They are eager to observe, explore and investigate. Their play often reflects their growing knowledge. For example, two children made 'concrete' in the sand tray, mixing ingredients and smoothing the final surface. Following their enthusiastic examination of the clocks, the children named a good number of types, knew what materials they are made from and whether they are old or new. Some could explain how clocks work. They are beginning to gain knowledge of the wider world through stories about children in faraway places. Children make less progress in learning to use computers. This is because there is insufficient adult help as they work with them.

### **Physical development**

75. To some extent, opportunity for this area is limited by the nature of the school site. There is no grassed area for nursery children to play on and the amount of outdoor space for the two reception classes is inadequate. Nevertheless, the school works hard to compensate for these deficiencies and overall makes satisfactory provision. There are ample opportunities to cut, trace, glue and build with construction kits to develop children's co-ordination. The outdoor area in the nursery has good quality climbing apparatus on a safe surface. There are enough wheeled vehicles and enough space on which to ride them. Children can play with small vehicles in the gravel tray. The reception classes are timetabled to use the hall twice a week. This enables them to extend and practise skills such as throwing, catching and using space safely. Children learn to handle a wide range of materials. For example, they use the sand to construct a hill for 'Jack and Jill' to climb.
76. Children make satisfactory progress in this area of learning despite the limitations. They move around the classroom confidently and safely. They use wooden blocks to build a tower and complete a jigsaw with large pieces successfully. Children gain a good understanding of the importance of keeping healthy, knowing, for example, that milk is good for your bones and teeth.

### **Creative development**

77. There are extensive opportunities for this area of learning. Imaginative play forms an important part of the programme. In the nursery, for example, the 'home corner' is well equipped with cooker, sink, bed and plenty of clothes for dressing up. In the outdoor area, a well-equipped two-storey playhouse provides very good opportunities for children to pretend. Reception classrooms also include role-play areas, containing a good range of resources. In these classes, the way in which teachers use puppets to support their work in literacy and numeracy also encourages the children to enter into imaginative play. All classrooms include areas for painting, printing and collage work. Displays, particularly in the nursery, provide ample evidence that these areas are used extensively. Outdoor areas are equipped with chalkboards for children to draw on. Music is an important ingredient in the Foundation Stage programme. Action songs are used in literacy and numeracy sessions to introduce concepts and even to settle children down after a playtime. Reception children are introduced to music more explicitly as they sing songs in the hall, both in lessons and in assemblies, and learn to play simple percussion instruments.
78. Children make good progress in this area of learning, and are on course to meet most of the early learning goals by the end of the reception year. Many children show considerable confidence in adopting a role. For example, one child found some props provided for the purpose and then sang 'Baa, Baa, Black Sheep' tunefully on his own. Another child, in the home corner, dressed appropriately, explained that she was preparing a birthday party for her husband and two children! However, some other children find it much more difficult to express themselves in such a creative way, lacking the necessary imagination or confidence as yet.

## ENGLISH

79. In 1999, the results of the National Curriculum tests at the end of Key Stage 1 were close to the national average in reading and below in writing. When compared with the results in similar schools both reading and writing were below average. In the most recent statutory tests, results were broadly similar to those of the previous year. However, in reading a slightly smaller number exceeded the nationally expected level than in 1999. In writing, a slightly greater number exceeded this level than in 1999. The results of statutory tests in English at the end of Key Stage 2 in 1999 were above the national average and above average for similar schools. However, the proportion of pupils attaining and exceeding the expected level for their age was smaller in the most recent National Curriculum tests. This is largely explained by a small number of pupils being absent at the time of the tests. This is the first inspection for the recently established school and trends in pupils' performance at both key stages cannot be reliably identified. Similarly no consistent trends are evident in the performance of boys and girls. There are no differences in the progress of pupils of different background or ethnicity.
80. Inspection evidence indicates that standards are rising. Most pupils in Key Stage 1 are reading at the expected level for their age and the proportion that are on course to attain or exceed the nationally expected level at the end of the key stage is in line with the national average. Pupils' writing skills are less well developed, with some working just within the expected level. However, a few pupils are in line to exceed the nationally expected level at the end of the key stage. In Key Stage 2, most pupils read and write at the expected level for their age, although standards at the beginning of the key stage are lower overall. By the end of the key stage pupils have made good progress; most pupils are in line to attain the nationally expected level in English, with a high proportion in line to exceed this standard. In both key stages, pupils with special educational needs receive appropriate support in lessons and make sound progress.
81. The attainment of seven-year-olds in speaking and listening is broadly average, although their listening skills are often stronger than their speaking skills. This reflects good progress as pupils' speaking and listening skills are often not very advanced when they come into Year 1. Year 2 pupils listen attentively and contribute appropriately when talking about the sequence of events in a story. Most convey their ideas in simple and clear terms. By Year 6, pupils listen with concentration and understanding for an increased length of time, in lessons and in assemblies. They respond to teachers' well-targeted questions using appropriate vocabulary, for example when expressing their opinions about characters in their shared reading text. However, a few pupils lack skill and confidence when asked to express their own opinions or predict a possible outcome.
82. Pupils of all ages enjoy being read to and also join in readily with group reading as part of the Literacy Hour. In Year 2, pupils of average and above average attainment read with confidence and understanding. They have strategies for using the sounds of letters and other textual clues to help with unfamiliar words and often correct themselves when they make a mistake. They read aloud expressively. Lower attaining pupils approach familiar texts with enthusiasm. They have an increasing sight vocabulary and employ their knowledge of letter and word sounds, as well as pictorial and contextual clues, to establish the meaning of new words, although they frequently need support. All pupils have the opportunity to read a range of texts, including non-fiction. They use the contents and index pages appropriately, either independently or with a little help. By the end of Key Stage 2, pupils are keen readers who read independently with increasing accuracy and fluency. They readily discuss the characters and key events of their current reading books, sometimes making appropriate references to the text to support their views. However, they often need support and encouragement when using their developing skills of inference and



deduction. Most pupils demonstrate competent skills in locating required books and information in the school library.

83. In writing, most Year 2 pupils express their ideas in simple sentences, sometimes with correct basic spelling and punctuation. Scrutiny of pupils' work indicates that their writing at the end of Key Stage 1 is varied and includes stories, acrostic poems, instructions and a range of carefully presented booklets, focusing on cross-curricular topics, such as flower seeds. Pupils practise joining groups of letters and throughout the year this practice in handwriting is increasingly transferred to their everyday writing. By Year 6, most pupils write confidently for a range of purposes and in a variety of formats, including letters, book reviews, poetry and the presentation of persuasive arguments. They often have opportunities to plan their writing, as a means of organising and developing their ideas, and have experience of note making and redrafting. When given the opportunity to write at length, many pupils readily express their ideas, and some demonstrate an increasing consistency in their use of complex sentences, accurate punctuation within sentences and paragraphs. Most Year 6 pupils write in a neat, joined script across the range of their work.
84. Pupils transfer their speaking and listening skills satisfactorily to other areas of the curriculum, such as personal and social education sessions. In a Year 6 personal, social and health education lesson, for example, pupils listened thoughtfully, understood the main points of the discussion and responded appropriately, when discussing one pupil's difficulties with a friend. As pupils move through the school, they have valuable opportunities to practise and extend their writing skills in subjects such as history and geography. Pupils of all ages regularly practise their handwriting skills. However, in some classes teachers' expectations of presentation are not consistently high and pupils' work does not always reflect the handwriting standards of which they are capable. From the earliest days, pupils are introduced to computer programs, such as programs to reinforce pupils' understanding of letter sounds in Key Stage 1. This effectively supports and reinforces their learning.
85. The quality of teaching is good in both key stages. Throughout the school, teachers have very good relationships with pupils and in most instances manage whole class lessons well. They are consistently encouraging and successfully boost pupils' self-esteem and confidence. This promotes pupils' positive attitudes to work and good behaviour in lessons. Almost all pupils are well behaved, respond positively to their teachers and work sensibly, both independently and co-operatively when required to do so, as they do, for example, in group reading activities. Teachers have a secure knowledge and understanding of the format and purpose of the National Literacy Strategy. Teachers are clear about what pupils are to learn and this is regularly discussed at the beginning of lessons. In the most successful sessions throughout the school, teaching points are very clearly made and regularly reinforced throughout the lesson. As a result, pupils work very purposefully and learning is well promoted. The pace of lessons is usually good, as is the transition from one element of the Literacy Hour to another. However, during the inspection, there were instances in both key stages when lesson introductions were over-long and insufficient time was allowed for pupils to complete written tasks. This limits opportunities for pupils to reinforce and extend their learning, particularly in writing. Book resources are good and teachers use them well to stimulate pupils' learning. They capture pupils' interest by selecting shared reading texts which relate to class topics; for example, "Funnybones" is linked to the Year 1 topic of "Ourselves" and "Spit Nolan" to Year 6 work on "Britain since 1930". Also, initiatives such as the introduction of 'story sacks' for younger readers and Reading Passports for older, proficient readers promote both boys' and girls' interest in a good range of books and successfully improve their progress in reading. Teachers use good questioning skills effectively to recap previous learning and to challenge pupils' thinking, particularly in lesson introductions. Tasks are usually well planned so that the needs of pupils of all prior attainment, including those with special

educational needs, are met and learning is successfully promoted. Teachers mark written work regularly and encouraging written and oral comments foster pupils' confidence as well as highlighting how to improve. They take time at the end of lessons to reinforce and assess pupils' learning. However, opportunities were missed when the conclusions of occasional lessons in both key stages were rushed. Regular reading and spelling homework contribute soundly to pupils' learning. Teachers work well with support staff, who are generally effectively deployed throughout the school in support of individuals and groups of pupils. This promotes pupils' learning successfully, particularly when it is combined with teachers' consistently very high expectations of all pupils' involvement and application, as at the end of Key Stage 2. In both key stages assessment procedures are in place and pupils' records are maintained based on data resulting from regular statutory and non-statutory assessments. In most instances, teachers consistently use information gained from such records as a guide to lesson planning and tasks are sufficiently well matched to the needs of all pupils to ensure progress in their learning.

86. The subject is managed effectively by one teacher from each key stage, who collaborate enthusiastically. They have led the school in successfully addressing relevant school-based issues, such as the need to encourage boys' reading. They are aware of areas of relative strength and weakness in the school's provision. As a result, emphasis is currently being given to the promotion of pupils' speaking and listening skills at the beginning of Key Stage 1. This initiative has involved a visit from a Yorkshire Playhouse actress to promote structured role-play. Plans are also in hand to address the recognised need to promote pupils' writing skills. Other special events, such as transforming the infant hall into Story Land to celebrate World Book Day and holding an annual Book Fair, successfully promote pupils' interest and literary awareness.

## **MATHEMATICS**

87. Pupils' attainments in mathematics are above average by the end of both key stages. Most pupils, including those with special educational needs, make good gains during their time in the school. In the National Curriculum tests in 1999, pupils' attainments were well above average in Key Stage 1 and average in Key Stage 2. Evidence from the unpublished tests in 2000 and from the work of pupils currently in Years 2 and 6 indicates that above average standards are being maintained in Key Stage 1 and that standards have risen in Key Stage 2. Both the percentage of pupils attaining the nationally expected level and the percentage of pupils on course to attain the above average Level 5 have improved. These improvements are a direct result of the measures that the school has taken. These include the successful introduction of the National Numeracy Strategy, the use of a new scheme of work, better monitoring of the subject provision and the consequent improvements these measures have brought to the overall quality of teaching and learning.
88. At this very early point in the school year, most Year 2 pupils correctly write and sequence numbers to 100, with higher attaining pupils understanding place value up to 1000. Almost all count sets accurately and they are confident in counting in twos, fives or tens. By the end of Key Stage 1, pupils have a good knowledge of number facts to 20. They are accurate in their computations and efficiently use a variety of mental methods to make simple calculations. They identify the correct steps required to solve problems, have a good knowledge of mathematical terms and are familiar with the measuring of time and length. They use the language of simple fractions, such as half and quarter, when comparing quantities or dimensions and use decimal notation, for example in relation to money. Most know the properties of two-dimensional and some three-dimensional shapes, such as rectangles, hexagons, cuboids, pyramids and cones, and higher attaining pupils classify shapes according to these properties. They are beginning to collect simple data and can represent it in a variety of ways including block graphs and bar charts.

89. By the end of Key Stage 2, pupils are increasingly numerate; they use their mathematical skills confidently in a variety of 'real' situations, such as comparing value for money in menus or calculating the true cost of 'easy payments'. They solve increasingly complex problems with higher attaining pupils devising original approaches, which they explain with obvious enjoyment and enthusiasm. Pupils have a well-developed understanding of number operations such as addition, subtraction, multiplication and division. They understand and use different strategies, which may be used to make calculating easier and to solve a variety of problems. For example, average and higher attaining pupils know their times tables well and use their understanding to solve multiplication and division problems effectively. They use both mental and written calculations and, though barely out of Year 5, many are both speedy and accurate. Pupils successfully use fractions and percentages and are becoming increasingly confident with larger numbers. They know what each digit in a decimal fraction represents and round up numbers with two decimal places to the nearest whole number. Pupils construct shapes and figures using co-ordinates, with higher attainers achieving this in all four quadrants. Pupils calculate the surface area of two- and three-dimensional constructions as well as the area and perimeter of two-dimensional shapes. Most recognise angles and use a protractor to measure and draw acute and obtuse angles. They know the properties of the angles of a triangle and a straight line and use this knowledge to calculate 'missing angles'. They record data using frequency tables and accurately construct a variety of graphs and charts. Higher attaining pupils analyse data in order to make assumptions and predictions and are developing an understanding of probability. Pupils with statements of special educational need reach levels of attainment appropriate to their levels of ability. However, the individual education plans of other pupils with difficulties related to mathematical development are insufficiently detailed. As a result, planning for some lessons does not provide tasks that are well matched to pupils' specific learning needs and this reduces the progress that these pupils make.
90. The teaching and learning of mathematics is becoming more consistent and is now good overall. Throughout the school, lessons are well structured to make good use of time and to support staff who work with pupils with statements of special educational need. Mental agility work forms a lively part in most lessons, improving pupils' confidence and the speed and accuracy of their thinking. Teachers plan tasks at different levels to meet the needs of pupils of differing levels of attainment. However, the arrangements for the regular assessment and recording of pupils' attainments in mathematics are only just coming fully into place. Consequently, some tasks are set according to broad target levels of attainment and not on the basis of what pupils know, understand and can do. In some lessons, this results in a mismatch between the activities that are planned and what individuals or groups of pupils need to learn next. Where tasks are either too easy or too difficult for some pupils, the quality of their learning is reduced. There is evidence that some teachers, for example in upper Key Stage 2, use ongoing assessments to modify plans and to match tasks even more closely to the needs of identified pupils. This very good practice has a positive impact on the quality of pupils' learning and improves the progress that they make but is not consistently in place throughout the school.
91. In both key stages, the fact that teachers' expectations of pupils' work and behaviour are high has a positive impact on pupils' progress. Teachers promote the subject as fun to learn and this contributes to pupils' positive attitudes towards mathematics. Pupils enjoy the lessons and work hard. The quality of learning is good overall. Teachers use praise effectively to reward successes, effort and attentiveness, to build pupils' confidence and to encourage them to rise to the challenges presented. Teachers expect pupils to concentrate in lessons and this increases the quality and quantity of work produced. Pupils use the time well; their work rate is high and this improves their learning. Most teachers use the last part of lessons effectively to reinforce and consolidate pupils' learning.
92. Improvements in standards result in part from the school's successful introduction of the

National Numeracy Strategy. Teachers have secure subject knowledge and have quickly developed a good understanding of new approaches to the teaching of mathematics. They use these effectively to produce increasingly efficient learning. There are ample opportunities for pupils to apply their developing numeracy skills in mathematics lessons and other subjects. This was seen to particularly good effect in Key Stage 2 in physical education, when pupils use their understanding of symmetry during an effective gymnastics lesson, and in art, when pupils used their understanding of scale to enlarge a picture. The subject co-ordinators lead and manage the development of mathematics effectively. They have provided good support for staff during training and throughout the introduction of the National Numeracy Strategy. The monitoring of mathematics is regular and always has a very clear purpose. This means that weaknesses at individual and at whole school level are identified and that appropriate steps are taken to address them. This quality of curriculum leadership makes an important contribution to the raising of standards in mathematics.

## SCIENCE

93. Pupils' attainment is broadly in line with national averages at the end of both key stages. Statutory assessments at the end of Key Stage 1 in 1999 show pupils performing in line with both national averages. Evidence from the unpublished assessments in 2000 and from the work of pupils currently in Year 2 indicates that satisfactory standards are being maintained. In Key Stage 2, the 1999 results fell below both the national average and the performance of pupils in similar schools. This was because fewer pupils achieved the above average Level 5 than in schools nationally. Since then standards have risen. There was an improvement in the performance of Year 6 pupils in the statutory tests of 2000, reflected in the number of pupils reaching the expected Level 4 and above. Standards in the current Year 6 are satisfactory; most pupils are on course to attain or exceed the nationally expected standard.
94. All pupils, including those with special educational needs make satisfactory progress. By the end of Year 2, lower attaining pupils sort materials, and they have a basic knowledge of electricity and magnetism. Average attaining pupils use simple equipment and make observations related to tasks such as the time taken for ice to melt. Through their investigations, they have a good understanding of which materials conduct electricity, and they are able to make predictions. Higher attaining pupils make an electric circuit and record observations about a bulb lighting up. By the time pupils leave the school at the end of Year 6, lower attaining pupils explain simple phenomena such as those related to the formation of shadows, and they know that some changes are reversible. They use keys based on observable features to group living things such as leaves systematically. Average attaining pupils identify the organs of a flower, such as stigma and style. Although they know that some change is reversible, this knowledge is little used in predicting whether or not other changes can be reversed. They present observations appropriately in charts, for example to record what happens when rocks are wetted or scratched. Higher attaining pupils use simple models, for example to explain the effects caused by the earth's movement, and they know about photosynthesis. However, pupils' methods of recording their activities are sometimes superficial. For example, the pictures they draw of their work do not convey enough scientific information and do not accurately record what they have done or found out.
95. Teaching and learning in lessons are good. Progress across the key stages is also good. For example, pupils in Year 2 learn about what materials are made of and about their qualities, such as hardness and softness. By the time they reach Year 4, they talk about particles and they group materials into solids, liquids and gases. When teachers provide opportunities for pupils to investigate first hand experience, pupils respond well and their learning and attitudes are good. For example, in the Year 2 lesson that enabled pupils to

handle materials and to discuss their properties, pupils showed considerable interest and they discussed their findings confidently, using words such as "flexible". Teachers effectively help pupils to gain knowledge and understanding, for example through the use of notebooks containing science 'facts' and by using appropriate scientific terms. They have good questioning skills that draw out pupils' prior knowledge and they skilfully use pupils' responses to extend their learning. For example, a Year 5 teacher used pupils' answers about the habitats of animals to develop their learning about how animals adapt to their surroundings. However, teachers do not always provide sufficient opportunities for pupils to acquire and develop the skills of scientific enquiry. There are too few opportunities for pupils to devise their own investigations, to select equipment and methods and to evaluate their effectiveness.

96. Teachers have good relationships with pupils, which they use effectively to manage pupils very well. As a result, pupils' attitudes to science are good. They behave well in lessons. Their very good relationships with each other result in good levels of co-operation in lessons when they generally share resources well. They show most interest and enthusiasm when engaged in experimental or investigative activities but some are less motivated when recording their findings. Teachers use science activities well to develop pupils' social skills. For example, they encourage pupils to take turns. Sometimes, however, pupils are expected to wait too long, for example to make sound on an instrument. This causes them to become restless and they lose interest.
97. The school has a portfolio of pupils' work that effectively enables teachers to share a common view of the different levels of attainment in the subject. As yet, however, there is no agreed system for gathering and recording information about pupils' performance as they move through the school. As a result, the use of any information gained from the assessment is unsatisfactory. It is not used as the basis of curriculum planning or to match work to pupils' needs. This leads to the setting of some tasks that are not closely matched to pupils' needs and to a consequent reduction in their progress. The monitoring of science is barely satisfactory. The school's development plan specifies appropriate intentions to raise standards further in science through the observation and improvement of teaching, and by analysing statutory test results and taking necessary action. This process is only just beginning. The analysis of test and assessment data has enabled the school to focus on and improve the performance of boys. However, as yet, nobody in the school has observed the teaching of science to identify and share good practice or to address other areas of weaknesses.

## **ART**

98. Pupils make rapid progress in their learning through Key Stage 1 and attain standards above those expected by the end of the key stage. This good progress continues into the early years of Key Stage 2 but progress slows towards the end of the key stage. Pupils attain the standards expected for pupils at the age of 11. Throughout the school, pupils display positive attitudes to their work, persisting with demanding tasks and consistently behaving well. Pupils with special educational needs make sound progress in both key stages.
99. In Year 1, pupils are introduced to a good range of techniques such as printing, wax resist and collage. They begin to draw from direct observation, a strand of art that is developed well throughout the school. By the end of Key Stage 1, pupils know the primary colours and how to mix secondary colours from them. They recognise and reproduce features of the work of famous artists, such as Monet. They experiment successfully with varying lines and tones and use their knowledge of colour to produce attractive gradations in the background of a silhouette picture. The overall standard of their work is high.

100. Three-dimensional work is well represented in Year 3. Pupils produce masks and hats, although the latter show little variation in design. In Year 4, pupils know the approximate proportions of the human face and, as a result, achieve a better likeness as they draw their fellow pupils. They use a range of sketching pencils to shade drawings to achieve a three-dimensional effect, usually successfully. The quality of finished work in these two age groups is good. In Years 5 and 6, pupils continue to develop their skills in observational drawing. In Year 5, they create detailed and accurate pictures of peppers using a range of media and in Year 6 some pupils demonstrate their understanding of the principles of perspective in high quality water-colours of the local church. There is a reasonable range of work in these two years but the quality and quantity produced by many pupils is disappointing.
101. In the lessons observed, the teaching was good. It ranged from very good to satisfactory and there were no unsatisfactory lessons. Teachers' secure subject knowledge leads to thorough teaching of new techniques. Explanations are clear and as pupils listen to them carefully, they follow instructions closely. Most teachers are well organised and so allow ample time to give additional help to individuals or to challenge them to produce more precise or accurate work. Just occasionally, a teacher tries to introduce too many new ideas at once and pupils become confused. More often there is insufficient attention to the process of planning and design. When this is combined with an absence of evaluation as the work proceeds, pupils do not appreciate the ways in which they can improve their work and the quality of learning declines.
102. In most respects there is a good art curriculum. In Key Stage 1, pupils use a good range of media and there is an appropriate balance between the acquisition of skills and the development of the imagination. In Key Stage 2, because of a strong focus on introducing particular techniques and using them to support the work in other subjects, there is insufficient emphasis on the imaginative and creative aspects of the subject. Some tasks, such as decorating 'Egyptian' collars with coloured matchsticks, become ponderous and the results lack originality. Pupils rarely have the opportunity to choose their own way of interpreting an idea. All pupils from Year 2 onwards have sketchbooks but these are not sufficiently used to practise drawing or to act as a resource or reference for later creative work.
103. The art curriculum is enhanced by a good number of visitors and special events. Artists have worked alongside pupils to produce an external mural, using ideas from pupils of all ages. A 'Roman Day' acted as the stimulus for a good range of work including making mosaics and clay tiles, weaving and painting. A visit to Eden Camp as part of their study of the Second World War resulted in Year 6 pupils working on scaling-up propaganda posters, effectively combining art with mathematics.

## **DESIGN AND TECHNOLOGY**

104. There were no lessons in design and technology during the inspection. Pupils' completed work from the previous school year was examined and discussions were held with a group of Year 6 pupils and with both the former and present co-ordinators, the latter having taken on this responsibility in September 2000.
105. Standards in the subject at the end of Key Stage 1 are as expected for this age group. Pupils of all levels of attainment have designed and made kites and sunglasses, achieving satisfactory results in both assignments. At the end of Key Stage 2, standards fall below those expected for pupils of this age. Pupils understand the importance of the design process prior to producing a useful object but the standard of their completed designs for an Anderson shelter is low. There was no completed work by Year 3 and Year 5 pupils available to evaluate.

106. It is evident that the relaxation of requirements to teach the full National Curriculum has had a significant impact upon the work in this subject. The few 'design and make' assignments which have been undertaken have been characterised by minimal design and technology content and have used only a very narrow range of materials, with no use of food or electricity, for example. Although the final products contribute towards pupils' understanding of other subjects, such as history, they also indicate some confusion between design and technology, and art. The breadth of study of the subject is unsatisfactory. There has been little or no teaching of skills and techniques through focused practical tasks, nor of investigating and evaluating familiar products.
107. The school is aware of the current low profile of the subject. It is committed to raising it and is well equipped for this task. It has begun to use national guidance materials to restore a broad programme of study in line with the Curriculum 2000 requirements, but is at a very early stage in this process as yet. Teachers, especially the new and former co-ordinators, have sufficient expertise to teach the subject. Resources are at least adequate although many are relatively inaccessible because of limited storage space in the Key Stage 2 building. The co-ordinator recognises that monitoring the quality of learning throughout the school is essential.

## **GEOGRAPHY**

108. Pupils of all levels of attainment make sound gains in learning in geography as they move through the school. They gradually develop geographical skills, knowledge and understanding to levels that are broadly typical of national expectations by the end of both key stages. Geography is well represented within the school's curriculum, with fieldwork including the use of maps a strong feature. A good range of visits, such as those to Fairburn Ings, Scarborough and Billy Wood, help to make the subject relevant and meaningful for pupils. Residential visits to Robin Hood's Bay for pupils in Year 6 and to Nell Bank for pupils in Year 5 provide the stimulus for a varied range of geographical activities, and results in good quality and well-organised work. There are good links with other subjects, such as history, mathematics and art, which help to ensure that learning is more meaningful for pupils.
109. The development of important skills is given suitable emphasis. Pupils gradually acquire a wider geographical vocabulary as they move through the school and increase their understanding of geographical issues. Younger Key Stage 1 pupils begin to recognise human features of places when they go on a 'parks hunt' in Kippax, and begin to employ fieldwork skills when they realise that not all land is flat. By the end of Key Stage 1, pupils begin to show an awareness of localities beyond their own when they learn about aspects of life in India and Africa.
110. By Year 3, pupils can draw a 'picture map' of their journey from home to school. They discover how land in Kippax is used, distinguishing between human and physical features. They learn from atlases the location of Egypt in Africa and the names of the countries that surround it. Year 4 pupils compare their own village with Chembakolli in India, appreciating that both places have similar and different characteristics. They learn of the importance of the River Ganges for the people of India. When keeping a weather record for a month, they begin to appreciate fully the varied nature of our weather. Year 5 pupils learn about the water cycle through a study of a river's journey. They learn about how humans are polluting the seas and oceans of the world, and what can be done to prevent it. By the end of Key Stage 2, pupils have acquired knowledge and understanding of different parts of the world, and are using a wider range of sources to obtain evidence. For example, they research from books to find information about Greece and produce a travel brochure marketing the Greek island of Rhodes. They draw and interpret maps of different scales,

complete with keys. When visiting Robin Hood's Bay, they find out about erosion and deposition when studying the effects of waves on the nearby cliffs.

111. There is insufficient evidence to make judgements about the quality of teaching and pupils' attitudes to learning, as few lessons were seen. In Key Stage 2, the teaching is sound, with pupils' response mainly good in the few lessons observed. Good features of teaching seen include secure subject knowledge, appropriate questioning to develop understanding, effective organisation to ensure no time is wasted and good choice of resources, which contribute to progress. Weaknesses include missed opportunities to develop geographical understanding, the inappropriate use of colouring and low expectation and levels of challenge. Most pupils listen carefully, respond positively to work set when appropriately challenged, answer questions enthusiastically and are interested in improving their geographical understanding.
112. The subject is soundly led, and there are plans for its further development. Plans include the needed improvement to resource provision to ensure that all areas of the subject can be successfully taught. Joint planning ensures that pupils of similar ages in different classes receive the same curriculum. There are good links with literacy, but links with information technology are under-represented. Consistent approaches to the assessment of geography have not yet been introduced, although a portfolio of work, which has been levelled to National Curriculum requirements, will assist this process. The monitoring of teaching and learning, planned for but not yet introduced, is required to help the co-ordinator more readily assess strengths and weaknesses in the subject.

## **HISTORY**

113. Most pupils make good gains in learning about aspects of the past as they move through the school. Pupils with special educational needs make satisfactory progress. Pupils gradually extend their knowledge and understanding through studies of selected periods to levels that are broadly typical of national expectations by the end of both key stages. Historical enquiry, for example, through the use of the immediate locality, is used well to develop important skills, and there are numerous artefacts to help bring the subject to life. All year groups visit places of historical interest, such as Armley Mills and Eden Camp, which help to significantly enrich the curriculum. Visitors, such as grandparents, provide wartime reminiscences to add depth to pupils' understanding about the harsh realities of life in Britain during the Second World War, and improve levels of interest and involvement. Pupils' developing awareness of history is communicated in different ways, such as through writing, pictures, maps and discussions. There are good links with other subjects, such as art and geography, but links with information technology are insufficiently represented. The development of literacy is given good emphasis in history.
114. Younger Key Stage 1 children learn about the differences between the past and present, when they are involved in an old-fashioned wash day, using dolly tub, posser, rubbing board, tongs, mangle and flat iron. By the end of Key Stage 1, pupils show some understanding about the events and people they have studied. For example, they learn about the Great Plague of 1665 and the hard life of a scullery maid in Victorian times. Through a classroom re-enactment, they compare teachers and routines in Victorian times with their teachers and routines now, reaching the conclusion that schools today and their current teachers are better!
115. Pupils in Year 3, in a study of the ancient Egyptians, learn about how human life depended on the River Nile, and the impact of flooding on the surrounding fertile land. Good links with literacy include poetry and the compilation of a front-page newspaper report about life in ancient Egypt. Year 4, in a study of the Tudors, learn about Queen Elizabeth I, the Spanish Armada, and compare Tudor and modern towns. Pupils distinguish between fact



and opinion in work about Henry VIII. Year 5 learn about place names in a study of the Romans, consider the extent of the Roman empire and discover how homes were heated. By the end of Key Stage 2, through a study of the history of Kippax involving a survey of the graveyard and a study of the last census return, pupils appreciate how their village has changed and grown throughout the twentieth century.

116. Teaching is good in Key Stage 1 and is sound in Key Stage 2. Very good features of teaching, seen in a Key Stage 1 re-enactment of a Victorian school day, include high expectations, brisk pace, good use of resources, secure subject knowledge, purposeful questioning, clear explanations and very good relationships. These features encourage high levels of interest and involvement and ensure that pupils make good gains in learning. Weaker features, seen in a Year 3 lesson, include tasks that do not contribute to the development of historical understanding and insecure control strategies for all pupils, which slows progress. Overall, pupils demonstrate good attitudes to learning. However, the extent of their interest is dependent on the appropriateness of the tasks to ensure good levels of challenge.
117. History is well led by a committed and able teacher, who has clear plans for its continued development. A range of imaginatively presented wall displays helps to stimulate interest and celebrate pupils' work. There is good emphasis on developing an understanding of the passage of time through the use of timelines in most classes. Joint planning ensures that pupils of similar age in different classes receive the same curriculum. There is a good range of resources, with numerous artefacts to enable pupils to learn about history from first hand experience. However, the assessment of progress is still in its infancy. There are no consistent approaches to assessment, although a portfolio of work has been compiled in which examples have been assessed carefully and annotated to help teachers become more consistent with this task. The opportunities for the co-ordinator to monitor teaching and learning, necessary to help her assess strengths and weaknesses more effectively, have not yet begun.

## **INFORMATION TECHNOLOGY**

118. Pupils' attainment, by the end of the each key stage, is in line with national expectations. Throughout the school, pupils gain an appropriate range of skills across all areas of the subject.
119. In Key Stage 1, pupils develop good familiarity with computer keyboard and mouse, they use listening centres with independence, and they learn to program devices such as a 'roamer' robot competently. They use their skills with developing confidence, as shown when Year 1 pupils enter data on the computer to make a pictogram about eye colour. They discuss their work with each other, showing good levels of self-reliance and confidence. By the end of Year 2 pupils can plan and command to make things happen, and they can change the size, colour and style of a particular font in their word-processing work.
120. Pupils in Year 6 increase their word processing skills. They combine different forms of information including text and pictures for a specified audience, such as books for pupils in Year 2. They compare information and communication technology with alternative methods, describing the advantages and disadvantages of each. They know how information technology is used in the outside world, for example in programming the cooking of bread. Most pupils know and understand terms such as hardware and software. A key feature of the school's approach is the way that pupils take on the role of 'adviser' to others as they work in pairs. Pupils take this role seriously and it helps them to clarify their own understanding as well as making a positive contribution to their very good personal development. Pupils' responses to working with the computer are always good with very

good attitudes to work developing. These help pupils to concentrate hard and work effectively together, promoting their progress well. They co-operate well, they share skills and knowledge and they are confident in trying suggestions made by the teacher and their peers.

121. Teaching and learning are good. Teachers generally have adequate knowledge and understanding of the subject, though some lack confidence. The co-ordinator confidently uses a large screen to teach new computer skills effectively and quickly, with pupils copying and comparing their methods with those of the teacher. When other teachers do not use this strategy, pupils do not always have a clear view of what they should do and their learning is not as fast. The school's development plan appropriately expresses intentions to develop teachers' skills further. Despite these difficulties, tasks devised for pupils are generally appropriate and develop their skills securely. Teachers make very good use of volunteer adults and support workers with good levels of knowledge to enhance pupils' acquisition and use of skills. They have very good management strategies that contribute significantly to pupils' good learning. Teachers have positive relationships with pupils, ensuring that they behave well. Teachers teach pupils correct terms such as 'cell' when dealing with spreadsheets ensuring that they learn the appropriate vocabulary for the subject.
122. Teachers are making efforts to link pupils' experiences in information and communication technology to their work in other subjects. This is sometimes effective in developing pupils' understanding of data handling in mathematics, for example in Year 1 work on pictograms and Year 6 work on spreadsheets. As yet, however, not all subjects plan thoroughly for the use of computers, notably geography and history. Additionally, the use of information and communication technology in literacy is often incidental rather than precisely planned to promote pupils' learning systematically. The school has identified this as an area for development. This is particularly significant for pupils in Years 4, 5 and 6 who do not have ready access to computers in or near their classrooms. A new suite of computers has been very recently installed in Key Stage 2 and is being used effectively to teach pupils new skills.
123. The school has appropriate plans for implementing the new Curriculum 2000. This includes arrangements for pupils to use the Internet, which will enable them to meet the requirement to exchange information and ideas with others using e-mail. The co-ordinator has devised a system for teachers to assess pupils' attainments as they move through the school. This is an important step towards addressing the current lack of information available to teachers that they can use to plan pupils' work. The new arrangements have only just been introduced and have had no time to improve the monitoring of pupils' progress or subsequent planning. The school's provision for the subject is enriched through the expertise of the Key Stage 2 school secretary who supports pupils in lessons as well as holding a lunch time club. She promotes pupils' confidence well by teaching new skills, such as how to 'zoom in', and encouraging pupils to "Go for it".

## **MUSIC**

124. Pupils' attainments are in line with expectations at the end of Key Stages 1 and 2. The appropriate support of teachers ensures that pupils with special educational needs do as well as other pupils. There are no significant differences in the progress of pupils of different gender, background or ethnicity.
125. In singing lessons and assemblies, pupils in Years 1 and 2 sing enthusiastically from memory. They know a wide range of songs, action rhymes and hymns and are eager to learn new ones. They listen attentively and develop a growing ability to control their voices and sing with confidence and understanding. They have an appropriate understanding of

rhythm: they are able to clap a steady beat and enjoy accompanying their singing on percussion instruments. By seven, they show an increasing awareness of pitch and are learning to make long and short sounds.

126. In Key Stage 2, pupils sing in tune with control and expression. They have a good sense of rhythm and their repertoire includes two-part songs. They have appropriate opportunities to create and develop their musical ideas, for example composing and performing a calypso to link with a topic on St. Lucia. Pupils also develop satisfactory appraisal skills. In Year 4, they listen carefully to recorded music and compare their differing responses to modern and Tudor music. They also demonstrate an increasing ability to identify the sounds made by orchestral instruments. Year 5 pupils make good progress in learning to recognise and explore ways in which sounds can convey a picture. They respond to pieces of music representing different environments and give thoughtful interpretations of their moods.
127. The quality of teaching is satisfactory. Examples of good teaching were observed at both key stages. In the most successful lessons teachers demonstrate good subject knowledge, confidence and consistently high expectations of pupils' involvement and performance. This was demonstrated in a Key Stage 2 singing lesson when pupils practised particular phrases and improved their overall performance in the course of the session. Teachers successfully establish and maintain very good relationships with their pupils, which promotes confidence, enjoyment of music and willingness to participate in musical activities. Occasional classroom displays of musical instruments, as in Year 2, effectively support pupils' learning. Relevant links with other curriculum areas successfully promote pupils' interest and learning; for example, in a Year 1 science lesson pupils made good progress in learning about the sources of sound and the range of sounds made by musical instruments. Also, at both key stages, the songs pupils learn are often selected to link with class topics. Recorded music is usually played as pupils enter and leave assemblies at both key stages and pupils interpret its mood and respond to it appropriately. However, little focus is given to what is played and opportunities are lost for extending pupils' knowledge of composers and their work. The subject co-ordinators lead most of the singing sessions at both key stages. This appropriate use of their expertise makes a positive contribution to pupils' learning. Participation in a range of services in church and in school, concerts and a programme of visits from musical ensembles strongly contributes to pupils' musical awareness. Particularly at Key Stage 2, pupils have opportunities to participate in a wide range of instrumental tuition and take part in such occasional activities as performing at the South Leeds Stadium and the annual Kippax Lights. These activities have a very positive impact on the learning of those involved. Overall, music makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Notably, performances by non-Western musicians positively extend pupils' multi-cultural knowledge and experience.
128. The subject co-ordinators have clear and appropriate aims to develop the scheme of work in accordance with national guidance. Informative portfolios of pupils' work are being developed and the school recognises the need to further develop systems for assessing and recording pupils' progress as they move through the school. Resources at both key stages are good. These include a small number of music-based computer programs, although these were not in use during the inspection.

## **PHYSICAL EDUCATION**

129. Pupils in both key stages reach the expected standards in the aspects of the physical education curriculum that were seen during the inspection. Inspection evidence and teachers' planning for physical education indicate that all elements of the National

Curriculum programmes of study receive appropriate attention. Most pupils of all levels of attainment in both key stages, including those with physical and learning difficulties, make satisfactory progress.

130. Most pupils in Key Stage 1 respond to their teachers' instructions quickly. They work safely individually, in pairs and in small groups. Younger pupils move in a variety of ways, using hands and feet, and include turning, rolling, bending and stretching movements. They use space appropriately and most develop satisfactory control of movement and balance. Pupils, other than those with special educational needs, seldom bump, trip or fall. Older pupils in Key Stage 1 use small games equipment purposefully. They develop skills that are required to play simple games, such as rolling and retrieving a ball, and use them to good effect in simple relay games. They develop their hand and eye co-ordination appropriately so that they begin to throw and catch a ball with increasing accuracy. They practise carefully and so improve levels of consistency and accuracy.
131. Pupils in Key Stage 2 have the opportunity to take part in a programme of outdoor and adventurous activities. They do this as part of a residential visit and through activities that take place on or around the school site. They also take part in swimming and some exceed the nationally expected standard for their age. Pupils in Year 5 perform more complex gymnastic sequences, showing greater control of body and movement as they make symmetrical and asymmetrical shapes. Pupils in Year 6 use dance effectively to explore ideas and emotions associated with part of their history topic on 'the Blitz'. They use movement, gesture, expression and stillness to express feelings of 'chaos' and 'panic'. They sustain more vigorous activities and are aware of the effects of exercise on their bodies. There is a good range of extra-curricular and competitive sporting activities. These enable a number of pupils, particularly in Key Stage 2, to extend their sporting interests and to attain higher personal standards in their chosen activities.
132. The teaching of physical education is generally good. Teachers' planning is satisfactory. It identifies appropriate objectives. When these are shared with pupils, for example in effective games lessons in upper Key Stage 1, they give a clear focus to teaching and learning that improves pupils' progress. Most teachers have secure subject knowledge. They give clear explanations and monitor pupils' response carefully. This ensures that all pupils are able to work confidently and to make appropriate progress. Teachers' awareness of individual pupils is good and results in good individual coaching that helps pupils improve aspects of their technique. This worked to good effect in the Year 5 gymnastics lesson. Teachers manage their pupils effectively. Most have successfully established positive patterns of behaviour and response and they use an appropriate balance of praise and challenge. This allows the lesson to flow and effectively maintains the pace of pupils' learning. When isolated incidents of inappropriate behaviour occur, most teachers use the school's discipline policy consistently and to good effect.
133. Pupils have good attitudes to their work in physical education. They are attentive to their teachers and follow instructions promptly and accurately. Older pupils are responsive to coaching and rise to the challenge to improve. They persevere in the face of difficulty, for example overcoming initial inhibitions and maintaining concentration throughout a challenging expressive dance lesson. Most pupils work sensibly in pairs or groups, giving each other constructive help to succeed. This is particularly impressive when pupils work with and support those with special educational needs, enabling them to be fully involved and make good progress, as in a Year 2 games lesson. Pupils enjoy their work in physical education and this reflects in the numbers participating in extra-curricular activities. The quality of pupils' learning is good. This results from pupils' positive response and from the range and variety of experiences that the school provides.
134. The school has good resources for physical education, including extensive school grounds, two large halls equipped with suitable gymnastic apparatus and a plentiful supply of smaller

apparatus. The availability and appropriate use of such facilities add to the quality of pupils' learning and have a positive impact on standards.

## RELIGIOUS EDUCATION

135. Pupils' attainments are not consistent with the requirements of the locally agreed syllabus by the end of Key Stages 1 and 2. The very small sample of work available for scrutiny and discussions with pupils from both key stages indicate that coverage of the attainment targets in the agreed syllabus has, until very recently, been superficial and that pupils' knowledge and understanding of aspects of Christianity and other world faiths are often limited.
136. Evidence gained during the inspection presents a different picture, reflecting recent changes to the leadership and management of the subject. In lessons in Key Stage 1, pupils made good progress in their learning. In Key Stage 2, pupils' learning was satisfactory overall, with Year 6 pupils making good progress in their learning. Planning for the current term and for the year ahead suggests that the subject will be given higher priority and that provision will improve. However, at the moment, attainment is unsatisfactory in relation to pupils' age and to the standards set out in the locally agreed syllabus. Throughout the school, pupils with special educational needs are encouraged to participate in all activities and make progress in line with the others in their class. There are no significant differences in the learning of pupils of different gender or background.
137. The ethos of the school and such well led sessions as that in Year 1, based on the story "All Kinds of People", ensure that pupils develop self-awareness and an appreciation of their unique qualities. Thus, the subject makes a satisfactory contribution to pupils' personal development. Work across the curriculum, including that linked to pupils' personal and social development, add appropriately to aspects of pupils' learning in religious education as, for example, when older pupils visit local churches as part of history and art work.
138. By the end of Key Stage 1, pupils know of major feasts of the Christian calendar, including Christmas and Easter, and are aware that they celebrate harvest. They are also introduced to the celebrations of other world faiths, including Judaism. They are introduced to Bible stories and know of characters in the Old Testament, such as Moses. They know that the church is a special place in which celebrations such as baptism occur. By the end of Key Stage 2, pupils know that the Bible is a special book for Christians. They are aware that it is composed of the Old and New Testaments but are able to recall only a few stories. They understand that Jesus is significant in Christianity and recall important aspects of his life, for example that he healed the sick and was a teacher and storyteller. They recall events surrounding his birth and death. Pupils are aware of other world faiths, including Judaism and Hinduism. However, these are addressed in little depth and pupils do not remember much about them.
139. In the course of the inspection, the quality of teaching observed was satisfactory overall, with examples of good teaching at both key stages. Teachers have satisfactory knowledge and understanding of the subject and lesson plans are based on clear learning aims. Classes are well managed and topics are introduced in a lively way, which successfully motivates pupils' interest. They demonstrate careful listening by answering questions thoughtfully. They readily make suggestions and respect each other's views. This effectively enhances the quality of relationships within the school. However, in Key Stage 2 pupils often have insufficient time to complete the planned tasks, which limits opportunities for reinforcing and extending their learning. There are sufficient resources to support the teaching of the subject. Where the teaching was good, as in Year 6, well-selected artefacts were used to support pupils' learning about special books and sacred

writings in Judaism. Teachers use questioning well, particularly in the introduction, to check pupils' understanding and knowledge but there is no planned programme of assessment or recording of pupils' progress.

140. Following a period when the subject lacked overall guidance, a co-ordinator has been appointed this term and indications of improvement are evident. All classes have timetabled lessons and classes, which did not have enough time for what they had to teach and learn, are now getting more. Clearly defined plans have been made to complete the religious education policy and update existing subject documentation to provide greater support for teachers in the implementation of the agreed syllabus. Current guidance does not sufficiently ensure the consistent, progressive development of pupils' knowledge and understanding throughout the whole school. Occasional well-planned activities promote pupils' learning well, as when Year 2 classes were conducted around the local parish church by the curate. Regular assemblies led by representatives of local Christian churches also soundly promote pupils' interest and learning.