

# INSPECTION REPORT

## **FIELDHEAD CARR PRIMARY SCHOOL**

Leeds

LEA area: Leeds

Unique reference number: 107945

Headteacher: Mr D Wisnia

Reporting inspector: Mr F Carruthers  
21285

Dates of inspection: 1-4 October 2001

Inspection number: 230540

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant & junior
School category:	Community primary
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Naburn Approach Leeds
Postcode:	LS14 2EG
Telephone number:	0113 2930226
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T Eastwood
Date of previous inspection:	November 1999

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21285	Mr F Carruthers	Registered inspector	English The Foundation Stage English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19320	Mrs B Attaway	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30000	Mr J Tresadern	Team inspector	Science Design and technology Geography History Religious education Special educational needs	
29426	Mr D Grimwood	Team inspector	Mathematics Information and communication technology Art and design Music Physical education Equal opportunities	How good are the curricular and other opportunities?

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

### **INFORMATION ABOUT THE SCHOOL**

This community primary school is situated in the Whinmoor area of northeast Leeds. There are 225 pupils on roll, aged 3 to 11, including 31 children currently attending part time in the nursery. This is similar to the average of all primary schools. Approximately 19 per cent of pupils are from minority ethnic backgrounds, including Indian, Pakistani, Chinese, black African, and black Caribbean. Only one is at the early stages of learning English as an additional language. The proportion of pupils eligible for free school meals, 25 per cent, is above the national average. There are 65 pupils with special educational needs, which is 29 per cent of the pupils at the school and is more than is typical of primary schools nationally. The proportion of pupils who transfer in and out of school at other than the usual times of admission, 12 per cent, is similar to that found in many schools. The proportion of pupils with statements of special educational need is broadly in line with the national average. The attainment of the children on entry to the reception class is above the average for Leeds but falls within the average band of children nationally. The school receives financial support from the *Excellence in Cities* initiative, which is funding a member of staff to be a learning mentor for pupils with behavioural difficulties.

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

The school provides a good education for its pupils. Standards achieved by the end of Year 6 are better than those achieved by other, similar schools and the quality of provision is good. The school has made good improvement since the last inspection thanks to the very effective leadership provided by the headteacher, senior management team, and governors. Despite having a deficit budget, the school provides sound value for money.

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

- Standards achieved by pupils in Year 6 in English, mathematics, science, design and technology, information and communication technology (ICT) and history are good.
- Pupils have positive attitudes to their work and school.
- The quality of teaching is good. One lesson in five is very good or better.
- Provision in the Foundation Stage is very good and gives the children a very effective start to school.
- Links with parents are good and help them to support their children's schoolwork.
- The school is very well led and managed by the headteacher and senior management team and they are given good support by the governing body.

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

- Standards achieved by the end of Year 2, especially in reading, writing, mathematics and science.
- Provision for the pupils' cultural development.

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

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

The school was last inspected in November 1999, when it was judged to no longer require special measures. Since then, good progress has been made to improving standards and provision. There were four key issues at the last inspection. Raising standards was the first priority and the school has been successful in this so that by the end of Year 6, standards in English, mathematics and science have risen well and the results compare very favourably with similar schools. This has been acknowledged by the awarding of a School Achievement Award by the Department for Education and Skills (DfES) last year. Raising standards achieved by pupils in Year 2, however, remains an area for improvement. Monitoring of teaching has developed well and is having a significant impact on the quality of teaching, which has improved since the time of the last inspection. The role of the senior management team and subject leaders has similarly developed well, adding to the overall very good leadership and management of the school. Assessment procedures have continued to be improved, helping staff to track how well they are doing and providing the pupils with targets for them to reach. In addition to addressing the key issues, the school has improved the quality of the provision in the Foundation Stage, links with parents, provision for ICT as well as some aspects of the accommodation by partitioning teaching areas in order to improve the quality of learning.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	B	A
mathematics	E	E	C	A
science	B	C	A	A

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

Standards have risen since the time of the last inspection. In 2000 and in the most recent tests in 2001, the school exceeded the targets it set for improvement. This good improvement is the result of a range of actions taken in recent years to raise standards and the school has been successful in these. Pupils of all levels of ability, including those with special educational needs, achieve well, especially in junior classes. The proportion of pupils achieving better than expected levels has been rising too and is good. Compared with similar schools, the standards that the school achieves are very good. Attainment in design and technology, ICT and history is better than that found in most schools. Attainment in other subjects is similar to that found in most schools.

Standards achieved by pupils in Year 2 in assessments and tests taken in recent years, however, have been too low. Not enough pupils have been doing as well as expected in reading and writing and too few pupils have achieved above the expected levels in mathematics and science. Standards have been below those achieved by similar schools. Staffing difficulties in infant classes led to significant disruption to pupils' learning during the last two years and despite the best efforts of the school have only been resolved with the start of the current term and the appointment of a new, full-time teacher. A range of actions has been put in place to remedy the unsatisfactory progress of pupils and these are having the desired effect. Standards in current infant classes are improving. Attainment in other subjects is similar to that found in most schools but better in history.

Children make good progress in the Foundation Stage thanks to the very good provision in both the nursery and reception classes. They have a very good start to their schooling. Almost all children achieve the early learning goals in all six areas of learning and some are working beyond them by the end of the reception year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good. The pupils are eager to arrive and are keen to do well.
Behaviour, in and out of classrooms	Behaviour overall is good. Teachers manage pupils' behaviour effectively throughout the school and this plays a key role in the standards of behaviour. There are a small number of pupils whose behaviour is challenging. Good behaviour management, by teachers and classroom assistants, reduces any adverse impact of their behaviour on other pupils' learning.
Personal development and relationships	Pupils' personal development is satisfactory. From the nursery onwards, pupils are expected to take on responsibilities and do so with enthusiasm. Relationships are good and pupils work together well, sharing and discussing their tasks.
Attendance	Attendance is satisfactory and broadly in line with the national average. Punctuality is good.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Nearly three-quarters of the teaching is good or better and there is no unsatisfactory teaching. Teaching is particularly strong in the Foundation Stage and in junior classes. Lessons observed in infant classes were a balance of satisfactory and good. Staffing difficulties in the last two years, however, resulted in the quality of teaching in infant classes being variable and inconsistent. Teachers make effective use of the national strategies for literacy and numeracy for teaching English and mathematics. Teaching in these subjects is satisfactory in infant classes and good in junior classes. Junior teachers make good use of skills acquired in these lessons to support work in other subjects, but this is less well developed by infant staff. There is, for example, an over-reliance on pupils completing worksheets in science. Strengths of the teaching include the good use made of support staff throughout the school to promote effective group work and to support pupils with special educational needs. Classroom assistants help these pupils to make good progress. Teachers manage the pupils well and have good expectations of what they can achieve. This has led to pupils that are more able achieving well by the end of Year 6 in English, mathematics, and science. In most lessons, the pace is good and pupils are expected to get through a good amount of work. Pupils are aware of what they need to do to improve their work and have targets, which are regularly updated. Teaching is very good in science and design and technology in junior classes, it is good in ICT in junior classes. Teaching is satisfactory in art and design, geography, music and physical education. There was insufficient evidence to make a full judgement in history and religious education.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a satisfactory range of subjects taught and a good range of activities outside lessons supplements these. The planning for personal, social, health education and citizenship is incomplete. The curriculum in the Foundation Stage is planned very well.
Provision for pupils with special educational needs	Provision is good. Pupils are supported well by teachers and learning assistants and they take a full part in all lessons as a result.
Provision for pupils with English as an additional language	One pupil in school is at the early stages of learning English as an additional language. He receives part-time support, which is privately funded, and his progress is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is satisfactory overall. There are strengths in provision for pupils' moral and social development. Provision for spiritual development is satisfactory but provision for the pupils' cultural development is unsatisfactory. There are weaknesses in some elements, such as how the school raises the pupils' awareness of famous pieces of art and music and the contributions made by other cultures.
How well the school cares for its pupils	This is good. Procedures to ensure the pupils' welfare, health, and safety are satisfactory. The good behaviour of pupils is the result of effective procedures, clearly understood by staff, parents, and pupils themselves. Procedures to monitor and support pupils' learning are good and have improved since the last inspection. Detailed assessments are made from the very earliest days that the children are in school and they are used well to track pupils' progress.

Partnership with parents is good. The school's open-door policy enables frequent contact to be made with parents and there are good weekly workshops for parents of the younger children, where parents help their children with literacy and numeracy. Reports to parents are informative and the school prospectus is an example of very good practice. The parents and school association has made a significant contribution to the school, for instance to its good appearance as well as to levels of resourcing.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and senior management team provide very good leadership for the school and have clear plans to improve standards and the quality of provision.
How well the governors fulfil their responsibilities	Governors have contributed very well to the good improvement in recent years. They are effective in all their various roles and play a very important part in

	monitoring the work of the school. There are a few omissions in their annual report to parents.
The school's evaluation of its performance	This is very good. Governors and senior staff analyse data and compare how well the school is doing to similar schools. As a result, successful actions have raised standards.
The strategic use of resources	Funding for specific purposes, such as premises, ICT and provision for pupils with special educational needs, is used well. Governors and senior staff consult a range of people about important matters, obtaining the best resources at the most economic prices and using them well in raising standards.

Levels of teaching and support staff are good. The accommodation is spacious with specific features such as a very good-sized nursery, an assembly hall and separate dining room and a designated room for music and drama. There are sufficient resources for teaching in most subjects, though there are not enough materials for teaching about famous artists, composers and musicians and the multi-cultural richness of society.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Children enjoy school; they make good progress and become mature and responsible.</li> <li>• Children are expected to work hard and do well.</li> <li>• The school works closely with parents.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• A small minority of parents would like to see more activities outside lessons for the younger pupils.</li> </ul>

Inspectors support the positive views of parents but note that pupils should be achieving better by the end of Year 2. The school has plans to extend activities outside lessons to younger pupils.

## **PART B: COMMENTARY**

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

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

1. Standards that the pupils attain at the end of Year 6 have risen since the time of the last inspection in English, mathematics, and science. In the 2000 tests, the school's performance was above the national average in English, similar to the national average in mathematics and well above average in science. In all three subjects, performance in 2000 was well above that achieved in similar schools. This good improvement was maintained in the most recent tests in 2001. Pupils are now achieving well in the junior-aged classes, compared with at the time of the last inspection, and this includes pupils of all levels of ability, including those with special educational needs and the more able. Standards in the current Year 6 are average in English with a good proportion of pupils achieving above that in writing. In mathematics, they are above average and in science they are well above average. The attainment of boys and girls is similar in mathematics and science but in English, boys' achievement has lagged behind that of girls in tests for both Years 2 and Year 6 in recent years. The latest test results indicate, however, that this is no longer the case. Pupils from minority ethnic backgrounds are performing as well as their classmates.
2. The school exceeded its targets for English and mathematics in both 2000 and 2001 and this improvement has been the result of a range of actions taken in the light of the key issues raised at the last inspection. These include improvements in class arrangements, moving away from mixed-age classes, and in the quality of teaching, for instance in teaching writing and in a greater focus on developing literacy skills by using them well in other subjects. Through detailed, comprehensive assessment procedures in all three subjects, teachers are tracking pupils' progress better. They are using the information to support pupils where they are weak and to alter curriculum planning to address overall gaps in skills and learning. For instance, specific sessions on promoting pupils' extended writing have been introduced. In mathematics each half-termly unit of work is assessed in the penultimate week of the session, leaving the final week free for teachers to plan work to remedy areas of weakness noted in pupils' learning. The school has funded more resources for learning, for instance a commercially produced scheme of work in mathematics, and more classroom assistants have been employed, so that each class in the juniors has at least one adult in addition to the teacher in English and mathematics lessons. Additional lessons in literacy for targeted pupils in Year 3 are clearly also having an impact on standards in lower junior classes. This is evident in an assessment of their progress over the full year. Additional classes in English and mathematics are supporting the progress of older pupils well.
3. It is a different picture in the infant age range. Standards fell in reading and writing in 1999 and 2000. Pupils' progress was unsatisfactory. This decline continued in reading in the most recent tests in 2001. Too few pupils attained nationally expected levels in either subject. Standards in mathematics in 2000 were well below those expected nationally. The proportion of pupils working at higher levels was also well below the national figure. The results for 2001 show an improvement in the proportion of pupils reaching the nationally expected level. The proportion of pupils achieving above that, however, remains well below the national average. In science, teachers' assessments in 2000 show that standards were well below the national average for pupils reaching the expected level for their age and below the national average for pupils reaching above the expected level. However, assessments in 2001 show ninety per cent of pupils attained the expected national level and nineteen per cent exceeded the expected level. These results show some improvement on the results of the previous year but too few pupils achieved the higher level. Taken altogether, standards were too low and were below those achieved by similar schools.
4. These poor standards were the result of significant staffing problems, including prolonged illness, which led to severe disruption to pupils' learning. Despite the best efforts of the school, this affected adversely how well pupils learnt and how they performed in tests. In addition, the two age groups involved, now in Years 3 and 4, have above average proportions of pupils with special educational needs compared with other classes. To address these difficulties, the school introduced after the previous inspection the teaching of pupils in single age groups in order to make teachers' planning more effective; full time classroom support; parents' workshops; additional reading sessions for pupils; a new scheme of work in mathematics; and regular reading homework. Since the start of this term, the uncertain staffing situation has stabilised satisfactorily with the appointment of a teacher in Year 2 who is new to the school, and class teaching is no longer shared between two members of staff.
5. Current standards in Year 2 are average in reading but still below average in writing, where pupils' progress has been unsatisfactory and has not built on the very good start in the nursery and reception classes. This is partly because the staff have not taken every opportunity to encourage the pupils to write freely in subjects

such as science and there has been too much reliance on pupils completing worksheets. Standards in mathematics are average but pupils that are more able are not achieving as well as they should. The recently introduced commercial scheme of work has generally been successful, but it involves the use of workbooks for infant-aged pupils. All the pupils in a class tend to use the same level of workbook. Although this has brought about an improvement in the progress of pupils of average ability, it can lead to less able pupils being given work that is too difficult for them and more able pupils not being sufficiently challenged. In science, standards are average but the use of worksheets has not helped the more able pupils to achieve well, because pupils have had insufficient opportunities to give thoughtful, analytical answers in their investigations.

6. Attainment in information and communication technology is similar to that found in most schools in Year 2, and is above that by the end of Year 6. This is largely the result of good teaching, well supported by good leadership of the subject. Staff have kept up their expertise to teach the various skills and applications and use them well in other subjects. Attainment in design and technology is similar to that found in most schools by the end of Year 2 and above that by Year 6. In history, attainment is better than that found in most schools in Years 2 and 6. Attainment in religious education matches the requirements of the locally agreed syllabus and attainment in all other subjects is similar to that found in most schools at the end of Years 2 and 6.
7. The progress made by pupils with special educational needs is good. Eight out of ten of the pupils with special educational needs are in the first or second stages of the Code of Practice. The substantial majority of them experience difficulty with literacy and numeracy and are one or more years behind the national expectations for their age. Some also have behavioural difficulties. Each year, two or three pupils are removed from the school's register of pupils with special educational needs because they make good progress. The remaining pupils all have long-term difficulties, such as general learning, behavioural, speech, hearing or visual impairment. All the pupils with statements are in the junior age range. Pupils in infant classes are attaining appropriately. They make good progress despite the disruption resulting from previous staffing difficulties. In the junior classes pupils are also attaining appropriately. Most make good progress and some make satisfactory progress, given the limitations of their abilities. For example one child with a statement of special educational needs, working in a withdrawal group, showed exceptional perseverance in a reading activity to achieve success in all except one aspect of the task.
8. There is one pupil in the early stages of learning English as an additional language. This pupil is in Year 1 and is making good progress.
9. The children in the Foundation Stage make good and at times very good progress, achieving the early learning goals for all six areas of learning by the end of the reception year. Some children are working well into Level 1 of the National Curriculum in English and mathematics by this time. Only a very small number of children with special educational needs do not achieve the early learning goals in communication, language and literacy, and in mathematics. However, they make good progress thanks to the very good support provided by staff.

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

10. Pupils' attitudes to school are good; this is in line with the last inspection. The pupils are eager to arrive and many do so early to allow time with friends before school starts. Punctuality is good. Prepared activities provide a good structure to the start of the school day. Younger children are given a question of the day; older pupils, on National Poetry day, selected a poetry book to read before registration. When the pace is good, as in a Year 5 English lesson, pupils demonstrate an enthusiasm for learning and this has a beneficial impact. When lesson pace is slower, as observed in a music lesson, pupils' motivation is lower. When *The 1812 Overture* was played there was a dramatic improvement in pupils' attitude and they wanted to talk about their feelings evoked by the music. Pupils with special educational needs show positive attitudes to their work in lessons and very positive attitudes in small group sessions.
11. Relationships are good and pupils work together well, sharing and discussing their task. The well-planned induction procedure for nursery children ensures that good relationships among children, teachers and parents are in place from the beginning.
12. Behaviour overall is good. Teachers manage pupils' behaviour effectively throughout the school and this plays a key role in the standards they display. There is a small number of pupils whose behaviour is challenging. Good behaviour management, by teachers and classroom assistants, reduces any adverse impact of their behaviour on other pupils' learning. The headteacher provides pupils with clear expectations for their behaviour. Pupils are expected to know when to say 'sorry' and this happens regularly. At the start of each school year, pupils are responsible for setting their own class rules. This enables them to develop an

understanding of the reasons for rules and how rules need to change as the pupils mature and begin to take responsibility for their own actions. Their rules show that pupils value not only good behaviour, but also courtesy towards others. Bullying is rare and parents confirm that any instances that do occur are dealt with promptly.

13. Three fixed-term exclusions, involving boys from different ethnic groups, were reported prior to the start of the inspection. During the inspection, one of these boys was excluded for a second time because of poor behaviour. Exclusion is used only as a final resort. The school monitors the incidence of exclusion carefully, good records are maintained, and the school works closely with the parents. One member of the support staff is currently training to be a learning mentor, funded through the *Excellence in Cities* initiative. This is intended to provide positive support for pupils involved in incidents of unacceptable behaviour.
14. Pupils' personal development is satisfactory, broadly in line with the last inspection. From nursery onwards, pupils are expected to take on responsibilities and do so with enthusiasm. In the nursery, every child collects and returns resources. In classes, pupils act as register, table, book or science monitors, often on a rota basis to ensure that all pupils are included. Ten and eleven-year-old pupils arrive early each morning to clean computer screens, switch on the computers and report if any are not working. At the end of lunchtime, older pupils put away equipment used in the playground.
15. The school encourages older pupils to support younger ones, for example by helping them at lunchtime. Pupils report that they enjoy this task. Pupils in Year 6 support duty staff at morning playtime, by taking into school any child who has received a minor injury. As at the last inspection, limited instances of pupils using their initiative were observed. At lunchtime when there was a shortage of dining chairs, a boy collected a chair from another table for a friend. Encouragement of initiative would enhance pupils' personal development.
16. As at the previous inspection, attendance is satisfactory and broadly in line with the national average. Registers are well maintained and meet legal requirements. Unauthorised absence is below the national average.

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

17. The quality of teaching is good overall. Of 46 lessons observed, nearly three-quarters were good or better, including eight lessons judged to be very good and one excellent. No unsatisfactory teaching was observed. This represents an improvement in teaching since the last inspection when teaching was good in half of all lessons but there was some unsatisfactory teaching. There is now more good or better teaching and this is especially apparent in the Foundation Stage and in junior-aged classes. Lessons observed in infant classes were a balance of satisfactory and good. Staffing difficulties in the last two years, however, resulted in the quality of teaching being variable and inconsistent. This was a major contributing factor to the unsatisfactory progress pupils made during that time, evident in the school's results in national tests and a scrutiny of pupils' past work.
18. Teaching in the Foundation Stage is consistently good and at times very good. The quality evident in the nursery continues into the reception class and gives the children a very good start to their schooling. In the nursery, a very well structured environment encourages the children's development in all areas of learning so that they grow in confidence. The children's personal development is good, as a result of the very good relationships between staff and children. Routines are well established and children are managed very effectively. Basic skills are taught very well and as a result, children make good progress in early skills of communication, language and literacy, and mathematics.
19. A particular feature is the expertise of all staff to teach this age range. The nursery teacher has recently achieved the post of Advanced Skills Teacher and will be working for the local education authority supporting other nursery settings this year one day per week. The reception teacher has worked very successfully with the Foundation Stage coordinator over the past two years so that good practice continues seamlessly from one class to the next. Classroom assistants have taken additional training in aspects such as support for children who appear to be developing more slowly. They contribute very well to the children's progress. The children transferring to the reception class settle very quickly because routines and expectations are similar to those in the nursery. The quality of learning as a result is never less than good. Children concentrate very well, work hard and put a lot of effort into what they do. This was evident, for instance, in a very good dance lesson in the reception class, where the children moved imaginatively to music representing sea creatures.

20. In the infant classes, equal proportions of lessons observed were judged good and satisfactory. At the time of the inspection, the Year 2 teacher was new to the school and settling well to the demands of a new situation. The headteacher and governors are anticipating a much more stable period for pupils in Years 1 and 2, now that the staffing problems have become resolved. Good elements of the teaching include the quality of teachers' planning, their effective use of the National Literacy and Numeracy Strategies and the good use they make of support staff. The two classroom assistants are very experienced members of staff and have good expertise to support the pupils, whether in whole-class sessions or working with individuals or groups. Teachers' knowledge of subjects and the teaching of basic skills are satisfactory but more should be made of skills of literacy, especially writing, in other subjects. There is an over reliance on pupils completing worksheets in subjects such as science and this limits the scope for developing skills of writing freely and at length. Learning is satisfactory overall and pupils put in a satisfactory amount of effort into their work, though there are times when they are restless in whole-class sessions and do not respond to teachers' questions readily, evident in a Year 1 English lesson, for example. Sometimes the pace of lessons slackens and this was evident in English and religious education lessons in the Year 2 class. The one pupil at the early stages of learning English as an additional language receives support from school staff and a part-time, bilingual teacher who is funded privately.
21. In the junior classes, two thirds of lessons were good, including several very good and one excellent lesson. Teachers manage the pupils very well and this helps to lift the quality of learning, even for those pupils with behavioural difficulties who are on the school's register of pupils with special educational needs. Teachers have good expectations of what pupils should be achieving and how they should behave. They persevere well with the minority of pupils who have poor levels of concentration. Good and at times very good support from the classroom assistants is a particular feature of the provision. Each class has at least one assistant. A number of them have developed good skills, for instance in teaching additional lessons in literacy and ICT, and they make very good contributions to group work as a result. This is especially evident in Year 3. Support staff new to the school have good opportunities to develop their skills to support individual pupils on the register of pupils with special educational needs or groups of less able pupils. Teachers' planning is consistently good, made more effective by the move to single-aged classes in 1998–99. The pace of learning is good and pupils have a good awareness of their strengths and weaknesses as a result of the targets they have in English, mathematics and science. These targets are regularly updated and teachers refer to individual and group targets in lessons. Pupils acquire skills and knowledge well in subjects such as science and the more able pupils achieve very well as a result. Pupils put in a good effort in their work, evident in how well they worked in lessons of design and technology and art and design.
22. The teaching of English and mathematics is satisfactory in infant classes and good in junior classes. Teaching of science and design and technology is very good in junior classes. Only one science lesson was observed in the infant age range and that was good, but none was seen in design and technology. The teaching of ICT is satisfactory in infant classes and good in junior classes. This has led to the maintenance of good standards. Teachers make effective use of computer skills in other subjects. Teaching is satisfactory in art and design, geography, music and physical education. There was insufficient evidence to make a full judgement in history and religious education.
23. Pupils with special educational needs are taught well. This is because the lesson planning takes into account the needs of pupils of varying attainment and the work is appropriately matched to differing needs. Learning support assistants are knowledgeable, well prepared, and work effectively with individual and small groups of pupils. Teaching strategies are well matched to the learning needs identified in pupils' individual education plans. Effective teaching of pupils is greatly aided by the school's provision of well-qualified learning assistants for most afternoon sessions in addition to morning sessions. For example in a physical education lesson in Year 3, the learning assistant supported two pupils well, enabling them to play a full part in the lesson.
24. Teachers have satisfactory levels of knowledge and understanding about the range of subjects that they teach. In some subjects, such as ICT, the expertise of teachers and support staff has developed well. The Year 6 teacher has recently achieved the status of Advanced Skills Teacher and is adding to the provision by, for instance, piloting new materials in the teaching of mathematics. Where individuals recognise a need for more specific guidance in some areas, the subject leaders provide materials and advice to ensure that pupils learn the right things. Teachers have a good grasp of how to implement the national strategies for literacy and numeracy. These national initiatives are taught well and this has had a marked impact on pupils' good achievement and improved results in national tests in Year 6. The development of literacy is supported through a focus on key vocabulary appropriate to the subject, such as in science and ICT. However, opportunities to reinforce the writing skills of infant-aged pupils in some subjects, such as science and design and technology, are not taken often enough. Opportunities to develop numeracy skills are regularly taken. There is a consistent system to teachers' short-term lesson plans and teaching is focused and purposeful. The quality of teaching is enhanced further as teachers share the learning objectives with the

pupils, regularly writing them on the whiteboard. This helps pupils to understand what is expected of them. Lessons often end with a review of learning, which enables teachers to assess achievement. Good questioning strategies, evident especially in junior classes, are used to assess levels of understanding.

25. Teachers offer praise and encouragement well. They show appreciation of the work produced. In the best lessons, they also suggest ways in which it could be improved further. Books are marked regularly and there are some examples of very good marking in English. The best marking includes suggestions of how work might be improved, and helps both pupils and teachers plan for future lessons.
26. The use of homework to support pupils' learning and help to raise standards is satisfactory overall. It is good in the Foundation Stage.

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

27. The school offers a suitably broad and balanced curriculum to all pupils and meets all statutory requirements. Schemes of work are in place for all subjects. For art and design, design and technology, geography, history, ICT and science, the school follows national guidance. Music is taught through a commercial scheme and physical education through a combination of national guidelines and a commercial scheme. Religious education is taught according to the locally agreed syllabus. Using these schemes as a basis, the teachers plan thoroughly, taking into account the needs of pupils and the importance of equal access to the whole curriculum for all pupils. There is an appropriate emphasis on English but the time allocation for each subject is carefully calculated to ensure that pupils are offered sufficient coverage. Although the time for physical education is appropriate, the subject is taught, in most classes, in one weekly block, whereas two shorter sessions would be preferable to ensure regular exercise and enable practise of a wide range of skills.
28. The National Strategies for Literacy and Numeracy are followed closely and are having a beneficial effect, particularly for older pupils. Results in national tests indicate a sharp improvement in standards in recent years, particularly in mathematics, where standards in Year 6 are now above the national average.
29. For the children in the Foundation Stage of their education, provision is very good. A very well structured environment encourages the children's development in all areas of learning so that they grow in confidence. Because the nursery teacher, the reception teacher and support assistants work closely together, they plan a very effective curriculum for the children. Their planning takes into account the development of the children's skills and builds on earlier achievements. As a result, the children make good and at times very good progress.
30. All pupils receive their entitlement to a full curriculum, including those with special educational needs. The provision for pupils with special educational needs is good. The school's policy for arrangements for these pupils fully meets the national Code of Practice. The pupils experience a curriculum that is broadly the same as other pupils. The provision enables pupils to be supported across a range of curriculum subjects with emphasis given to literacy and numeracy. Learning difficulties are identified early. When pupils are withdrawn from classes, the work planned is well linked to what is happening in the class. Work is generally well matched to the differing needs of the pupils both in the classroom setting and where they are supported outside the classroom. The planning relates well to the pupils' individual education plans, which are clear and have measurable targets for progress. Teachers use a range of strategies to help pupils with challenging behaviour and are sensitive to the needs of those with social and emotional difficulties. Each class has a learning assistant and these assistants are efficient and well informed about the pupils' needs. Additional *booster* classes are arranged to support less able pupils in Year 6 and this is having a positive impact on their learning.
31. Provision for pupils learning English as an additional language is satisfactory. Access to the local authority's service for English as an additional language is available as required.
32. The school provides a good range of activities outside lessons, although these are almost exclusively aimed at pupils in Years 3 and above. These activities are mostly very popular and are attended by a significant number of pupils. Most activities directly support the curriculum, providing opportunities to extend and develop learning. The ICT club allows Year 6 children to extend their learning and receive very good quality individual help. The art club allows pupils to try techniques additional to those they would meet in their art lessons. The provision for music is extended through the choir and tuition in playing the recorder. The programme for physical education is supported through dance sessions provided through the *Family of Schools* organisation and through small-sided football games for pupils in Years 4, 5 and 6. The parents' association provides refreshments before the after-school sessions and this helps to create a sense of

occasion. The school does not have a wide range of sports teams and opportunities for competitive games are limited. A minority of parents would welcome a greater range of activities outside lessons and more opportunities for younger pupils. The school is to invite younger pupils to join the school choir and is exploring, with its cluster of schools, other opportunities suitable for younger ages. The inspection findings are that the range made available is good in the light of the number of staff at the school.

33. The provision for pupils' personal, social and health education is satisfactory but there are shortcomings in the consistency with which it is planned across the school. The subject is taught as a separate subject to the younger pupils and combined within the programme for religious education for the older pupils. The programme is enriched with special events such as healthy living week, when a range of outside speakers is invited into school. Although there is mention of both within the school's policy, there are no separate, specific policies for sex or drugs education. However, both subjects are handled satisfactorily in a controlled and supportive atmosphere.
34. The school has very good links with the community and these help enrich and extend the curricular provision. An environmental group is supporting woodland close to the school and a representative of the forestry commission has adapted the school's science scheme to incorporate work with this development. The school makes extensive use of the local library in its literacy programme. The classes of younger pupils, including nursery and reception children, make good use of the local area in their geographical studies. The programme is enriched by visits to various places of interest such as a Victorian schoolroom and local museums. Year 6 pupils make a residential trip when they extend their learning in physical education with a series of adventurous and outdoor activities. Local businesses have been generous to the school providing a wide range of good quality computers and this has directly contributed to the good standard of ICT at the school. They have also provided mathematics resources and bags for reading books, which help to raise the status of reading as well as the image of the school.
35. Links with other, partner institutions are good. Pupils practise their skills of ICT by e-mailing a school in Tewkesbury. The school is part of a *Family of Schools*, which share expertise and training opportunities. This organisation provides leaders to develop dance at the school. It has also paid for the subject leader for mathematics to work alongside other members of staff, assisting and advising them, and to visit other schools to observe aspects of good practice. This has contributed towards the impressive improvement in standards in mathematics in recent years. Pupils in Year 6 spend half a day at their secondary schools during the summer term and secondary teachers make visits to the school, helping to make the transfer of pupils as seamless as possible. Students from a variety of colleges use the school for work placement and pupils, particularly those with special educational needs, benefit from the individual teaching input.
36. The overall provision for pupils' spiritual, moral, social and cultural development is satisfactory and is a planned element of the curriculum to be included in all medium-term subject plans. Provision for pupils' spiritual development is satisfactory. Assemblies have a theme, which lasts for two weeks and which is developed spiritually, for example through prayer and Bible stories. In one assembly seen, the theme was *Home and Family* and the pupils were encouraged to look ahead in a prayer for good health and happiness and to consider those less fortunate than themselves. While the prayers offered were short and gave little time for reflection, in another assembly the prayers written by Year 6 pupils following the recent terrorist attacks in the United States were read out, helping pupils to reflect on the disaster. All pupils take part in singing, but the quality of singing, while well coordinated and relatively tuneful, is uninspiring. Music does not play a part in all assemblies, although there is a focus on a composer for each week. The celebration of pupils' work plays a significant part in assemblies, for instance poetry written for National Poetry Day was read out and other work on ancient Egypt and computer-generated patterns were illustrated. Some lessons provide spiritual experiences for pupils, as in one class where pupils were studying mountain environments and the teacher focused upon the awesome beauty of mountain scenery. Overall, however, the spiritual dimension is not a strong aspect of lessons. Some displays have a spiritual theme, such as a Year 1 display on *People Special to Us*. The nearest church is a long distance from the school and is not visited frequently.
37. Provision for pupils' moral development is good. The behaviour policy proposes pupils are given five minutes in which to reflect upon their actions when they have misbehaved seriously and there are clear guidelines for managing behaviour. Classes have a set of rules displayed and there is provision within religious education lessons for these to be reviewed on a regular basis. Behaviour is good and teachers clearly teach right from wrong. An example of this was seen in a Year 5 lesson. When one pupil spoke rudely to his partner, the teacher, who suggested a better way of approaching the problem, quickly rebuked him. The policy of rewarding good behaviour and attitudes is seen clearly in the reward assemblies held each week where pupils gain awards at bronze, silver, gold and *super star* levels through the accumulation of points. Recognition is also given through the *Thank yous* given out in assemblies for a wide range of good actions such as being kind and cheerful, as well as for academic performance. The school keeps an *honesty envelope* to encourage the surrender of lost items that have been found.

38. Provision for pupils' social development is good. Pupils frequently cooperate in their work and are encouraged to be supportive of one another. In a Year 1 class a very quiet pupil who found the work difficult gave a correct answer after encouragement from the teacher. When the teacher praised her effort, the other children started to clap quite spontaneously. In their studies the pupils explore a range of social issues, such as those associated with a proposal to develop a supermarket on woodland near the school, vandalism, drugs and getting on with people. The school organises excursions and social activities, for example they visit Elland Road football ground and are involved with a health project run by the football club. The choir sings at a residential home at Christmas, pupils take part in environmental projects and walks and have designed a garden. Discos are held for social relaxation. A variety of visitors and organisations link with the school, such as the fire brigade and St John's Ambulance Service. Each term collections are held for different charities. Social responsibility is developed through a variety of duties performed by the pupils from the nursery onwards, such as collecting and returning registers, acting as table monitors, and monitors who keep things tidy. Older pupils help younger pupils, for example, four different Year 6 pupils each week help to take the reception children to lunch and they play with them afterwards. One girl and boy raised £71 by organising a Red Cross walk for America.
39. Provision for pupils' cultural development is unsatisfactory overall. The school provides for cultural development in the context of its local culture. Pupils have contact with older people, for example in the choir visits to the elderly. Pupils make visits to local museums, such as the Leeds Armouries and a Victorian schoolroom. However, although pupils took part in National Poetry Day, there is little development of cultural learning and appreciation of the fine arts and music of national and international significance. Although there is a 'composer of the week' named in assemblies, little attention is given to developing the pupils' knowledge, understanding and appreciation of the composer's life or works. Learning in relation to cultural diversity in Britain and the wider world is evident in the pupils' knowledge of religions and other places, in lessons such as religious education and geography. Some African songs are introduced in music and a steel band visited the school but there is more the school could do to celebrate the richness, beauty and contributions to human society made by other cultures in art, music, design, poetry and literature. Pupils learn about people and cultures other than those found locally but there is more the school could do to show the contributions these other cultures make.

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

40. Pupils work in a caring environment, with expectations that good behaviour is based on cooperation and consideration for other people. Every opportunity is taken to promote good behaviour through rewarding positives, for example, in assembly, dining hall and in class. Parents and headteacher consider the improved policy has made a significant contribution to raising standards of behaviour. Pupils themselves had the opportunity to have a say in the formulation of class rules and this helps them to understand their nature.
41. A health and safety policy is in place, which expands the locally agreed health and safety guidelines. There are clear responsibilities and expectations for all levels of staff. Child protection procedures are satisfactory, as they were at the last inspection. The headteacher and deputy headteacher are awaiting an update in their training. The policy sets out very clearly the procedures to be followed but staff are not reminded on a regular basis. Staff new to the school this term have not received guidance yet.
42. At the start of the school day, parents of the youngest children join in a short activity, such as rolling dough, ensuring that their child has settled. At the end of the day staff were seen checking that pupils were met by a known parent/carer. This level of care has enabled young children to settle in very well and after a few weeks into the school year were demonstrating confidence. There are, however, no areas in the playground for pupils who wish to be quiet and footballs were sometimes kicked from the upper to lower playground. Segregating the different types of activities would help to ensure that all pupils could play in an environment that suits them. Lunchtime assistants are attentive to pupils, should accidents occur.
43. Attendance is monitored weekly and followed up when necessary. However, when a child has not arrived and no reason has been received, the school does not have procedures in place to ensure the child is safe. Pupils who take holiday during term time are expected to take reading books. Those taking extended holidays are given a pack covering literacy, numeracy, geography and science and the work is marked on their return. The school regularly emphasises to parents the importance of regular attendance, especially to those parents who occasionally insist on taking their child on a second holiday during term time. The school hopes that a longer-term relationship can be established with the recently appointed Education Welfare Officer; this has not been possible in the past due to temporary contracts.

44. Procedures to monitor and support pupils' learning are good. They have improved since the last inspection. In the Foundation Stage, there are very good systems in place and the children are continually observed in their work and play. Profiles of the children's achievements are kept in detail and shared with appropriate staff and parents. Where the children in the nursery appear to be developing more slowly than anticipated, the nursery nurse provides good support on a one-to-one basis. As a result, progress throughout the Foundation Stage is good. The staff in infant and junior classes make effective use of a range of standardised tests, assessments at the end of units of work and class tests in English, mathematics and science. These help the staff to track how well the pupils are doing and provide the pupils with half-termly targets for improvement. It also enables teachers to set long-term targets for individual pupils and groups of pupils to achieve. The staff use these assessments to identify pupils who would benefit from additional lessons in literacy and support from classroom assistants. Staff also use the information from end-of-unit assessments in mathematics to re-teach any aspects that have not been learnt well by pupils before the unit is finally finished. The coordinator for assessment is also introducing simplified assessments in subjects such as geography and history, based on national recommendations.
45. The progress of pupils with special educational needs is closely monitored and recorded. Progress is noted on a daily basis between the learning assistants and class teachers. Termly reviews take place between the class teacher and coordinator for provision for pupils with special educational needs or more frequently if this is deemed to be necessary. Outside agencies are also involved when the need arises. Pupils undertake assessments regularly during the year in reading, writing, and mathematics. The records kept enable the progress of individual pupils to be tracked. Work is continually adapted according to the performance of the pupils. Pupils with a statement of special educational needs are well provided for and their programmes match the requirements of their individual statements. Individual education plans are written by the coordinator and appropriate staff and are generally of satisfactory quality, although in a few instances the objectives are insufficiently specific. The staged identification, assessment, and review process is well established and implemented effectively. The level of support given to pupils enables them to make good progress. There are good relationships with support agencies and medical agencies in order to care for medical and other needs of the pupils.
46. Pupils' personal development is monitored satisfactorily and the support they are provided with is often good. Rewards celebrate positive behaviour as well as academic achievement. Younger children were proud to show their smiley stickers and older pupils to share their work in assembly.

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

47. Partnership with parents is good and this is an improvement since the last inspection. This judgement supports the parents' views. The school's open-door policy enables frequent contact to be made with parents, resulting in any problems being resolved at an early stage. Parents of nursery children, for instance, were observed making use of this policy. Regular newsletters and class letters keep parents well informed, especially on work their children will be doing. For example, a recent class letter to parents of children in the nursery outlined what the children would be learning about the post office. Parents were invited to join their children in class to write letters and post them. The school prospectus provides a wealth of information for parents and gives a flavour of every subject their child will be studying at school. It is very well presented and an example of very good practice.
48. Pupils' annual reports throughout all classes give a clear picture of each child. Grades are included ranging from *excellent* to *needs improving* and these enable parents to understand the level their child has attained. Some teachers suggest areas for improvement, but this is not consistent throughout the school and can vary within individual classes. The headteacher feels there is room for improvement in the standard of the reports and they are to be reviewed in April 2002 to remove jargon and make them more readable. Most parents attend the two consultation evenings each year, while those who do not receive a follow up letter inviting them to make arrangements with the class teacher.
49. Partnership with parents of pupils with special educational needs is satisfactory overall. Parents are happy with arrangements for the support of their children. They know whom to contact and are welcome to discuss the progress of their children formally and informally as they wish. However, while parents are formally consulted from the special educational needs assessment stage 2 of the register of pupils with special educational needs onwards, this does not happen at stage 1. In addition, while parents are invited to review meetings from stage 3 onwards, they are not invited to take part at stages 1 and 2. Parents are encouraged to support their children at home. Reports are given to parents at open evenings and in end-of-year written reports.

50. Parents make an effective contribution to their child's work in school through, for instance, the workshops in nursery, reception class, and Year 1. These are well attended by parents each week. There was a low rate of response to the pre-inspection questionnaires and little evidence to suggest that parents' contribution to pupils' learning at home is as effective as that shown in the workshops. Most parents have signed the home-school agreement. The school has given parents the opportunity to comment on the school development plan via a questionnaire.
51. The homework policy is detailed, giving maximum times that pupils in different years are expected to spend on homework. Homework set is good, is marked every week and returned home for parents to see the comments made by the teacher. Home reading books enable parents to comment on their child's reading at home.
52. Parents and grandparents are actively involved in school, hearing pupils read. One helper who had no prior connection with the school offered her services after seeing a television programme. She has been helping for eighteen months and was heard listening capably to pupils reading.
53. In the last two years, the nursery teacher has revived the parent and school association. It has no committee structure but a dedicated core of parents plan functions regularly, many others helping on the day. At this early stage of reformation, they have made a significant contribution to the pupils' education by purchasing a variety of educational items. They have improved the environment by providing window blinds in the classrooms and the entrance has been upgraded to become more welcoming. The school has invited parents to suggest and implement their own ideas on how the money is spent. Parents also help at after-school clubs. As a result of the association, some parents now feel more comfortable in school and there is greater cohesiveness between school and home.

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

54. The headteacher, well supported by the deputy headteacher and governing body, provides very good leadership and has continued to make significant improvements to the quality of education that the school provides, and the standards that pupils achieve. Senior staff and governors have an accurate view of the school's strengths and weaknesses and are strongly committed to ensuring that pupils attain highly and achieve as well as they can in line with the school's aims. There has been a good rate of improvement since the last inspection in 1999. The school has effectively addressed the main recommendations made in the last report although further attention should be given to raising standards in reading, writing, mathematics, and science by the end of Year 2. There is a good focus on supporting and developing teachers and the quality of teaching has been improved since the last inspection. The senior management team of headteacher, deputy headteacher and special needs coordinator is effective in promoting a team approach amongst the staff, the sharing of information about how well the school is performing and a good commitment to improve. Management of the Foundation Stage is very good and provides a very good example of the team approach that the school is developing.
55. Procedures for monitoring the performance of the school are very good. The analysis of test and assessment results has led to important decisions on how it will move forward, for instance in putting together a clear action plan to raise standards achieved by pupils by the end of Year 6. The analysis closely examines the school's performance in comparison with other schools. The success of the plan is evident in the School Achievement Award from the Department for Education and Skills (DfES) last year. Senior managers and subject leaders have developed good plans for subjects and there is a clear timetable for putting them into action. The headteacher and deputy headteacher monitor teaching and their work has helped to improve its quality. Subject leaders' roles have improved. They monitor teachers' planning and examine pupils' work to judge standards. There is a programme of observations by subject leaders, which follows the agreed timetable for action plans.
56. The school has a clear focus on improving provision and raising standards. It has been successful in achieving targets for standards of attainment, which have been agreed in recent years with the local education authority. The quality of provision in the Foundation Stage has improved and is now one of the strengths of the school. There have been improvements in standards in subjects such as English, mathematics, science and art and design. Links with parents have improved and are now good. The national literacy and numeracy strategies have been implemented well and have been successful in raising standards in junior classes especially. There have been notable improvements to provision in ICT. The school has implemented performance management procedures well and has good procedures for staff performance review. These are being used effectively to support the development of teaching. Teachers have objectives that are linked to the school's planning process and action plans. The school development plan is a comprehensive document that includes timescales and financial costs, and links monitoring and

evaluation to criteria for success. Whole-school developments are very well planned and arise out of discussions involving senior managers, staff and governors. Parents are also invited to contribute to the draft plan. This results in a systematic approach to school improvement planning and ensures that everyone is involved in developing the work of the school. Relationships are good. A supportive atmosphere helps promote equality of opportunity for all.

57. The governing body fulfils its responsibilities well and its overall involvement in the strategic management of the school is good. It manages its affairs efficiently through its committee structure. Governors have made a very effective contribution to improvements since the school was deemed to no longer require special measures in 1999. They have a very good understanding of its strengths and weaknesses. For instance, in order to raise standards, the governors determined to remove the mixed age classes and maintain good adult / pupil ratios. This was at some cost to the school budget and increased the school's deficit. There is a clear programme to remove this deficit without unduly affecting the education of the pupils adversely. The local education authority has supported governors in this and the school is on track to present a balanced budget by April 2003. Governors give good attention to longer-term issues and have closely examined various options and determined a financially viable plan for the future. All governors are kept well informed through the headteacher's regular written reports and they gather further information from their visits to the school to check on its work. Designated governors have monitored lessons in literacy and numeracy and report to the whole governing body. The school is part of the local education authority's monitoring system and governors regularly attend sessions at which advisers provide feedback on the overall quality of teaching. The governors are closely involved in financial planning and ensure that the school makes effective use of its budget. They work well with the headteacher and secretary to bring their complementary skills to bear. The governing body fulfils its statutory duties well but there are some omissions from its annual report to parents. The school secretary manages day-to-day financial matters very efficiently and good use is made of ICT to manage finances and communication and to handle assessment procedures. Funding obtained from specific grants is effectively used. For instance, funding to support a learning mentor is being effectively targeted at helping the few pupils with behavioural difficulties in school. The school is careful to ensure the effectiveness in all its spending decisions, whether for equipment, supplies or services, by considering and comparing costs, efficiency and school performance.
58. Provision for pupils with special educational needs is managed effectively. It has a high priority and the school provides funding from its own budget to pay for more learning assistant time in addition to that provided by the local education authority. The governing body is involved in monitoring and developing an overview of special educational needs provision. The school pays due regard to the Code of Practice. The provision is very well staffed and the coordinator has a clear role within the school. The pupils are well supported in withdrawal groups and in class. The learning assistants are well informed and well deployed to enable the needs of pupils to be met effectively. Many of the learning assistants have undertaken a course of training lasting 32 weeks. All staff are effectively and efficiently deployed, with their time being well managed and used to gain maximum support for the pupils.
59. Staffing levels, both teaching and support staff, are good. Good arrangements for the induction of newly qualified teachers and other teachers new to the school ensure that they quickly settle into the established routines. Resources for learning are generally satisfactory and in the Foundation Stage they are of a very high quality. Resources for the appreciation of famous works of art and music and the multi-cultural richness of society are limited. The school makes good use of the local library not only to boost the availability of good fiction and non-fiction for pupils but also to give them the habit of visiting the library. There are good levels of resourcing for pupils with special educational needs and in English, science and ICT. The school building includes spacious classrooms and a very good-sized nursery, as well as an assembly hall and music room in addition to a separate dining hall. Recent improvements include further partitioning of walls to reduce noise between classes. The high quality displays in classrooms and around the school create an attractive and pleasant learning environment for pupils. The lower playground is showing signs of disintegration and is likely to require attention within the next twelve months. The changing areas for physical education are used regularly by local rugby players after school but their cleanliness is not maintained to an acceptable standard for pupils who use them when changing for physical education.

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

60. The school should:
- take steps to raise the standard achieved by pupils by the end of Year 2 in reading, writing, mathematics and science \* (Paragraphs 3 – 6, 17, 20, 80, 82, 87, 89, 94, 95);
  - improve provision for pupils' cultural development (Paragraphs 39, 59).

In addition, the governors should include in their action plan the following points:

- correct the omissions to the governors' annual report to parents (Paragraph 57);
- complete plans for the teaching of personal, social and health education and citizenship\* (Paragraph 33).

\* Features in the school development plan.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	8	24	13	0	0	0
Percentage	2	17	52	29	0	0	0

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

### 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)	15.5	196
Number of full-time pupils known to be eligible for free school meals	0	47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	65

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	17	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	11	14
	Girls	16	15	15
	Total	24	26	29
Percentage of pupils at NC level 2 or above	School	67 (86)	72 (86)	81 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	10	13
	Girls	15	14	15
	Total	22	24	28
Percentage of pupils at NC level 2 or above	School	61 (93)	67 (93)	78 (86)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	12	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	6	10
	Girls	11	10	11
	Total	20	16	21
Percentage of pupils at NC level 4 or above	School	87 (61)	70 (56)	91 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	8
	Girls	9	10	11
	Total	15	17	19
Percentage of pupils at NC level 4 or above	School	65 (56)	74 (67)	83 (89)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	2
Black – other	2
Indian	5
Pakistani	5
Bangladeshi	0
Chinese	3
White	175
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	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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)	7
Number of pupils per qualified teacher	28
Average class size	32

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

Total number of education support staff	6
Total aggregate hours worked per week	149

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	15.5

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001
	£
Total income	472 731
Total expenditure	463 556
Expenditure per pupil	2251
Balance brought forward from previous year	-59410
Balance carried forward to next year	-50235

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	42

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	48	45	2	0	5
Behaviour in the school is good.	48	43	7	0	2
My child gets the right amount of work to do at home.	40	43	10	5	2
The teaching is good.	62	31	2	0	5
I am kept well informed about how my child is getting on.	36	52	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	24	2	0	3
The school expects my child to work hard and achieve his or her best.	71	21	2	2	4
The school works closely with parents.	43	50	5	2	0
The school is well led and managed.	60	36	2	0	2
The school is helping my child become mature and responsible.	62	31	5	0	2
The school provides an interesting range of activities outside lessons.	21	52	14	2	11

## **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**

61. Children enter the nursery soon after their third birthday and spend up to five terms in the nursery class before transferring to the reception class. At the time of the inspection, almost all of the 31 children in the nursery were aged three and had been attending for at least one term. There are good procedures for the induction of the children, including visits by staff to the children's homes. Children are assessed on entry to the nursery and, using locally agreed procedures, again at the start and end of the reception year. These indicate that children's attainment is above the average for Leeds schools but similar to the average for schools nationally. At the time of the inspection there were 22 children in the reception class.
62. Provision in both nursery and reception classes is very good and this is an improvement since the last inspection. As a result, the children make good and at times very good progress, achieving the nationally agreed early learning goals for all six areas of learning by the end of the reception year. Some children are working well into Level 1 of the National Curriculum in English and mathematics by this time. Only a very small number of children with special educational needs do not achieve the early learning goals in communication, language, and literacy and in mathematics. However, they make good progress thanks to the very good support provided by staff.
63. Teaching is consistently good and at times very good in all areas of learning. One lesson in five is very good. The quality evident in the nursery continues into the reception class and gives the children a very good start to their schooling. In the nursery, a very well structured environment encourages the children's development in all areas of learning so that they grow in confidence. Because the nursery teacher, who coordinates provision in the Foundation Stage, works closely with the reception teacher and support assistants, they form a very effective team.
64. A particular feature of the good teaching is the expertise of all staff to teach this age range. The nursery teacher has recently achieved the post of Advanced Skills Teacher and will be working for the local education authority supporting other nursery settings one day per week. The reception teacher has worked very successfully with the Foundation Stage coordinator over the past two years so that good practice continues seamlessly from one class to the next. Classroom assistants have taken additional training in aspects such as support for children who appear to be developing more slowly. Where this happens, good support on a one-to-one basis is provided by classroom assistants.
65. A further feature is the very good use made by both class teachers of the outdoor area. Staff plan very well for this area, using its facilities to develop the children not just physically, but in respect of all areas of learning. As a result of the very good resources available, the quality of learning both indoors and outdoors is never less than good.
66. There are very good systems in place to assess the children's development and the children are continually observed in their work and play. Profiles of the children's achievements are kept in detail and shared with appropriate staff and parents. Links with parents are very good. Regular newsletters and class letters keep parents well-informed, especially on work their children will be doing. For example, the recent class letter to parents from the nursery outlined what the children would be learning about the post office. Parents then joined their children for a session in the nursery, writing letters home, and the workshop produced a quality experience for those involved. In the reception class there are weekly workshops for parents when they are invited to work with their children in groups using reading and mathematical games. During the week of the inspection, nine parents attended and they expressed their appreciation for the opportunity to join in.

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

67. The children's personal development is good, as a result of the very good relationships between staff and children. The children are on track to achieve the early learning goals in this aspect of their development by the end of the Reception Year. Routines in the nursery are well established and children are managed very effectively. Staff encourage the children to join in the activities by engaging them in dialogue. As a result, children concentrate very well, work hard and put a lot of effort into what they do. They spend a good length of time at each activity, for instance building train tracks and farmyards, and get fully involved in playing imaginatively with the small vehicles and figures. They are confident to have a go with messy activities and tidy up well afterwards. When they play together, the children share well and on many occasions were observed passing things to one another. When one boy came to work with *Play-Doh*, the teacher gently asked the children at the table if anyone had any to spare. Quickly some was offered and the teacher

encouraged the children by thanking the child and reminding the children to say *Thank you*. During stories and whole-group sessions, the children sit still and, because the teaching is good, they are interested and concentrate well.

68. The children transferring to the reception class settle very quickly because routines and expectations are similar to those in the nursery. When the children are directed to activities at the start of a session, they quickly engage in what they are going to do. For instance, a group of children went to the large construction area and immediately began assembling a structure, which within a few minutes became a racing car with seats and steering wheel. The children organised themselves and there were very few squabbles about who was doing what. Without the direct supervision of staff, groups of children play well with the various resources, for instance at the water table, in the post office area or at the listening centre. Changing for a lesson in the hall, the children undressed and put on their kit without fuss and only a few needed help from staff.

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

69. Basic skills are taught very well and as a result, children make good progress in early skills of communication, language and literacy. Almost all children are on track to achieve the early learning goals by the end of the reception year. In addition to benefiting from an environment that stimulates the development of skills very well, through well organised areas, book corners, displays and signs, the children in the nursery have many opportunities to talk, play imaginatively, look at books and have books read to them. They make marks on paper, in the sand and on the floor. Teaching is good. Both the teacher and nursery nurse engage in talking to the children at every opportunity. As a result, the children respond well and a number are very articulate. One more able boy, for instance, described in detail what he was making with his *Play-Doh*. Others carried on good conversations with one another when they played with toy farm animals and equipment. The children enjoy reading stories with staff. They join in sections of the story *Hairy McClary* when important lines are repeated. There are good opportunities for the children to make marks. They write down orders in the *McDonald's Drive-Thru* outside, they write letters and put addresses on envelopes in the post office, they chalk squiggles and lines on the paving stones outside. In addition to these opportunities, the teacher also takes short, focussed sessions for the whole group. In these, she introduces letters and their sounds through simple games and activities. The children copy the letter *S* using big hand gestures and are made aware of words that begin with the letter.
70. The classroom in the reception class similarly helps the children's early skills of literacy. The teacher introduces the children to the format of lessons of the literacy strategy by focusing on the initial part of the session only at first. The children enjoy reading a big book with the teacher because she makes it so enjoyable. The children are asked to comment on the pictures in *A Cat in a Tree* and to predict what might happen. The teacher then moves on to a simple sequencing exercise involving part of the story. Some children find this activity difficult but are helped by the fact that it is done as a whole-class task. The teacher asks good relevant questions but occasionally misses the chance to extend the children's ideas by asking more thoughtful questions about *Why?* or *What if?* The teacher makes effective use of a glove puppet to reinforce the children's knowledge of letter sounds. The puppet continually gets things wrong, much to the amusement of the children, who have to correct him. In a scrutiny of children's work, it is evident that children make good progress with writing. For instance one more able child wrote a letter as if she were Goldilocks apologising to the three bears, *I am very corry I went in yor hous and I boc yor cherc and I am sori I etir yor porich*. This is work of a good standard for this age. Children of average and attainment write neatly copying sentences transcribed by the teacher from what the child says. They write their own names and can manage a few words by themselves. Less able children trace over words. These few children are still working towards the early learning goals by the end of the year.

### **Mathematical development**

71. Children make good progress and almost all are on track to achieve the early learning goals in this aspect of their development by the end of the reception year. This is because of the varied opportunities there are to develop the children's awareness of number and shape, and good teaching in whole-class sessions. In the nursery, activities seen during the inspection to develop mathematical skills included an enjoyable outdoor game of skittles, using a large ball and plastic drinks bottles. In this, the children had to count how many they knocked down and then find the number on a large sheet of paper and copy the number down. The nursery nurse supervised this activity and she took the opportunity to record the children's responses for assessment purposes. Indoors, the class teacher helped the children to recognise the house number on parcels in the postman's sack and post them through letterboxes. This helped the children's recognition of numbers to four. It was fun to do and all the children during the session came over to join in. The children were making good progress. There are many other activities that involve mathematics and staff take every opportunity to point to the connections and discuss aspects of shape and measures with the children. In

addition, the teacher takes a short, focused session with the whole group encouraging the children in their skills of counting to 20 and recognising and matching numbers. In one session, the teacher played a game with them counting how many items were put into a bag and checking to see if the children were correct.

72. These elements of good practice continue in the reception class. The water area is a focus for the children to consider the meaning of terms such as *full*, *empty*, *half full* and *half empty*. Tabletop activities include number games, the drawing of numbers using the correct shape and orientation, and creating number lines. The computer helps to reinforce learning. For example, the children use the mouse to drag and match shapes. In short, focused sessions using elements of the numeracy strategy, the teacher helps the children to order numbers to ten, using the children themselves holding cards. Some children are unsure about the position of, for instance, eight in relation to seven. The teacher stresses important words such as *after* and *next* on the number line that they create. Children begin to record their work in workbooks of the published scheme that the school is using. From a scrutiny of these, it is evident that the children make good progress. More able children are working within Level 1 of the National Curriculum by the end of the year. They can add and subtract numbers to 20 and record the answer horizontally as  $8+3=11$ . They know and can use numbers beyond 30. Children of average ability are confident using numbers to ten and can add and subtract confidently. The few less able children can order numbers to ten and add two numbers together up to five. They often reverse numbers when they write them and are still working towards elements of the early learning goals for mathematics by the end of the year.

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

73. The children's knowledge and understanding of the world are developed well through very good opportunities to find out, in both nursery and reception classes. Well-chosen topics are pursued and some appear in both age groups but are taught at a more advanced level in the reception class. As an example, children in the nursery find out about the workings of the postal service. They take a walk to the local post office and are introduced to how the office operates. They take photographs and later draw maps of their route from school and pictures of objects they saw, such as letterboxes and a bus stop. Their drawings and plans have good form and show that they have listened and watched carefully. Back in the nursery, there are many well-planned activities to consolidate the learning through play. The children write letters, pay for stamps and deliver mail. Visitors to the nursery to help the children's knowledge of other topics have included a parent with her new baby, and a guide dog. The computer skills of the children develop well through access to a good range of appropriate software. They begin to understand how computers are used in daily life, for instance in the post office.
74. In the reception class, the children learn about people who help us and have visitors to talk to them, such as fire fighters, a veterinary nurse and police officer. The children have been on walks, for instance to the local woodland, and they have found out about the life cycle of frogs and butterflies. They have made close observations of snails and drawn them carefully. They have begun to find out a little about religions of the world, in particular, Islam. The children during the inspection were beginning to find out about healthy eating habits and include these in their imaginative play. They construct shapes from large equipment, for instance an imaginary racing car and there are good opportunities for the children to make from materials, for instance masks for animals of the woodland. Opportunities for the children to use the computer are regularly included in the teachers' plans. The children use appropriate software to support their work and are confident to use the programs. The children are on target to achieve the early learning goals by the end of the reception year.

### **Physical development**

75. Children make very good progress in this aspect of their development and this is because both provision and teaching are very effective. In the nursery, the children have a very wide range of resources both indoors and outside by which they can develop physically. Outdoors, the children push, pull and pedal large wheeled toys with good skill. They climb, swing, slide and jump on apparatus in the adventure playground. They throw large and small balls at targets. Their control and coordination develop well. Indoors, there are very good opportunities to handle simple tools, for instance in the newly resourced area for design and technology. The children make collage pictures using all sorts of small objects, such as split pins, paper clips and material. They glue, cut and fasten things together well. This very good provision continues in the reception class. A group of children were seen making animal masks with the support of a classroom assistant. The children chose from a good range of materials and made suggestions which items, out of straws, wool and buttons, they would select to make features for the mask.
76. As well as having opportunities to develop skills in the shared outdoor area, the reception children also develop very well their coordination and awareness of space in lessons of physical education in the hall. This was evident in a very good dance lesson where the children moved imaginatively to music representing

sea creatures. The teacher managed the children so well that they listened and responded quickly. The children were encouraged to vary the speed that they moved to mimic the sea creatures. Through very good choice of musical pieces, the children's movements matched well those of crabs, jellyfish and sharks. The teacher also raised the children's awareness to how their bodies were reacting to exercise after a particularly energetic sequence. The children are on target to achieve beyond the early learning goals in this aspect of their development.

### **Creative development**

77. Both nursery and reception classrooms provide a rich environment to support the children's creative development. There are very good opportunities for imaginative play in well-resourced role-play areas. These are changed frequently to match topic work. At the time of the inspection, the nursery was equipped with a post office, in which children could buy stamps, write envelopes, weigh parcels, make phone calls and post letters. Almost all the children visited the area during one session observed. Outside, the children enjoyed driving their vehicles through the *McDonald's Drive-Thru*. Children served the customers, giving out cartons of food and drink and dealing with money and change. Both of these activities were linked to work carried out earlier – a visit to a McDonald's restaurant and a walk to the local post office, thus helping to carry the learning further through play. In addition, the children can paint, mixing their own colours, make collage pictures using waste material and items such as lolly sticks, and chalk on the paving stones outside. The children use musical instruments in the quiet room.
78. As a result of all these activities, the children make good progress in creative development and this continues in the reception class. At the time of the inspection, the role-play area was organised as a Healthy-Eating Café, well resourced with kitchen equipment, tables and chairs, cash register and notepad. Children took a real interest in this area, dressing up to take part and enjoying it very much when the classroom assistant joined in as a customer. The children's ability with paint continues to develop and they paint figures and scenes with increasing attention to detail. In the school's music room, the children use their bodies to keep a beat and learn to control their singing by volume. They take a full part in action rhymes and can clap, slap, stamp and snap their fingers to various simple rhythmic patterns. The children are making good progress and on target to achieve the early learning goals in this aspect of development.

### **ENGLISH**

79. Progress since the last inspection has been good. Standards that pupils attain at the end of Year 6 have risen since that time, when they were judged to be satisfactory overall but the school's performance in national tests was well below the average of schools nationally. In the 2000 tests, performance was above the national average and well above the standards achieved by similar schools. This good improvement was maintained in the most recent tests in 2001. Pupils are now achieving well in the junior-aged classes and this includes pupils of all levels of ability, including those with special educational needs and the more able. The school exceeded its targets in both 2000 and 2001 and this good improvement has been the result of a range of actions taken in the light of the key issues raised at the last inspection. These include improvements in teaching, for instance in teaching writing, and in a greater focus on developing literacy skills by using them well in other subjects. Through detailed, comprehensive assessment procedures, staff are tracking pupils' progress better. They are using the information to support pupils where they are weak and to alter curriculum planning to address overall gaps in skills and learning. For instance, specific sessions on promoting pupils' extended writing have been introduced. The school has funded more resources for learning and more classroom assistants, so that each class in the juniors, as well as in the infant classes and Foundation Stage, has at least one adult in addition to the teacher in English lessons. Additional lessons in literacy for targeted pupils in Year 3 are clearly also having an impact on standards in lower junior classes. This is evident in an assessment of their progress over the full year.
80. Progress in the infant classes, however, has been unsatisfactory and standards fell in reading and writing in 1999 and 2000. This decline continued in reading in the most recent tests in 2001. Too few pupils have attained nationally expected levels in either aspect of the subject. This decline is the result of significant staffing problems, including prolonged illness, which led to severe disruption to pupils' learning. Despite the best efforts of the school, this affected adversely how well pupils learnt and how they performed in tests. In addition, the two age groups involved, now in Years 3 and 4, have above average proportions of pupils with special educational needs compared with other classes. To address these difficulties, the school has introduced the teaching of pupils in single age groups in order to make teachers' planning more effective, full-time classroom support, parents' workshops, additional reading sessions for pupils and regular reading homework. Since the start of this term, the uncertain staffing situation has stabilised satisfactorily with the appointment of a teacher in Year 2 who is new to the school, and class teaching is no longer shared between two staff. Current standards in Year 2 are still below average, however. In writing especially, pupils' progress

has been unsatisfactory and has not built on the very good start in the nursery and reception classes. This is partly because the staff have not taken every opportunity to encourage the pupils to write freely in subjects such as science and design and technology and there has been too much reliance on pupils completing worksheets in science.

81. Progress and standards in speaking and listening are good. Most pupils are confident to answer questions and teachers have good expectations of pupils, encouraging all to contribute in whole-class oral sessions. This was evident for instance in a very good lesson in Year 5. Older pupils confidently read aloud from their work without embarrassment. Standards in reading are satisfactory in infant classes and good by the time the pupils are in Year 6. By the start of Year 2, readers that are more able have a confidence in reading and put expression in what they read. They take notice of punctuation marks and make a good attempt at pronouncing difficult names. Average readers are still learning about the various vowel and consonant clusters in English and they read deliberately and with some hesitation. Less able readers recognise a good many frequently seen words but have limited ability reading unfamiliar words. Most pupils enjoy reading and refer to favourite types of books they enjoy. By Year 6, pupils have experienced a good range of children's fiction and name favourite authors. Pupils that are more able are well into reading recent favourites such as the *Harry Potter* series and have read a number of other authors. They read independently for enjoyment, visit the library and have plenty of books at home. Pupils of all levels of ability have good skills of researching information in books and they use other sources, such as CD-ROMs and the Internet regularly. Boys indicate their preference for reading non-fiction, such as books of record-breakers. Most pupils enjoy adventure stories as well. Less able pupils, thanks to the good support they receive in school, are moving towards being independent readers.
82. Standards in writing evident in a scrutiny of pupils' work in Year 2 cover a broad range. Most pupils' writing is below the level expected of pupils at this stage. They write in short sentences and are uncertain about using punctuation. The presentation of their work is often good and they are just beginning to use a joined script. Spelling skills vary but are generally below expected levels. Pupils that are more able write more confidently, varying the structure of sentences and using complicated punctuation such as speech marks. By Year 6, standards are good. Most pupils write well-executed pieces of work, in which, for instance, they think carefully about the impression they are making on their audience. They use dialogue and descriptive passages to good effect. As a result of good teaching, the pupils experience a range of types of writing, from formal letters to scripts, pamphlet designs and horror stories. The writing of less able pupils lacks length and the degree of sophistication found in most pupils' work. Their work is below expected levels for the age group but nevertheless, it is tidy and there is clear evidence of progress over time.
83. From lesson observations, the quality of teaching is never less than good in junior classes and one very good lesson was observed. Teaching is a balance of satisfactory and good in the infant classes. However, in infant classes, this has not been the case in the past two years; teaching has been disrupted and its quality too variable. As a result, the learning of too many pupils has been unsatisfactory. Strengths of the teaching, especially in junior classes, include the teachers' high expectations of what pupils can achieve. For instance, staff expect pupils to know and use terms, such as subject and adverb, they expect work to be presented well and pupils to listen to one another. Teachers manage the pupils well, including those few who are restless and show poor levels of concentration. As a result, pupils learn well, getting through a good amount of work in lessons. In the one satisfactory lesson, pupils did not respond to questions sufficiently well in the whole-class part of the lesson and they were not all fully involved, but this is not typical of lessons generally. The teachers make good use of available resources, for example new books to help improve pupils writing.
84. Classroom assistants support pupils well, including those with special educational needs. In many lessons, groups of pupils use the computer, with or without supervision by support staff, to draft and re-draft their work. Classroom assistants receive good training in their work and this has been evident in the progress made by pupils taught by one assistant in additional lessons in literacy. The National Literacy Strategy is used effectively in all classes and all staff are confident in planning. In junior classes, skills are frequently used well in other subjects and there are good opportunities to write at length in science, geography, history, and religious education. These aspects are having a significant impact on pupils' progress. However, this is not the case in infant classes and more must be made of opportunities to write if standards are to rise. Marking of pupils' work is good in junior classes, with supportive comments and often detailed recommendations. This helps the pupils to know how well they are doing, especially in relation to achieving their targets. Homework is regularly set throughout the school and helps the pupils to make progress in many areas of their work such as spelling and writing. Weekly workshops for parents of pupils in Year 1, in which parents play reading and language games with their children, are an important way of involving parents in how their children learn and are generally well attended.
85. All aspects of management of the subject are good. A good action plan to raise standards was written after the last inspection and this has been effectively implemented by senior staff and the subject leader. Class

teachers, using a good range of assessments and tests, carry out monitoring of how well pupils are doing and what they need to do to improve. The headteacher and subject leader monitor teaching to good effect and the link adviser from the local education authority has also monitored teaching in English and given valuable feedback. The subject leader analyses assessment information well and uses it to forecast performance and to target groups for improvement, for example through extra one-to-one support with reading, additional lessons in writing and extra classes for older pupils. Pupils have two or three targets in different aspects of their English work and this encourages them to check how much they have improved. The positive outcomes of all this is evident in the proportion of pupils achieving the expected Level 4 in Year 6 tests who were forecast a year earlier to achieve below that. Good use is made of the local library, situated very close to school. Each class visits fortnightly and pupils change fiction and non-fiction to read at school. This facility is in addition to the school library, class libraries and book corners.

## MATHEMATICS

86. Standards achieved by Year 6 pupils in national tests in 2000 were in line with national averages and well above those achieved by similar schools. The 2001 results showed an improvement and were above the national average. The trend over the last few years has been better than that achieved nationally and has accelerated in the last three years. The school exceeded its targets in both 2000 and 2001. This good improvement can be traced to the school's decision to move away from mixed age classes, the existence of which had been a factor in the underachievement of older pupils in those classes. Effective subject leadership has also brought about the improvement. The subject leader has introduced the National Numeracy Strategy well and backed this up with the support of a commercially produced scheme of work. This has led to a uniform approach to teaching and has increased teachers' knowledge and confidence and consequently the quality of teaching and learning. The subject leader and headteacher have been able to improve provision further by monitoring teaching, as well as teachers' planning and pupils' work, and by giving written feedback. Assessment procedures are thorough. Each half-termly unit of work is assessed in the penultimate week of the session, leaving the final week free for teachers to plan work to remedy areas of weakness noted in pupils' learning. Pupils' answers in the national and optional tests set for Years 2 to 6 are thoroughly analysed and teachers meet to discuss strengths and weaknesses in the pupils' learning. This leads to pupils of all abilities being given work that is carefully focused. This has been particularly beneficial for pupils that are more able, with the result that the proportion of the Year 6 pupils who are achieving higher than the expected level is above the national average.
87. Standards achieved by Year 2 pupils in national tests in 2000 were well below those expected nationally and below those achieved by schools with a similar intake of pupils. The proportion of pupils working at higher levels was also well below the national figure. The results for 2001 showed an improvement in the proportion of pupils reaching the nationally expected level. The proportion of pupils achieving above that, however, remained well below the national average. Although girls did better than boys in 2000 this had not been the case previous to that. The trend over time, until 2001, has been steadily downwards. This can be explained, at least in part, by the quality of teaching, staff absences through illness last year, and because Year 2 pupils had been taught by more than one teacher, which had an unsettling effect on the pupils. The year group also had an abnormally high number of pupils with special educational needs. The school has recently introduced a commercial scheme of work. This has generally been successful, but it involves the use of workbooks for infant-aged pupils. All the pupils in a class tend to use the same level of workbook. Although this has brought about a rise in the proportion of pupils reaching Level 2, the expected level, it can lead to less able pupils being given work that is too difficult for them and more able pupils not being sufficiently challenged.
88. Observations during the inspection indicate that the improved levels are being maintained. Although pupils in Years 3 to 6 are achieving well, those in Years 1 and 2 should still be achieving better.
89. By the end of Year 2, pupils that are more able are confident with addition and subtraction to 20. They can calculate a fraction of a number, recognise reflective symmetry, and produce block graphs. Pupils show a wide range of ability. The pupils that are more able in Year 2 can estimate distances likely to be a metre, can measure accurately using a ruler and convert distances, for example, 118 cm into 1 metre 18 centimetres. Other pupils were unable to measure distances using centimetre blocks. Some pupils still reverse figures like 3 and 9. Because of the use of workbooks, pupils are often presented with similar work. This is suitable for pupils of average ability and they make satisfactory progress. Less able pupils and those with special educational needs also achieve satisfactorily because of the good level of individual help they receive from the teachers and good quality classroom support assistants. More able pupils are not always fully challenged and consequently do not always achieve their full potential. However, the subject leader is aware of the need to monitor the situation. One pupil learning English as an additional language receives good support and is making good progress.

90. In junior classes, pupils of all abilities achieve well and make good progress. One in five, mostly more able pupils, make very good progress. In the last two years, boys that are more able have achieved particularly well. The move to single age classes has benefited these pupils but has meant that class sizes are uneven. Recently the classes of older children have been smaller and this has helped the quality of learning for pupils. Pupils in all classes are set targets and these targets are consistently referred to by the teachers and due recognition given when pupils achieve them. By Year 6, pupils that are more able multiply by two digit numbers and extend this learning to multiply by numbers containing a decimal point. They are able to work out problems involving ratio and proportion and present information in a variety of ways including pie charts. In a lesson on percentages, one pupil immediately recognised that the term per cent meant that they were dealing with hundredths. Each class has at least one classroom support assistant and these are of good quality. They largely work with pupils with special educational needs, offering individual help, and consequently these pupils make good progress.
91. The quality of teaching is good overall. Teaching is satisfactory in infant classes and good in junior classes but examples of good teaching are found throughout the school. This represents an improvement on the last inspection when teaching was found satisfactory. Teaching in infant classes during the last two years has been variable and inconsistent in quality and has contributed to the decline in standards. Teachers, using the national strategy and the commercial scheme as a basis, generally plan well, setting clear objectives, which they share with the children. In the good lessons, they plan for pupils of different levels of ability, thereby helping to ensure that all pupils make progress. The pace of lessons is good and pupils get through a good amount of work. Pupils concentrate well and enjoy the challenge of the work. In the mental starter sessions of some lessons, support assistants work with groups of pupils to help them work quickly. In some, the theme introduced is carried through to the main part of the lesson. In a class of younger pupils who were practising counting in tens, they were able to use this skill to find how many groups of ten centimetres make a metre. The use of small individual whiteboards by the children means that they can display their answers to mental calculations and the teacher is able to assess quickly the learning of the pupils. Teachers generally show good class management skills, so that even in the larger classes, where some pupils occasionally show challenging behaviour, pupils are able to concentrate in a quiet, working atmosphere and therefore maximise their learning. Occasionally, quiet but inattentive pupils are not noticed by teachers and these pupils do not make as much progress as they might. Teachers make particularly good use of praise to build self-esteem and encourage pupils to greater efforts.
92. Teachers prepare well and are imaginative in their use of resources but occasionally a lack of resources limits learning. An example occurred when children were identifying and looking at the properties of three-dimensional shapes. The teacher used a sliced loaf of bread to illustrate a prism and was able to show that cutting a section of the prism left a shorter prism by taking a single slice of bread. However later in the lesson, when pupils were looking at the properties of various shapes, most pupils had to work from two-dimensional representations of the shapes because there was only one set of the three dimensional shapes in the class. The final sessions of lessons are well used to assess the learning of pupils and in some cases offer extensions to the work they have been doing. In the classes of older pupils care has been taken to develop a stimulating mathematical environment using interactive displays, which enable pupils to experiment with ideas. Occasionally, teachers move too quickly through material giving insufficient time and opportunity to grasp ideas and resort to rules of thumb rather than spending extra time looking at the mathematical thinking behind a problem.

## SCIENCE

93. The results of the 2000 national tests for pupils in Year 6 showed that standards were above the national average for pupils reaching the expected level for their age and well above the national average for those reaching the higher level. When compared with similar schools the results were above average. Standards have improved consistently since 1996 and this improvement has been greater than that found nationally since 1999. The unconfirmed national test results for 2001 show that all pupils attained the expected national level and forty-two per cent exceeded the expected level. The results are an improvement on the previous year for pupils reaching the expected level for their age but a slight decline in the proportion reaching the higher level. The key factors in improving overall standards are good and often very good teaching in junior classes, founded upon continual efforts to improve teaching following the analysis of test results. Pupils with special educational needs are well supported in both infant and junior classes and their progress is good. There are no significant variations in the attainment between pupils of different gender or background.
94. The results of teacher assessments in 2000 for pupils in Year 2 show that standards were well below the national average for pupils reaching the expected level for their age and below the national average for

pupils reaching above the expected level for their age. However, early indications from teacher assessments for 2001 show ninety per cent of pupils attained the expected national level and nineteen per cent exceeded the expected level. These results show some improvement on the results of the previous year but too few pupils achieved the higher level. This is partly caused by the impact of staffing difficulties during the last two years and by the over use of worksheets. This means the pupils are gaining little experience of making thoughtful analyses and using their own sentences to record observations and findings. A consequence of this is that the subject is not helping their writing skills to improve. This issue is now being addressed.

95. Pupils of average attainment in Year 2 can name parts of plants and the body using labelled diagrams and can sort living things into plants and animals. They know that living things are found in various habitats and can identify ways in which creatures are adapted to their habitats. They can sequence pictures to describe the stages of human growth and match the senses to the correct body organs using labelled pictures. They also begin to use keys to identify creatures systematically. They recognise objects made from different materials and describe their characteristics. They can describe what happens to water when it is heated, boiled and frozen and use terms such as *solid*, *melt* and *liquid*. The pupils investigate forces and can use directional diagrams to show where push and pull and twist forces of different strengths are needed to make objects move, stop and turn. They demonstrate knowledge of experimental methods. For example, under the direction of the teacher they can investigate the effects of forces on the speed at which the objects move. They can describe what the test is about, draw a diagram of the equipment, and provide a simple description of their results. They begin to be able to use the idea of a fair test in identifying controls on an experiment. However, the constant use of worksheet-based activities is not helping the pupils to develop their own thinking, writing and working method in predicting, recording, describing, explaining and concluding their work.
96. Pupils in Year 6 have a broad knowledge and understanding of scientific enquiry, life processes and living things, materials and their properties, and physical processes. This knowledge has been accumulated over the four junior years. Pupils of average attainment in Year 6 can carry out investigations into reversible and irreversible changes using prediction, fair testing procedures, recording the results and writing their conclusions, for instance about materials that can, and those that cannot, be dissolved and evaporated. In doing this they learn terms such as *soluble* and *insoluble* and about the conditions affecting dissolving. In earlier work on the human body they made predictions about the results of exercise on pulse rates, made measurements, recorded the results as tables and graphs and drew conclusions from their findings. They have a good knowledge of electrical circuits and they understand how to increase power with more or more powerful batteries. In earlier work, they have used symbols to draw circuit diagrams and applied their knowledge to make and test different types of switches in a simple circuit. Pupils make good progress between Years 3 and 6 but while investigations are carried out in every year, they do not always follow the same steps and there is not always a clear conclusion reached in relation to a prediction. Investigations are generally structured and managed by the teacher and this is restricting the opportunities for more able pupils to manage their own work and practise their own extended writing.
97. Pupils' attitudes are good and they behave well. They are interested and enthusiastic. They generally respond well to the tasks set and to question and answer sessions. In a Year 2 lesson on changing materials, ice cream was put before the pupils who sat round it in a circle to observe change in its appearance over time. Despite the temptation offered, the pupils were sensible, tried hard to record their observations and displayed good attitudes towards investigative science. The eagerness of pupils to take part in practical work was demonstrated in a Year 4 lesson on electrical switches where the children were fascinated by a range of switches shown to them. They were keen to respond to the teacher's questions and started to raise questions themselves as their curiosity was aroused. In a Year 5 lesson where pupils were involved in a question and answer session on how to draw a graph of their pulse rate records, their intense attention throughout clearly showed their interest and good attitudes towards their studies. Pupils also demonstrated good cooperation and support for one another in a Year 6 lesson on dissolving when they carefully checked with one another the steps to be taken and shared ideas in their attempts to produce generalisations.
98. The quality of teaching and learning is very good in junior classes and is never less than satisfactory overall. Only one lesson was observed in infant classes and that lesson was good. In order to raise standards, the headteacher and his staff have improved the quality of teaching through careful monitoring and revision of strategies for implementing the National Curriculum programme of study. The quality of teaching in the junior age range is particularly good with some stimulating work being undertaken. Where teaching is most effective, lessons are well prepared. In a good lesson with pupils in Year 2, good clear planning with specific reference to activities, key vocabulary and links with literacy, numeracy and assessment provided a good basis for the teacher to develop pupils' learning.
99. Good subject expertise was apparent in a very good lesson in Year 4, where the teacher gave an introduction using interesting resources, which motivated the pupils by making the lesson relevant to their

lives. This was followed by very clear instructions on the task to be undertaken, with a forewarning about potential difficulties. Together with the teacher's enthusiasm and good class management skills these led to a good pace to the learning, the pupils proceeding eagerly and sensibly to their practical tasks in making electrical switches. In the same lesson, the teacher took the opportunity to rehearse previous learning on insulators and conductors so preparing the ideas for their practical work. In a very good lesson in Year 5, the teacher had carefully prepared the layout on the whiteboard such that it gave the pupils immediate information on the lesson objectives and on the key steps to be taken in the lesson. This preparation was important in enabling the teacher to keep the pupils focused and challenged so that they put in a good effort.

100. Skills of numeracy and ICT are developed well in science. For instance, in the same lesson, opportunities were used to develop pupils' skills by good discussion and instructions on how to draw a line graph, and by giving one group this task using computers. Good behaviour management was evident in a Year 6 lesson, where the teacher gave a lot of positive reinforcement for good working practice. Teaching is less effective when checks are not made to ensure that all pupils understand the basic requirements of the task. On one occasion, the outcomes of practical work did not match the objectives of the lesson and this was because the investigative procedures were too complicated, producing unclear results. Teaching is also less effective when pupils are given a lot of worksheets to complete that do not encourage writing at length.
101. The subject is well led by the subject leader through the example of her own teaching. The teaching methods are generally consistent throughout the year groups and appropriate emphasis has been given to raising the attainment of all pupils. Long-term plans provide a clear direction to the work of each year group. Medium-term plans clearly identify what is to be taught for each unit of work and give a clear timetable for the teachers to follow. They do not, however, always encourage teachers to expand upon the teaching strategies they have used. These could later be shared with other teachers and so support good practice in teaching. There are very good arrangements for assessment and for tracking pupils' progress. The subject leader has also had time to work in the classroom alongside colleagues. Resources are good and there is sufficient space to allow groups to operate safely.

## **ART AND DESIGN**

102. Standards that pupils achieve in Years 2 and 6 are similar to those found in most schools. This represents an improvement since the last inspection when standards were judged to be below average. Better teaching has brought about this improvement. During the last inspection teaching varied between very good and poor. Teaching is now satisfactory overall. Poor teaching has been eradicated and the very good teaching maintained, particularly in Year 3, where the pupils make good progress. Both points are illustrated by a display of pictures of flowers done by pupils from all the year groups throughout the school. The pictures show use of a range of media: pencil, pastel, collage, paint, and confirm a general progression of skill, including some examples from pupils in Year 3 which are very good. The improved quality of teaching has been brought about by the school's adoption of a nationally recognised scheme of work. The subject leader has modified this to develop links between art and design and other subjects. This means that teachers are now able to build systematically on pupils' skills.
103. Although work produced by pupils is of the expected standard and there are individual examples of good work, the pupils' appreciation of the work of established artists is not so well developed. Individual, pupils that are more able, in Year 6 can discuss artists like Picasso and give sensible and informed opinions on his work but others are unable to name an established artist. The school has only a limited number of prints of the work of artists. It does, however, subscribe to a loan scheme, which enables it to have original works of art by contemporary artists for fixed periods. These can be chosen to support the current topic and teachers generally use these well to stimulate pupils' interest and develop their ideas. A good example was provided in a Year 4 class on the theme of journeys, the teacher being able to produce a painting, which clearly used the techniques, the pupils were acquiring.
104. There is no portfolio of graded work at the moment and this means that teachers have no criteria for standards of work or records of progress. The pupils are using sketchbooks and the introduction of good quality books, which will remain with the pupil for extended periods, are intended to form useful records of progress.
105. Displays of work by pupils in Year 1 show careful and well-executed examples of weaving, as well as simple but effective sewn fabric pictures. Year 2 pupils visit the library to look at buildings and produce sketches prior to making prints of the building, but do the sketches from memory rather than attempting observational drawings. Very good teaching occurred in Year 3. The pupils were studying patterns through the work of William Morris. They made repeating patterns, using tissue paper shapes, making use of the translucent quality of the material. Good planning and preparation meant that there are tasks of different levels for

pupils of different abilities. A classroom assistant, also having previously prepared examples, worked closely with a group of pupils with special educational needs. The teacher made links with symmetry for more able pupils and good use was made of ICT, a small group using an art program to make their own repeating patterns. Pupils of all abilities were able to make good progress and work to their potential.

106. Pupils in Year 4 experiment with texture using sand, glue and paint to make pictures of a road before using a variety of media to make symbols along the road. They have all previously completed a homework assignment looking for symbols in everyday life. Year 6 pupils produce careful, detailed and, in a number of cases, skilful observational drawings of types of footwear.
107. The very well qualified subject leader has had limited opportunities as yet to monitor teaching but she had been able to influence standards by teaching the classes of older pupils. She also runs an after-school club which at various times is attended by a large number of pupils from junior classes. Through this she is able to extend the work in the classroom and is able to keep track of standards throughout the school.

## **DESIGN AND TECHNOLOGY**

108. Standards are similar to those found in all schools nationally at the end of Year 2 and above those found in all schools nationally at the end of Year 6. These standards are the same as those found at the last inspection for Year 2 pupils and better than those found at the last full inspection for Year 6 pupils. The improvement in junior classes is the result of the combination of support given to teachers by use of national guidelines and very good teaching. The teaching effectively develops the learning of both boys and girls. Pupils with special educational needs are well supported and make good progress. During the inspection, only two lessons were observed and additional evidence was collected from the scrutiny of pupils' work, the scrutiny of planning, discussion with the coordinator, discussion with pupils and the review of displays.
109. Pupils make satisfactory progress during the infant years and good progress during the junior years. Year 2 pupils can use a variety of basic tools and a range of materials such as card, fabric, string, and glue. They can make simple models and products such as a building and puppets. They also explore moving things and mechanisms such as vehicles and wind-up mechanisms. The pupils undertake investigations into products before they proceed to the design and make steps. For example in Year 2 the pupils produced drawings of the parts of a car and bicycle. There is, however, very little evidence of the pupils' learning being recorded in their folders. This inhibits their design skills, and their ability to create a written record of vocabulary and activities as well as reducing the opportunities for writing across the curriculum.
110. Pupils in Year 6 have a broad knowledge of the designing, making and testing process of the subject applied to a range of familiar products. They know that before undertaking design it is important to generate ideas by examining existing products. In Year 4 the pupils studied examples of the ways in which moving cards can be made before proceeding to their own designs. Year 3 pupils understand the need for healthy food and hygiene when making sandwiches. They can follow a design brief in making biscuits, construct a questionnaire to test for preferences and evaluate the product, taking into account ease of making, attractiveness, taste, ease of mass production, match to the design specification and possible improvements. They understand how mechanisms can be used to make things move in different ways, for example through making moving monsters, toys and fairground attractions employing cams, wheels, axles and simple pneumatics. There is, however, little evidence of the use of ICT in control mechanisms. They know how to select the correct tools and materials for a purpose as was demonstrated in a Year 5 lesson where the pupils were carefully involved in making sure that the drill bit and dowel matched in size and were placed in the correct position to create a cam. In the same lesson the pupils exercised good safety procedures in using their drills. However, the amount of evidence of pupils' learning recorded in books and folders is not consistent between different classes.
111. Pupils' attitudes towards the subject are very good. During discussions pupils talked enthusiastically about their experiences and described not only how they made things but also how they enjoyed being involved in design and testing. In a Year 5 lesson, the pupils cooperated very well in their tasks, helping one another with suggestions, sharing tools and taking turns sensibly. When some new drills caused problems that could not have been foreseen, the pupils showed no frustration but quietly sought help from the teacher, made use of other equipment and remained focussed on their task. In a Year 6 class on a task making slippers, the enthusiasm and eagerness to provide ideas and level of cooperation between the pupils were very good. Behaviour is good.
112. No lessons were seen in infant classes and no judgements can be made on the quality of teaching. However two lessons were seen in junior classes and the quality of teaching was very good. Strengths of the teaching are the clear involvement of the pupils in the design, make, and test process through discussion at the

beginning of the lesson about objectives and the way they follow on from previous learning. This was seen in a Year 6 lesson when the teacher encouraged the pupils to describe what they had done so far towards making a slipper from j-cloths. She then involved the children in making suggestions about what they should do next and thinking about problems and possible solutions. Teachers are well organised and give very clear instructions both about how the task should be undertaken and about safety procedures. In a Year 5 lesson the teacher instructed the class very carefully on both aspects and checked that all the pupils knew what they were to do and what not to do. When the pupils are working, the teachers monitor their operations well, constantly moving around the class, offering help but not staying in one place for too long. Teachers make reference to good practice while the pupils are working. In the Year 6 lesson, motor skills and attention to accuracy were highlighted in this way. Effective teaching also involves good order when finishing, putting equipment away and tidying up. This was carried out very well in the Year 5 lesson under the control of the teacher.

113. There is currently no policy but one is to be produced this year. The subject leader works with colleagues to improve the teaching of units in the scheme of work on a rolling programme. They meet to decide on the units for focused attention for future use. The subject leader develops ideas in relation to the units, these are then shared by all, and a teaching programme for each week is formulated. Resources are still being built up on a planned basis. Little use, however, is made of the local community or environment either in terms of places visited or visitors with expertise who could assist. The subject is part of the school's monitoring programme and will receive support for development. There is no formal assessment programme that permits the tracking of the progress of individuals. There is inconsistency between classes in the record that pupils keep of their work.

## GEOGRAPHY

114. Standards are similar to those found in Years 2 and 6 in most schools and are similar to those found at the last inspection. The use of national guidelines is supporting the teaching of the subject and producing a more consistent approach and similar quality across classes. This is an improvement on the last full inspection. However, the use of a large number of different units from the national guidelines limits the time available to each and this inhibits opportunities to explore what places are like through enriched, active learning experiences. It also inhibits the exploration of why places are like they are and reduces the time available for the development of skills. Good opportunities are being provided for first-hand fieldwork but the structure of geographical enquiry is not well developed in much of the work. The teaching effectively develops the learning of boys and girls equally, but a lack of appropriately pitched work prevents pupils that are more able from being sufficiently challenged.
115. Progress is satisfactory over the whole age range. Pupils in Year 2 make a plan of their journey to school, and undertake first-hand studies in the local area as well as in Scarborough, during which they conduct a survey and use a simple questionnaire. They learn the meaning of terms such as *island* and are able to draw a map distinguishing between human and physical features. They can express likes and dislikes about St Lucia based upon knowledge of what life is like there. They can use simple coordinates to locate features in Whitby and can colour a picture and an oblique view map to identify different land uses complete with a key. They do not, however, undertake a serious study of environmental improvement.
116. By the time they are in Year 6 pupils have some knowledge and understanding of geographical enquiry, of their home area, of selected contrasting places in the world, of some human and natural environment features and of environmental management. Pupils in Year 6 can locate information about mountains on a world map. They can describe conditions in mountain environments and the effects of these conditions on people and their activities. They can describe how people can damage these areas and can suggest reasons why they should be protected. They name some key features in a river valley and can describe the formation of waterfalls and ox-bow lakes using diagrams. In earlier work, pupils located map symbols using four figure references and used maps to locate European countries, some world climate zones and continents. They described many aspects of life in a village in India. They were involved in conservation studies exploring how rubbish is sorted and recycled and through being involved in a very good activity on a supermarket location. In this exercise, pupils in Year 5 used their literacy skills to interpret the formal language of a planning document. Their understanding of citizenship was used to produce a letter of protest. Finally they designed a protest poster using ICT.
117. Pupils' attitudes to the subject are good. In a good Year 6 lesson on mountain environments, pupils were focused, responsive and well behaved in response to the teacher's careful development of the lesson. When an unexpected feature was pointed out on a temperature graph, the pupils were engaged and thinking hard. Their enthusiasm was clear when good resources in the form of holiday brochures were produced and they could use the ideas they had developed to explore them. Pupils cooperated effectively in a Year 2 lesson

where they had to conduct interviews with one another. Attitudes are less positive where pupils are not kept on task.

118. Teaching is satisfactory. During the inspection a limited number of lessons were seen, but evidence on the quality of learning was available from pupils' work, discussion with pupils, teachers' planning and display. In a good lesson with Year 2 pupils, the teacher used interesting strategies based upon interviewing. This captured the imagination of the pupils so that they were able to draw out from one another a lot of the things they had previously learned about St Lucia. This gave them a good base to work on for the second part of the lesson. The teacher used a modification of this technique in the conclusion to the lesson, asking individuals to come and give a commentary into a 'microphone'. The pupils were captivated by the experience of the context they were given. Teaching is also effective when pupils undertake their own investigations. This was seen in a good lesson with Year 6 pupils, where the teacher used a lively question-and-answer session to establish a set of ideas, which the pupils then eagerly attempted to validate in a practical session using colourful resources. Recording was undertaken in the form of a poster and all abilities could take part. High teacher expectations and enthusiasm drove the lesson on at a good pace and the pupils were highly productive. Where teaching is less effective pupils are not challenged sufficiently in terms of the pace of the lesson and their knowledge of what the teacher expects of them.
119. The subject leader has been in post for just over one year and clearly has a good contribution to make to the management of the subject. There is no policy yet, but the subject leader has produced a very good analysis and action plan. The scheme of work is being modified and based upon national guidelines. The subject is included in the school's monitoring programme when the subject leader will work alongside colleagues to develop teaching methods. Plans are already in place for the setting up of an assessment programme and tracking system to record pupils' progress. Resources are being built up and support materials purchased.

## **HISTORY**

120. Standards are above those found in all schools nationally by the end of Years 2 and 6. These standards are better than those found at the last inspection. National guidelines are being used and these are supporting the teaching by providing the basis for a scheme of work that promotes the systematic development of skills and knowledge. This is an improvement since the last inspection. The teaching effectively develops the learning of boys and girls equally. Pupils with special educational needs are well supported and make good progress. During the inspection only one lesson was observed and additional evidence was collected from the scrutiny of pupils' work, the scrutiny of planning, discussion with the subject leader, discussion with children and review of displays.
121. Pupils make good progress. Year 2 pupils can describe features of homes and toys in the past. They sequence the main events in the story of Florence Nightingale and give reasons for her works. They write eyewitness accounts of the Great Fire of London, and name famous people of the period. They can contrast events through time by studying holidays in 1900, 1950, and 2001. They develop a sense of chronology using time lines.
122. By the time pupils are in Year 6, they can give reasons for Viking migrations and actions, and can describe and compare the lives and dwellings of rich and poor people in Tudor times. They understand why the Romans came to Britain and can describe features of Egyptian life and death rites. They know basic facts about the Second World War and write about the blitz. They use historical evidence to explore life in Victorian and Aztec times and to study Tudor exploration. They can explain the difference between emigration and immigration, with examples, and can describe changes that have occurred to life in Britain since 1948. In their studies of Ancient Greece they contrasted the characteristics of Sparta and Athens and undertook their own research into the Olympic games. They can explain the significance of the gods to the Ancient Greeks. They understand the difference between primary and secondary evidence and can research information from a variety of sources including using computers.
123. Pupils' attitudes to the subject are good. Pupils are particularly enthusiastic about their work on the Aztecs and the Ancient Egyptians. The death rites, belief in an after-life, masks and lifestyles of the pharaohs have made a big impression on them. In a Year 5 lesson the pupils were focused and well behaved through a combination of good class management by the teacher, good pace and good involvement in seeking information from secondary evidence. They were keen to offer sensible responses to the teacher's questions.
124. No judgement can be made on the overall quality of teaching. In the good Year 5 lesson seen, however there were a number of strengths. Both the lesson objectives and key instructional steps were displayed on the whiteboard, so the pupils had clear reminders about the purpose and procedures of the lesson. The

teacher moving swiftly around the tables checking their preparedness and supported the pupils very well when they commenced their tasks. A good pace was maintained in collecting ideas from pupils and adding these to the board display. The pace of the lesson was also helped by regular reminders about time left to complete a task. Pupils were challenged to think by asking them to make links from the past to their present science studies. Information and communication technology was used as a source of information. The final part of the lesson was used well to draw information from different groups of pupils and to produce a summary.

125. The subject leader is keen to update the existing policy and this is part of the on-going action plan for development. She works with colleagues on the detailed planning of the scheme of work and short-term planning. The subject is part of the school's monitoring programme and will be a focus for development in the immediate future. The resource base is being supplemented. Work is marked regularly and satisfactorily, but currently there is no formal assessment programme and tracking system to record the progress of individual pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

126. By the end of Year 6 pupils are achieving standards which are above those found in most schools. In Year 2 standards are average. The school has maintained the good standards found at the time of the last inspection. There is to be an imminent improvement in provision with the establishment of a computer suite.
127. Good standards are largely due to the effective leadership of the subject. The subject leader has considerable knowledge and experience of the subject having been an advisory teacher for ICT and having written a commercial program. He is in the position to be able to monitor the teaching of the subject and offer suggestions and feedback to teachers. He is able to do a considerable amount of direct teaching himself, either taking a class or supporting the teacher by taking groups of pupils. He runs an after-school club for Year 6 pupils. This is a popular club attended by the majority of pupils in the year group. This provides an opportunity to extend and develop class work. Pupils respond very well to this and work in a mature and confident way. The subject leader has been able to offer advice and training to individual teachers and has taken training for classroom assistants. This has led to a considerable improvement in the confidence of staff and means that classroom assistants are able to offer help and advice to groups of children. The school has acquired hardware from a number of sources at minimum cost to the school. This means that there is a good ratio of computers to pupils and the school has had funds to extend its software.
128. Since the last inspection, the school has adopted a nationally recommended scheme of work. This has further helped to improve staff confidence and means that skills are developed systematically. Teachers complete an evaluation sheet at the end of each unit of work, helping the subject leader to modify the scheme to meet more precisely the needs of pupils of all levels of ability. Assessment procedures are built into the scheme but assessment of the pupils' progress is at an early stage and has yet to have much impact on standards.
129. By the end of Year 2, pupils are able to manipulate text and use their skills to support their work in literacy. They are able to print out, save and retrieve their work. Pupils become confident with e-mailing. Year 4 pupils have e-mail links with a school in Tewkesbury. They are able to discuss the advantages and disadvantages of e-mail over other forms of mail. Pupils make extensive use of the Internet for research. During the week of the inspection, the local newspaper contained a report of a pupil from the school who was on the Internet at the time of the recent disaster in New York. She subsequently organised a sponsored event to help the victims. It is not unusual for pupils to send e-mails their parents during the lunch hour. Year 4 pupils research into the Ancient Egyptians, using the British Museum web site. Year 5 pupils look for information about Whitby, are introduced to spreadsheets, and use them to investigate pulse rates. Pupils use CD ROMs to aid their research, particularly in history but technical problems have limited the effectiveness of this.
130. By the end of Year 6, pupils are confident with computers. They are able to discuss how computers affect our lives, although their thinking is limited as to how they directly affect themselves rather than the larger community. Pupils can create a multi-media presentation using text, images, and sounds. Pupils are given opportunities to develop devices controlling traffic light systems and opening and closing supermarket doors. They conduct research on the Greeks. A lack of suitable equipment means that pupils are not yet able to monitor outside events. Each pupil has a file in which is kept a selection of work. Pupils use their skills to support their work in literacy. They use the computer to draft and redraft written work. Although they are confident in this, keyboard skills are not as well developed as other aspects of the subject.

131. Good support from well informed classroom assistants means that pupils with special educational needs get a good level of individual help and make good progress. A partially sighted pupil receiving individual help is making very good progress with touch-typing skills.
132. Pupils' attitudes are good. They work together well in pairs and are able to work sensibly and productively when not under direct supervision. This is important because pupils might be working on machines well away from their classrooms. Some machines are in the classrooms of other pupils and good behaviour means that disruption is kept to a minimum. Because the computers are in constant use, pupils sometimes have to wait for others to finish. It is not uncommon to see older pupils helping younger ones with problems they encounter.
133. The quality of teaching is satisfactory in infant classes and good in junior classes. Teachers have good knowledge and understanding. They are now confident with computers. Good teaching is spread throughout the school. Teachers prepare well, making sure that pupils have clear and full written instructions so that they are able to work on their own, in situations away from the classroom. Their management skills are good and this means that pupils are productive and generally concentrate well. Teachers use the subject well to support learning in other areas. Year 3 pupils support their work in art and design by experimenting with and printing repeating patterns using the computer. This means that the school's computers are in continuous use.

## MUSIC

134. Standards in Years 2 and 6 are similar to those found in most schools. This represents an improvement on the last inspection when attainment was judged unsatisfactory. This improvement can be attributed to better class management by teachers so that the poor behaviour of pupils, which limited progress at the time of the previous inspection, is no longer evident. Indeed the vast majority of pupils are very positive about music and this is evident in their enthusiasm for lessons and the energy with which they sing in hymn practices. Pupils speak enthusiastically about the musical concert in which they all performed. Lessons are all based on a commercial scheme and although teachers are heavily dependent on this scheme, they are becoming increasingly confident with it. The subject leader has ensured that the scheme is very well resourced so that pupils are able to participate fully in all activities. Recent teacher appointments have introduced more musical expertise onto the staff.
135. The scheme introduces the pupils to a whole range of different pieces of music. For example, a Year 1 class responded most enthusiastically to the playing of *The 1812 Overture*. Nevertheless, musical appreciation is not covered as well as other aspects of the subject. Pupils in Year 6 are able to name few composers. A *composer of the week* is introduced at the Monday assembly but this does not have much impact on the pupils. The school has a wide selection of music but this is almost entirely in the form of long-playing records, which are inaccessibly stored and seldom used. There is an opportunity for older pupils to play the recorder but there is no other individual instrumental tuition, although the school has a good range of instruments, some of good quantity. These include instruments from other cultures like the shekere and bongos. Lessons are held in the music room. The subject leader has gone to considerable trouble to make this an attractive room. It is spacious and means that lessons can be conducted without noise interfering with other lessons. It also helps to raise the status of the subject. Pupils behave well and participate in the hymn practice sessions but these are accompanied by compact disc rather than piano, which makes it difficult to emphasise points or return to practise particular phrases.
136. By the end of Year 2, pupils are able to maintain a beat and recognise a change in time. They sing enthusiastically and in most cases melodically. Year 6 pupils are able to recognise different musical styles including traditional jazz, heavy metal and calypso although very few are able to recognise a 'blues' tune.
137. The quality of teaching is consistently satisfactory. Teachers throughout the school manage pupils well and this is important as the scheme offers a lively and physical approach to the subject. Pupils in Year 4 march on the spot and round the room following the beat of *The Radetzky March* and practise the conductor's conventions for each of the beats. They listen to tempo and sustain beats, most pupils being able to maintain 2/4, 3/4 and 4/4 time. Year 6 pupils play a game copying rhythms using a variety of instruments, which requires all non-participants to be completely silent. Teachers use praise well to encourage pupils to greater efforts and to establish good patterns of behaviour. Some teachers show good knowledge and understanding and are confident enough to sing to the pupils demonstrating to them and leading their efforts. The Year 2 teacher sings to attract the attention and direct the class in lessons other than music. The pupils respond very well to this, listening carefully and joining in. Teachers question well to extend pupils' learning and thinking. For instance, the Year 6 teacher got the pupils to think carefully about the meaning and context of the song *Pack up your troubles*.

138. The subject leader has had limited opportunities to monitor teaching but has organised whole-school musical productions, each class performing and these are obviously enjoyed by the pupils. One, given the chance to play the panpipes, immediately conducted his own research into their use by using the Internet. The concerts also help to give music a focus and purpose. The subject leader also runs a choir, which gives pupils the opportunity to sing more complicated forms, like rounds, and the chance to perform at local venues. The programme for music is enriched by visits from musical groups and steel bands.

## PHYSICAL EDUCATION

139. Standards are similar to those found in most schools. There is no difference in standards between boys and girls. This is similar to the situation at the time of the last inspection. The behaviour of the pupils is now better and poor behaviour in lessons no longer impedes progress. This improved behaviour is directly the result of good class management by teachers who handle any potential problems quickly and sensitively. They are helped in this by good support from classroom assistants and, when appropriate, the headteacher. Individual help and encouragement by classroom assistants enable pupils with special educational needs to make good progress. Their progress is also aided by the noticeably supportive and appreciative nature of other pupils. This appreciation extends to all pupils. Year 6 pupils broke into spontaneous applause after a demonstration by a group.
140. Pupils in Year 2 work enthusiastically in gymnastics. They thoroughly enjoy all their work and cooperate with each other very well. Five or six pupils are able to work together on one bench and all are involved without interfering or spoiling the work of any member of the group. A majority of pupils show good quality, precise movement. They are helped in this by good teaching, a feature of which is the careful selection of pupils to demonstrate movements. This has the effect of focusing on improving performance. The teacher is able to demonstrate how these movements might be further extended and improved, encouraging pupils to develop their full potential.
141. Pupils are aware of the benefits of warming up and young pupils know that the heart beats faster after exercise and older pupils know that the heart is muscle, which is strengthened by exercise. They are seldom given the chance, however, to warm up thoroughly or to significantly increase their heart rates. The pace of lessons is often fairly slow with a lot of discussion rather than action. Lessons are fairly long but only once a week. This means that fitness levels are not high and some pupils flag quickly when the exercise levels are increased. The hall, which is of good shape and size and suitably equipped for physical education lessons, is underused.
142. Teaching is satisfactory overall with some examples of good teaching. Pupils have the chance to use a range of skills but the opportunities for games are limited. Teachers are reluctant to use the field and all weather pitch adjacent to the school because of the possible danger to pupils from such occurrences as youths riding motorcycles. Year 5 pupils are able to practise and develop their passing skills. They show a variety of techniques and are able to pass accurately using chest and overhead pass techniques. There is not sufficient emphasis on receiving the ball in such a way that they are able to move the ball on quickly. Praise, individual help, and opportunity to demonstrate his learning, were particularly helpful to the progress of a pupil with special educational needs in a lesson in one class. The pupils are able to use their skills in a game of bench ball but the restricted space means that not all the pupils are able to participate at any one time. The relatively few occasions when children are able to practise outside in teams, either in school or representing their school against others, mean that pupils have little opportunity to develop their skills in competitive situations. Pupils in Year 3 are able to work individually and with partners improvising dance sequences on the theme of cogs and pistons. The majority of pupils take a full lively part in the lesson. Both boys and girls show enjoyment in the development of the dance using their bodies well to initiate the movements. The use of music would assist the overall work. Good class management by the teacher means that Year 6 pupils work purposefully, building up a sequence of movements, although these are rather limited in their scope. They cooperate very well, evaluating and improving their performance. Individuals are chosen to demonstrate before a specific group of pupils. The group then discuss and practise the routine with the individual, suggesting extensions and improvements and then the individual performs again giving the group an opportunity to see if there is an improvement.
143. Year 4 pupils learn to swim. The good quality pool facilities and the high level of expert tuition mean that the pupils make good progress and standards are above average. Nearly all pupils can swim a minimum of 25 metres and many do more, practising survival and lifesaving techniques.
144. Pupils in Year 6 have the opportunity to experience outdoor and adventurous activities on a residential trip when they attempt a variety of activities including caving, rock climbing, and orienteering. The local

professional football club visits the school, over a series of weeks, teaching all pupils at appropriate levels in football techniques. This is very useful both in developing pupils' skills and offering teachers ideas on how to extend their own teaching.

145. Activities outside lessons play a useful part in extending pupils' learning and are attended by a significant proportion of the pupils. Football sessions, conducted by a support assistant, offer pupils in Years 4, 5 and 6 the opportunity to play in small-sided games. Girls show particularly good development of skills and join in enthusiastically at these sessions. The subject leader offers the opportunity for pupils to develop their skills in bat and ball games, skipping and activities such as *boules* and target games in controlled situations during the lunch hour. Expert and enthusiastic dance tuition is offered to pupils in junior classes and this is to be extended to all pupils.

## RELIGIOUS EDUCATION

146. Attainment is broadly in line with the expectations of the locally agreed syllabus at the end of Years 2 and 6. There is a consistent structure to the curriculum through all years which is supporting the teaching of the subject and which together with the support of the subject leader has led to an improvement in progress and attainment since the last inspection. The teaching effectively develops the learning of boys and girls equally. However, the work is closely guided by the teachers and this, together with the nature of some tasks, inhibits more able pupils from being sufficiently challenged. Pupils with special educational needs are well supported and make good progress. Only one lesson was observed during the inspection and additional evidence was collected from a scrutiny of pupils' work, teachers' planning and displays, and discussion with the subject leader and children.
147. Pupils make satisfactory progress over the infant and junior years. By the end of Year 2, pupils can write briefly about things that make them happy and can identify people who are special to them. They use sequenced pictures to help them tell stories from the Old and New Testaments and recognise certain symbols that relate to Christianity and festivals such as Easter. They can name some key figures in Islam and can describe actions associated with Islamic prayer.
148. By the end of Year 6, pupils have a satisfactory knowledge and understanding of the significance of Christianity, Islam and Judaism. In Year 3 they identify the links between the Ten Commandments and codes of behaviour. They describe key features of family life, food and dress in the Islamic and Jewish religions. In Year 4 they learn to describe the features of the places of worship in the three religions and state their significance. In Year 5 they identify important stories and features of the contents of the Bible, the Qur'an and the Torah and describe particular ceremonies and customs. In Year 6 they describe events, ceremonies and customs that are fundamental to beliefs in the three religions. In the work seen, however, and in discussion with the pupils, they did not compare these characteristics in terms of similarities and differences or seek to explain them or comment upon their significance. Information and communication technology is used to research information and to draft work.
149. From the lesson observed, discussion with pupils and the quality of written work seen, pupils' attitudes to the subject are satisfactory. Pupils were keen to talk about their work and could describe things studied over several years. The work seen was well presented. In class, Year 2 pupils listened attentively to the story of Joseph and his coat of many colours and responded eagerly to associated music.
150. No judgement can be made on the overall quality of teaching. However, in the lesson seen there were several strengths. Good questioning helped the pupils to focus on the key word *jealous* which was essential issue in the story of Joseph. Good strategies were another strength. In one instance the pupils moved to sit in a circle and then passed a penguin round in turn to describe something that made them jealous. This created variety by giving the pupils the chance to change seating position and the comfort of the penguin to hold. There was also good use of an alternative resource in playing the song from the production of *Joseph and his Technicolour Dream Coat*, which captured the pupils' attention and concluded the lesson on a really positive note.
151. The subject leader is enthusiastic and works with colleagues in formulating the medium-term and short-term plans based upon the locally agreed syllabus, which only gives outline guidance. There is a policy in place but is to be re-written. Teachers mark work regularly but there is no formal assessment programme and tracking system to record pupils' progress. Resource provision is satisfactory.