

# INSPECTION REPORT

## **DENHOLME PRIMARY SCHOOL**

Denholme, Bradford

LEA area: Bradford

Unique reference number: 107282

Headteacher: Mr P Terry

Reporting inspector: Mrs M Warburton  
22522

Dates of inspection: 19<sup>th</sup> – 22<sup>nd</sup> May 2003

Inspection number: 246670  
Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Minorca Mount Bradford West Yorkshire
Postcode:	BD13 4AY
Telephone number:	01274 832123
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Drake (Acting Chair)
Date of previous inspection:	n/a

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22522	Mrs M Warburton	Registered inspector	Mathematics Information and communication technology English as an additional language	The school's results and pupils' achievements How well are the pupils taught? What could the school do to improve further?
9224	Mr M Vineall	Lay inspector		Pupils' attitudes, values and personal development How good are the curricular and other opportunities offered to pupils? How well does the school work in partnership with parents?
27324	Mrs D Crow	Team inspector	The foundation stage Geography History Music	
10228	Mrs S Russam	Team inspector	Special educational needs The designated special provision Educational inclusion Science Art and design	
31807	Mr D Carpenter	Team inspector	English Design and technology Physical education Religious education	How well does the school care for its pupils? How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Denholme Primary School is a new school, opened in September 2000 following the re-organisation of schools in Bradford. It is situated in the village of Denholme, to the west of Bradford, and occupies the building that was formerly the First School which has been extended to accommodate pupils aged from three to eleven. There are currently 238 pupils on the school roll, including 24 part-time pupils who attend the Nursery. Most of the pupils who attend the school come from the village.

The percentage of pupils who are eligible for free school meals is around average at 13.9%. The percentage of pupils who have special educational needs is below average, and the percentage whose mother tongue is not English is low at 1%. No pupils are at an early stage of learning English. A higher than average number of pupils join or leave the school other than at the normal times. The percentage of pupils with a statement of special educational need is well above average. The school has designated special provision for children with autism, the only such provision in the area. At present there are 14 pupils who attend this unit, all of whom have a statement of special educational need. In the main school the pupils who have special educational needs have learning difficulties, speech and communication difficulties, physical difficulties or autism.

Attainment on entry to the Nursery is broadly average, although the full range is represented. The school is part of the 'Excellence in Cities' primary pilot and through this benefits from a learning mentor, and is also part of a national project for 'Extended Schools'.

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

This is an improving school that is currently providing a satisfactory standard of education for most of its pupils. After a period of instability following re-organisation, teaching in the school is now good overall and very good in upper Key Stage 2. As yet this improved teaching has not impacted on the standards achieved in the national tests at the end of Key Stage 2. The headteacher and Governing Body are working in close partnership and have a clear understanding of the school's strengths and areas for development, and appropriate plans for improvement. The roles of staff with management responsibilities, including subject co-ordinators, are at an early stage of development and work is needed to clarify and define responsibilities, and to put in place new management systems. The provision for pupils who attend the designated special provision is unsatisfactory overall because they are not provided with equality of access or opportunity to their curriculum entitlement. Given the resources available and the standards achieved, the school provides satisfactory value for money.

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

- The headteacher and Governing body work in close partnership, and have a clear understanding of the school's strengths and weaknesses. The leadership of the headteacher is good.
- The quality of teaching has improved and is very good in upper Key Stage 2.
- The contribution that support staff and the Learning Mentor make to pupils' learning and personal development is a strength.
- Provision for extra-curricular activities is very good, and the school's links with the community are developing well.

## What could be improved

- The standards achieved in the national tests at the end of Key Stage 2.
- The standards achieved in science throughout the school and in geography in Key Stage 2.
- Assessment procedures and the use of assessment to inform planning.
- The effectiveness of staff with management responsibilities in monitoring teaching and learning and raising standards.
- The integration of the designated special provision into the life of the school.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school that has not previously been inspected. After opening in September 2000 there was a period of instability when there were many staff changes. This adversely affected the quality of education provided and as a result standards achieved in the national tests at the end of Key Stage 2 have been below and well below average. However, over the past three years procedures and policies have been developed and have become more embedded into the life of the school. Staffing is now more stable and the quality of teaching and the standards achieved are improving rapidly. However, the development of provision for autistic pupils in the designated special provision has been unsatisfactory. A commitment to improvement is developing and there is a good capacity to succeed.

## 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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	N/A	D	E	E	well above average A above average B average C below average D well below average E
mathematics	N/A	C	E	E	
science	N/A	D	E	E	

The standards achieved in the national tests at the end of Key Stage 2 in 2002 were well below average in English, mathematics and science. This represents a decline from the previous year when standards were below average in English and science, and average in mathematics. Inspection evidence indicates that standards are improving and pupils are now achieving standards that are in line with the expected levels for pupils at the end of Year 6 in English and mathematics. Pupils' achievement in these subjects is satisfactory. Standards in science remain below the expected levels because the way that science is organised throughout the school means that there are often long periods of time between the study of certain topics. Pupils make insufficient progress and their achievement is unsatisfactory. Standards in geography are below the expected levels at the end of Key Stage 2 because

there are gaps in pupils' learning. In all other subjects of the curriculum standards are in line with the expected levels at the end of Key Stage 2 and pupils' achievement is satisfactory.

The standards achieved by pupils in the national tests at the end of Key Stage 1 in 2002 were average in reading and mathematics and well below average in writing. Since the tests were taken the school has focused on improving pupils' writing and inspection findings are that standards are now in line with the expected levels. In reading and mathematics standards remain average. The standards achieved in science in 2002, as judged by teacher assessment, were below average and this is still the case. Pupils do not make sufficient progress and their achievement is unsatisfactory. In all other subjects standards are in line with those expected for age and pupils' achievement is satisfactory. The school has set appropriate targets that are likely to be achieved.

The attainment of children on entry to the Nursery is broadly average. They make good progress throughout the Foundation Stage so that by the time they enter Year 1 most children will achieve the expected goals in all areas of learning. Pupils who have special educational needs make similar progress to that of their classmates, and attain standards that are in line with their prior achievements.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Generally good. Most pupils enjoy coming to school and are enthusiastic about their learning.
Behaviour, in and out of classrooms	Overall behaviour is satisfactory. In structured situations it can be very good and it is good in the foundation stage. However there are some incidents of very challenging behaviour, particularly towards the end of Key Stage 2.
Personal development and relationships	Relationships are good and staff know and understand individual pupils and their needs. These relationships support good personal development.
Attendance	Satisfactory, just above national levels. Considerable efforts have been made in the past two years to improve attendance. These initially raised attendance by more than three per cent, and the figure is still climbing steadily

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
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.*

Teaching is good overall. In the foundation stage it is good and enables children to get off to a good start, especially in the Nursery. In Key Stage 1 teaching is satisfactory with some good lessons, particularly in English and mathematics. In Key Stage 2 teaching is good overall, and is very good in Year 5 and Year 6, where a relatively new team of three teachers and support assistants is beginning to have a positive impact on pupils' learning and the



standards they achieve. Teaching of pupils who have special educational needs is satisfactory.

Most lessons are well planned and prepared, with good use made of resources. Pupils are given good support and encouragement and support assistants make a very positive contribution to pupils' learning. Teachers generally manage pupils' behaviour well, although occasionally the disruptive behaviour of a minority of pupils has a negative impact on their own learning and that of others. Teachers use questioning well to encourage pupils to think and explain their knowledge but occasionally there is insufficient challenge for some pupils. In most areas of the curriculum teachers have sound subject knowledge but there are some weaknesses in science and geography. Relationships are good and the final part of most lessons is used effectively to summarise the learning and to assess pupils' progress, although the information gained is not always used to inform the next stage of learning. Teaching in English and mathematics is good throughout the school, and the basic skills in literacy and numeracy are taught well.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Children in the Foundation Stage are provided with a suitable range of stimulating activities. Although the curriculum at Key Stage 1 and Key Stage 2 is broad, it is not sufficiently balanced in that aspects of science throughout the school and geography in Key Stage 2 are not covered in sufficient depth. Provision for extra-curricular activities is very good and is a strength of the school.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is satisfactory. The school provides a flexible range of support to meet the various needs of individual pupils.
Provision for pupils with English as an additional language	Satisfactory. No pupils are at an early stage of learning English and the school provides all pupils with appropriate support where needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision for social, moral and cultural development is good and is supported well by the school's programme for personal, social and health education. Provision for pupils' spiritual development is satisfactory but there are missed opportunities for reflection in lessons and assemblies.
How well the school cares for its pupils	The school takes good care of its pupils and the Learning Mentor makes a very positive contribution to supporting pupils of all ages. Procedures for assessing pupils' attainment and progress are unsatisfactory overall as they are not well developed in several subjects.

The school is working hard to improve its partnership with parents, which at present is satisfactory. Parents are provided with sufficient information about the school, and a small number help in school. The contribution that parents make in supporting homework is varied. The work of the Community Development Manager and the Learning Mentor is beginning to engage parents more.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The leadership of the headteacher is good and he has been a key figure in leading the school through a period of considerable change. The roles of other key staff, including subject co-ordinators, are under-developed and they do not have sufficient impact on monitoring teaching and learning to raise standards.
How well the governors fulfil their responsibilities	Good. The Governing body fulfils its statutory responsibilities effectively and has a good awareness of the school's strengths and areas for development.
The school's evaluation of its performance	Unsatisfactory overall. Although the school makes use of the performance data available to identify areas for improvement, with the exception of English and mathematics subject co-ordinators are insufficiently involved in monitoring the provision and standards in the subjects for which they are responsible.
The strategic use of resources	Satisfactory. Financial management is good, but the timing of budget information and the low funding for the special designated provision sometimes makes it difficult to relate spending decisions to educational priorities. The school applies the principles of best value satisfactorily, with spending decisions being linked to standards.

The match of teachers and support staff to the curriculum is satisfactory. Support staff are well deployed. Resources are satisfactory overall although there are some gaps in science and art and design. The accommodation is good, with plenty of indoor space, although outdoor space is more limited. The school has a well-stocked library that makes a positive contribution to pupils' learning.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school</li> <li>• The school expects children to work hard and do their best</li> <li>• Their children make good progress</li> <li>• The teaching is good</li> <li>• The school helps their children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework given</li> <li>• Information about how their children are getting on</li> <li>• The way that the school works with parents</li> <li>• The range of activities provided outside lessons</li> </ul>

The inspection team agrees with most of the positive views expressed by parents, although pupils' progress is judged to be satisfactory overall. Inspection findings are that the amount of homework given is good and the information about how children are getting on is satisfactory, although there is some room for improvement in the reports that parents receive. The school is working very hard to improve the way in which it involves parents, and the range of activities provided outside of lessons is very good.

## **PART B: COMMENTARY**

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

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

1. When children start in the Nursery their attainment is broadly average although the full range is represented. Children make good progress so that by the time they start in Year 1 most achieve the early learning goals in all areas of learning.
2. In the 2002 national tests taken by pupils at the end of Year 2 standards were average in reading and mathematics, and well below average in writing when compared to all schools nationally and to similar schools. The percentage of pupils achieving the expected level 2 was below average in reading, well below average in writing and average in mathematics. The percentage of pupils achieving the higher level three was below average in reading, average in writing and above average in mathematics. In science, as judged by teacher assessment, the percentage of pupils achieving level 2 and level 3 was below average. There was little difference between the performance of boys and girls.
3. Inspection findings are that by the end of Key Stage 1 standards in reading and writing are in line with national expectations for age and pupils make steady progress. They develop the basic skills they need to read with accuracy and write clear and readable accounts. In speaking and listening standards are average. Pupils listen respectfully to their teachers and speak with confidence.
4. Standards in mathematics by the end of Key Stage 1 are average and pupils make steady progress in acquiring mathematical skills and knowledge. In science standards are below average because there are too few opportunities for pupils to record their work and too often worksheets are used which do not encourage independent learning.
5. In all other subjects of the curriculum pupils in Key Stage 1 make satisfactory progress and attain standards that are in line with national expectations. In information and communication technology they make good progress in word processing skills.
6. In the tests taken by pupils at the end of Year 6 standards were well below average in English, mathematics and science when compared to all and similar schools. The percentage of pupils achieving the expected level 4 was well below average in English and science and below average in mathematics. The percentage of pupils achieving the higher level 5 was below average in English, mathematics and science. There was little difference between the performance of boys and girls.
7. Since the school opened in 2000 there has been a high level of staff turnover, and this has had a negative impact on the standards achieved in the national tests. Initially teachers in upper Key Stage 2 had little experience of the curriculum for pupils in this age group or of carrying out the tests. However staffing is now more stable and the strong team that has developed in upper Key Stage 2 is beginning to have a positive impact on standards. Additionally, the high mobility levels in Key Stage 2 have had a negative impact on standards. Inspection evidence is that standards are improving and are currently in line with national expectations in English and mathematics at the end of Key Stage 2, but remain below the expected levels in science. In all other subjects standards are in line with the levels expected for the pupils' age, except for geography at Key Stage 2 where they are below expectations. Overall pupils' achievement is

satisfactory, but they do not make enough progress in science throughout the school and in geography in Key Stage 2.

8. Inspection findings are that by the end of Key Stage 2 standards in English are satisfactory and pupils have continued to make steady progress. Pupils in Year 6 can clearly express their views and discuss a variety of issues. Most are confident readers and standards in writing have improved as a result of the school's focus on this area.
9. In mathematics standards are average by the end of Year 6 and pupils make steady progress in developing their mathematical knowledge, skills and understanding. In science and geography standards are below average because pupils do not record enough of their work and some areas of the curriculum for these subjects are not covered in sufficient depth. In all other subjects standards are in line with the levels expected for age and pupils make satisfactory progress.
10. Pupils who have special educational needs make similar progress to that of their classmates. Arrangements for supporting pupils who have statements of special educational needs are good and ensure they attain standards that are in line with their prior achievements.

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

11. Pupils' attitudes to the school are good. Pupils want to come to school and this is well demonstrated in Circle Time, where the most positive comments made by the pupils in discussion about their lives were about school. They respect the school, which is admirably free of graffiti or litter. Attitudes to work are good. Pupils settle quickly when they move from class work to individual learning. Pupils have good attitudes during extra-curricular activities and especially in an extra numeracy class after school. Children in the Foundation Stage have good attitudes and behave well.
12. Relationships are good between all adults and pupils and between the pupils themselves. Such relationships ensure respect and a largely harmonious community. This is basically an inclusive school community, demonstrated best by the integration of a pupil in a wheelchair, whom many pupils make continual efforts to engage in their groups. However, the pupils in the Designated Special Provision are not as well integrated into the main school. The good relationships that have been achieved greatly assist the good personal development of pupils by staff, who know them well and know their individual needs.
13. Behaviour is satisfactory overall, but this varies across the school and depends on the activities being undertaken. It is good in the Foundation Stage where children quickly learn to be part of a harmonious group. In highly structured situations, behaviour across the school can be very good. This was the case in all assemblies seen, when passage in and out of the hall was orderly and quiet and the proceedings were received with rapt attention. However, when less supervision and control are applied, behaviour is not as good. Behaviour in lessons often depends very much upon the class management skills of individual teachers. A good behaviour policy has been recently introduced which embraces many rewards and sanctions that are well understood and appreciated by the pupils. This work has clearly had an effect regarding most pupils, but there is still a minority of older pupils whose behaviour continues to be unacceptable. There have been eight fixed term exclusions, involving three pupils.
14. Similarly, much work has been done to deter oppressive behaviour such as bullying, sexism and racism. This has clearly been effective and is satisfactory overall, but

some prejudiced views are still retained by some pupils towards the end of Key Stage 2. Respect by pupils for the feelings, values and beliefs of others is satisfactory overall. In class, pupils usually listen to their peers and do not criticise, for example in more than one Circle Time, pupils felt able to express their intimate thoughts. In Upper Key Stage 2, however, some pupils have little respect for authority and blatantly flout the school's code of conduct. Some of these instances are addressed by the Learning Mentor. Despite this, many pupils understand well the impact of their actions on others and teachers make good use of opportunities to reinforce such behaviour. Opportunities for pupils to take initiative and responsibility are being increased by the school, including a good 'Buddy' scheme, linking individuals at the top of the school with those in the Foundation Stage. Several pupils also enjoy specific jobs at breaks, such as giving out the milk and tidying up. The taking of initiative and responsibility for pupil's own learning is rather less developed.

15. Pupils with special educational needs generally respond well to their lessons and demonstrate a positive attitude to learning alongside their classmates. Pupils who have emotional and behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships with adults and their classmates
16. The school has done well in the last two years to achieve a satisfactory level of attendance at marginally above the National level. A leap of over 3% was achieved two years ago in attendance levels and this improvement has not only been maintained, but slightly improved into the current year. Much of the credit for this situation must go to the headteacher and the Learning Mentor who keep a tight check on absences. Lateness of some pupils remains a problem.

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

17. Teaching is good overall. In the foundation stage it is good and enables children to get off to a good start, especially in the Nursery. In Key Stage 1 teaching is satisfactory with some good lessons, particularly in English and mathematics. In Key Stage 2 teaching is good overall, and it is very good in Year 5 and Year 6, where a relatively new team of three teachers and support assistants is beginning to have a positive impact on pupils' learning and the standards they achieve. During the inspection in two thirds of the fifty-three lessons observed teaching was good or better, and it was satisfactory in the rest.
18. The good teaching in the foundation stage is characterised by carefully planned work and regular assessment that enable children to make steady progress through the stepping stones towards the early learning goals for children at the end of the reception year. Classroom assistants in the foundation stage give very good support that makes a positive contribution to children's learning.
19. The basic skills in literacy and numeracy are taught well throughout the school. A recent focus on improving pupils' writing has had a positive impact on improving standards in Key Stage 1 and Key Stage 2. In numeracy, teachers challenge pupils to respond quickly and accurately to questions and have high expectations of what they will achieve. They use the correct mathematical vocabulary, and expect pupils to do the same. They give good encouragement and praise to pupils and this motivates them to try hard and do their best.
20. Teaching is good in information and communication technology, because teachers have received good training, plan their lessons well and teach the skills in a systematic

way, giving clear instructions and good support to pupils. In all other subjects of the curriculum, except for geography at Key Stage 2 where teaching is unsatisfactory, teaching has been satisfactory over time, although some good and very good lessons were seen during the inspection. The quality of teaching is improving. Since the school opened as a Primary School in 2000 there has been a high level of staff turnover and this has adversely affected the quality of teaching. However staffing is now much more stable, policies and schemes of work are becoming embedded and these factors are now having a positive impact in many subjects. In geography at Key Stage 2, however, teaching remains unsatisfactory because planning does not ensure that all areas are covered in sufficient depth, and the marking of pupils' work is poor. In science and in geography at Key Stage 2 there is still insufficient focus on the systematic development of the basic skills in these subjects, so that pupils do not always make steady progress in their learning. In science teachers do not give pupils sufficient opportunities to take responsibility for their own learning. There are some weaknesses in teachers' subject knowledge in science and in Key Stage 2 geography.

21. Teaching in whole class lessons for pupils with special educational needs is satisfactory. The support that pupils receive is effective in enabling them to participate fully and with confidence in all learning tasks. Learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning. During the inspection the quality of support in classes was very good. However, not all teachers make satisfactory use of individual education plans to inform their planning or match the work they provide to the pupils' individual needs.
22. Generally lessons are well planned and prepared with good use made of resources. Very good use is made of classroom support assistants to work with individual and groups of pupils, and teachers are adept at giving support to all pupils and ensuring that they are fully included in all aspects of lessons. This is often seen in the way that teachers effectively use questioning to gain the attention of individual pupils and to challenge them in their thinking. Good use is made of praise to motivate and encourage pupils, and teachers generally manage behaviour well. Occasionally however, the very challenging behaviour presented by a small minority of pupils results in a lack of focus and some distraction, particularly when this takes up too much of the teacher's time. As a result the learning of some pupils in the class is adversely affected. Overall relationships are good and this has a positive impact on learning because pupils' self-esteem is raised. Very occasionally there is a lack of challenge for higher attaining pupils, but overall teachers provide appropriate challenge for all groups of pupils, except in science. Good use is made of cross-curricular links to make the learning meaningful, for example work on mini-beasts in science in Year 2 was carried through to literacy where pupils wrote mini-beast poems, and to information and communication technology where they found pictures of spiders to insert into poems about 'Little Miss Muffett'. Good use is made of the final part of most lessons to consolidate what has been learned and to prepare pupils for the next stage of their learning. During this part of the lesson, and throughout some lessons, teachers assess the progress that pupils are making and use this to move pupils on. However they do not consistently use the information gained to plan further work or to identify areas that need more focus.

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

23. The quality and range of the curriculum are satisfactory overall, but there are weaknesses in the provision for science in both key stages and geography in Key Stage 2. The curriculum meets statutory requirements. Religious Education is taught in

accordance with the locally agreed syllabus. However, although the curriculum is broad, it is not sufficiently balanced in science throughout the school and in geography in Key Stage 2. Pupils do not receive sufficient teaching in these subjects because some aspects are not covered in sufficient depth. In both subjects there are periods of time in Key Stage 2 when pupils do not receive any teaching. As a result pupils do not make enough consistent progress in learning and standards achieved by pupils are below national expectations.

24. The school has made effective provision for teaching the basic skills of literacy and numeracy and has successfully implemented the National Literacy Strategy and the National Numeracy Strategy. Small groups of pupils throughout the school are provided with additional literacy support, and this is having a positive impact on their learning. Appropriate use is made of national guidelines for other subjects of the national curriculum and there are satisfactory policies in place for all subjects. However, the monitoring of the curriculum has not sufficiently identified issues of curriculum imbalance. Teachers sometimes create good links between subjects such as geography and history and these links provide a meaningful context for pupils' learning.
25. The curriculum for children in the Foundation Stage is good and reflects national guidance. In both the Nursery and the Reception class, children of all abilities take part in a variety of stimulating activities, which successfully promotes their learning across all areas of learning. Much of the children's learning is appropriately centred on the use of structured and imaginative play activities.
26. The provision for pupils with special educational needs is satisfactory. The school provides a flexible range of support to meet the various needs of individual pupils. However, although teachers have copies of pupils' individual education plans they are not always used well enough to effectively plan suitable work to meet the needs of individuals. The school ensures that the provision outlined in pupils' statements is in place and is reviewed annually in line with the new Code of Practice guidance. The school's good practice of not withdrawing any pupils with special educational needs from lessons ensures they have full access to their national curriculum entitlement to learn alongside their classmates.
27. Extra-curricular activities are very good and are a strength of the school. As well as sport and musical activities, there are also clubs for Spanish, orienteering, martial arts and line dancing, and so many Key Stage 1 pupils are enthusiastic about the 'Junior Dragons', it necessitates two sessions. The Learning Mentor has done much good work in this area, not just after school, but in developing lunchtime activities to assist in occupying pupils positively in the playground. All these activities help enhance the curriculum as do numerous visits to places such as theatres, galleries, parks, and a host of visitors into the school such as the Fire Brigade and sports and dance groups. The Learning Mentor has also set up a 'Youth Action Group' with the local police, stimulating community projects.
28. Provision for personal, social and health education is good. The co-ordinator has recently formalised a curricular basis for this, which is being implemented by timetabled lessons and circle time. The Learning Mentor and Community Development Manager are also contributing significantly to this area. Drugs education is incorporated into the scheme every autumn, as is sex education in Year 5 and Year 6, when the School Nurse is also involved. In Key Stage 2, this area now embraces assessment in relation to personal development targets.
29. The contribution of the community to pupils' learning and the links and relations with

outside institutions are both good. Links with local bodies such as churches and the senior citizen's home exist, and the community initiatives and the work of the Community Development Manager have put this whole area onto a strategic, school development level. Very good links have been created to involve the whole community with the school. While it remains early days, this manager, along with the school's Learning Mentor, is achieving significant examples of the school going out into the community and more and more local people coming into the school. Examples of this work include summer play-schemes, Adult Education, and being a base for other services. This community work is rightly seen as a key strategic plank in developing relations with not only parents but the whole of Denholme. Links exist with Bradford College for education training and several students are placed in the school.

30. Provision for pupils' spiritual, moral, social and cultural development is good overall.
31. Good provision is made for pupils' moral development across the school. Pupils soon know right from wrong and this is constantly reinforced by the good behaviour policy with its reminders, through rewards and sanctions, and by some particularly good notices and posters that are strategically placed in corridors and classrooms. Children are left in no doubt as to what is acceptable or not. Provision for personal, social, health and citizenship education also drives home such messages.
32. Provision for pupils' social development is similarly good, driven by the fundamentally good relationships that exist and the careful personal development work done by teachers. Most pupils are delightfully open and readily speak to adults in a friendly and confident way. Good work takes place in class, working in pairs and groups, and in circle time to encourage co-operative skills and remind pupils of their responsibilities to others. The 'Buddy' scheme has proved to be a good start and plans exist to extend this soon. Sharing and taking turns are a feature of class behaviour from the Foundation Stage, and higher up the school initiatives for charitable work have been encouraged. Visits and extra-curricular activities provide further opportunities for social development.
33. Provision for pupils' cultural education is also good. The school works hard to make pupils aware of ethnic and cultural differences, and the need to accept such diversity. This is rather weaker in the Foundation Stage, but higher up the school there is a wealth of culturally diverse stimulus material, displays and project work. Specific direct links are being developed with both Zimbabwe and Barbados, while music and dance groups have visited the school recently from several ethnic groups. Religious Education and multi-faith work further enhance this provision. Visits also embrace the culture of the arts and similarly expose children to a good range of cultural stimuli. A named piece of music is usually part of any assembly.
34. Provision for pupils' spiritual development, whilst satisfactory, is rather less developed. Opportunities for pupils to reflect on their lives and achievements are sometimes missed by staff, although some examples were seen in Circle Time. Pupils are rarely exposed to a range of religious beliefs to understand how they can affect people's lives. Opportunities for pupils to experience a sense of awe and wonder are provided in science lessons, but there are fewer such opportunities in assemblies and in other lessons, although some work on pets in the Foundation Stage was a good exception.

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

35. The school works well to ensure the welfare and safety of all its pupils and takes good



care of them at all times. Child Protection procedures are good and efficiently led by the headteacher who ensures all staff are well versed in their own responsibilities. The school also enjoys good relations with Social Services. Security of the school is good and fencing has recently been improved. Health and Safety needs are well attended to by the headteacher and a proactive caretaker, while the Governors are actively involved, several being in school regularly. The recent extension to the school necessitated particular attention to and awareness of health and safety matters. Matters such as first aid and fire drills are efficiently handled and appropriately recorded.

36. There are good procedures for monitoring and improving attendance and these have had a positive impact. The Learning Mentor, who has close links to the Education Welfare Officer, makes a good contribution to improving the levels of attendance. The good behaviour policy encourages pupils to conform to acceptable standards. Equally, procedures for maintaining and eliminating oppressive behaviour are good and are mainly effective.
37. The overall effectiveness of the school's educational and personal support and guidance for pupils is satisfactory. Success is celebrated well, and there is a weekly special assembly where pupils receive praise for good work, attitudes and effort and their confidence is often boosted by speaking about their achievements. The school does not limit such celebration to just in-school achievements but recognises where pupils have achieved success in activities away from the school. The various strategies for encouraging good behaviour contribute to pupils' confidence and motivation.
38. The school implements satisfactory assessment procedures to identify pupils with special educational needs and comply with the Code of Practice. However, the information is not used effectively or consistently for reviewing the appropriateness of pupils being retained on the school's special educational needs register or deciding what further help they may require.
39. The school has devised good links with other agencies to ensure the provision outlined in pupils' statements of special educational needs is implemented. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools. These duties are undertaken appropriately, as is the organisation of annual review meetings.
40. The school's procedures for assessing pupils' attainment and progress other than in the Foundation Stage, English and mathematics are currently unsatisfactory. Assessment in science has yet to be fully developed and there is no whole school provision for assessment in the other foundation subjects. Too much responsibility is placed upon individual teachers and the roles of the assessment co-ordinator and subject co-ordinators have not been properly integrated to collect and use the important data arising from the assessment of pupils' work. The statutory end of key stage national tests are analysed to enable target setting to assist planning for the future and the school also uses standardised reading and spelling tests to support teaching in English.
41. Presently, assessment information is not effectively used to monitor pupils' progress over time and is underdeveloped and there is little evidence for tracking the progress of individual pupils as exemplars of performance. Whilst teachers in Year 1 to Year 6 know their pupils well they can do no more than establish targets for the year and the lack of a coherent whole school assessment policy hampers teachers in the delivery of

the curriculum. In some subjects, marking is cursory and this further reduces the value of the assessment process. Marking of books in the core subjects of English and mathematics is better and enables the teachers to set and monitor targets for individuals and groups of pupils. This information is not yet sufficiently well collated to inform other teachers as the pupils progress through the school. Where the marking is at its best, in Year 3 to Year 6, for example, pupils are beginning to develop a sense of their own learning and progress, although the standard of presentation is often very poor.

42. The school does not have a formal policy for identifying gifted and talented pupils, although it is rightly proud of the inclusive social environment provided for all members of the school community. Those teachers who know their pupils well are able to provide an appropriate level of challenge for the higher attaining pupils in their classes but the existence of a whole school policy would provide for a better overview of the progress being made by this group of pupils. Overall, the formulation of a whole school approach to assessment should be treated as a priority in planning for the future.
43. Assessment of children's attainment in the Foundation Stage is good. Staff complete on-going records of development for individual pupils from the time they enter the Nursery until entry into Key Stage 1. These are used appropriately to plan the next stage of children's learning. An overall assessment of children's attainment is undertaken on entry to the Reception class and repeated at the end of the reception year to ascertain the progress they have made.

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

44. The effectiveness of the school's links with parents is satisfactory overall. Parents' views of the school are good. More than nine out of ten parents who responded to the pre-inspection questionnaire praised the expectations regarding their children's work, the progress they made, the good teaching, the way that children were becoming mature and behaviour in the school. Similar proportions also praised the leadership and management of the school, the school's approachability and they felt their child liked school.
45. A small number of parents felt the school did not work closely with parents or disagreed concerning being well informed about their children. Some parents are disappointed at the provision of activities outside lessons although the inspection found such curriculum enhancing activities to be a strength of the school. Some parents also were critical of the amount of homework but the inspection found the use of homework to be satisfactory with some commendable practices in monitoring English homework.
46. The information provided for parents is satisfactory. The school has a good prospectus and produces good newsletters and letters home. Parents are not informed of the work to be tackled each term and where they might help their children. Reports to parents while satisfactory, could be more evaluative and set more tangible targets.
47. A number of parents do help in school with running the library, while others run the school bank. Efforts are being made to encourage more parents to help in class and with reading. A small informal group runs the 'Friends of the School', which organises several social and fund raising events throughout the year, raising significant amounts for needed items in school.
48. Parents of pupils with statements of special educational needs are appropriately

involved in annual review meetings. They are invited to contribute both in writing and verbally to the discussions about the continuing needs of their child and the progress they have made since the previous review. However, the school is less effective in consulting with parents of pupils who have individual education plans, where the tendency is to inform parents rather than involve them in identifying their needs and contributing to setting targets and working to achieve these both at school and at home.

49. The contribution of parents to their children's learning at school and at home, while satisfactory, is limited and varies considerably. The level of support for homework and for hearing reading is very varied and not all parents reflect the spirit of the home-school agreement.
50. Whilst parental involvement is limited and only a relatively small band of parents give very active support, the school is making massive moves to engage parents more through the Community Initiative and the work of the Learning Mentor and the Community Development Manager. If such initiatives continue at their present pace, they should lead to parents having a significantly greater input into the school and their children's learning.

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

51. The leadership and management of the school are satisfactory overall and the head teacher's leadership of the school is good. He works in close partnership with the Governing Body and together they have a clear understanding of the school's strengths and areas for development. In recent years the school has been through a testing time following the change of status from first school to primary school. Many changes have taken place in staffing and a number of teachers are only recently in post. Since his appointment two years ago, the headteacher has been a key figure in leading the school through the period of change, and has a good understanding of the needs of the school, so that the present staff is now in a position to carry the school forward into the future. There is a shared commitment to the raising of standards in both the core and the foundation subjects and there is a positive ethos for success amongst the staff. The senior management team currently consists of the headteacher and deputy headteacher but the action plan envisages that it will be expanded to include the Key Stage co-ordinators. As part of the expansion of the membership of the senior management team the roles of each of the members will be newly defined. It is particularly important that the leadership role of the deputy head teacher is clearly defined in relation to the responsibilities of the Key Stage and subject co-ordinators, so that the monitoring and evaluating of teaching and learning in order to raise standards is secure.
52. The Governing Body fulfils its statutory responsibilities effectively. Governors regularly visit the school and, individually, have a strong awareness of the main strengths and weaknesses as they presently exist. The insights gained from these visits enable the Governing Body in making its decisions. Governors have agreed a performance management strategy for the school and have set appropriate targets for the headteacher. Overall the Governing Body makes a satisfactory contribution to shaping the direction of the school, as it too has had to make adjustments to the change in status. The developments proposed in the action plan will add to the capacity of the Governing Body in shaping the future course of the school's development.
53. At the present moment the subject co-ordinators do not make a full contribution to the leadership of developments in the curriculum as insufficient attention has been given to

fully develop their roles. Co-ordinators in English and mathematics have begun to identify the strengths and weaknesses of their subjects and have a good grasp of future needs. Satisfactory use is being made of the assessment data available for English and mathematics but the use and analysis of data needs to be more proactive if planning is to be improved and standards raised. The English and mathematics subject co-ordinators have begun to monitor the work done by pupils but have had limited opportunities to monitor teaching and learning in the classroom. The effectiveness of the leadership of the co-ordinators in the other subjects is severely curtailed by lack of assessment policies and limited time for the monitoring of work or teaching and learning in the classroom. At the present time leadership and management in the core subject of science and the foundation subjects of art and design, design and technology, history, geography and music are unsatisfactory. In other subjects leadership and management are satisfactory. Overall the monitoring, evaluation and development of teaching and learning by co-ordinators and the senior management team are unsatisfactory features of leadership and management across the school. Consequently the monitoring and evaluation of the school's performance and taking effective action to secure improvement are unsatisfactory overall.

54. The headteacher has implemented a satisfactory performance management policy in line with statutory requirements. As staff gain an increased understanding of their role in the school so their commitment to success and their capacity for bringing it about is also increasing. It is now imperative that the teachers, who are providing good quality teaching throughout the school, should be empowered in making a full contribution to the future direction of education in the school.
55. The financial administration of the school is efficiently and effectively carried out, with specific grants and other additional funding appropriately directed. Budgeting and financial control are very efficiently handled by the headteacher and administrator. The Governing Body plays an appropriate role in developing and controlling budgets and in the day to day financial management, through an efficient Finance Sub-Committee.
56. However, because the school has not been informed of the size and nature of its Standards Fund, it has been very difficult to properly relate decisions on spending to educational priorities or to relate the Strategic Improvement Plan to specific elements of the budget. This makes it difficult to allow subject co-ordinators to control their own budgets, and also provides unnecessary extra work for the headteacher in monitoring countless items of expenditure throughout the year because the school does not know what monies it will have. This situation has necessitated deficit budgeting, but with a deficit that shrinks through the year as unheralded funds arrive.
57. A further unsatisfactory aspect of the school's finances concerns the Designated Special Provision, which is currently a financial drain upon the main school. The Local Authority funding does not cover the costs of running the unit, and the school has to provide additional funding for staff costs. This has a negative impact on the whole school budget.
58. The principles of 'best value' are applied satisfactorily and spending decisions are linked to improving standards. Consultation does take place with staff, parents and pupils. The hand-to-mouth budgeting necessitated ensures that expenditure is always critically evaluated, but limits the school's capacity to plan its spending more strategically.
59. Staff who have received specialist training are particularly effective in the contribution they make to teaching and learning, especially when they are well deployed to support

pupils in whole class lessons. The additional support provided for pupils with statements of special educational needs is very effective because it is used to enable pupils to be taught alongside their classmates. The management of special educational needs is satisfactory but there are features that need improving. The headteacher is currently undertaking the role of special educational needs co-ordinator and is reviewing practices and procedures. In the past the quality of record-keeping was poor and consequently pupils' files are disorganised and in need of streamlining. The special educational needs co-ordinator does not have a direct teaching remit for working with any pupils who have special educational needs. This is unsatisfactory as there are inadequate opportunities to directly monitor and evaluate the work of colleagues and the use made of individual education plans throughout all subjects of the curriculum. There is a satisfactory policy for special educational needs. Special educational needs features in the school development plan and there is a named governor, who is well informed and supportive, with responsibility for this aspect of the school's work. The school provides a satisfactory level of resources and staffing to meet the needs of this group of pupils. The quality of accommodation is also satisfactory and enables access throughout the school for wheelchair users.

60. The match of teachers and support staff to the demands of the curriculum is satisfactory overall, although there is currently no co-ordinator for science. Support staff are particularly well matched to needs and are well deployed in working with small groups and individual pupils.
61. The school's accommodation is good. There are plenty of rooms, but classrooms are of adequate rather than generous size. The school has a wealth of extra rooms and withdrawal areas and resources that are well used. The children in the Foundation Stage enjoy good spaces. The school is bright, cheerful and kept clean and in good condition with a wealth of good displays in all parts that make a positive contribution to pupils' learning. Outside, space is limited, necessitating the staggering of breaks. Plans exist to extend the hard surfaces and possibly have all weather play areas. Only limited play activities are available except in the separate Foundation Stage area. The premises are secure and well maintained.
62. Learning resources are satisfactory overall but unsatisfactory in science where there is a lack of reference materials to enhance knowledge. In art and design they are also unsatisfactory due to an insufficient range of materials. Whilst satisfactory, resources for physical education are still rather limited and in religious education they are only just so, being weak in artefacts that are not borrowed. In design and technology there are insufficient resources for more advanced construction. The library is impressive, well used and rich in a good range of books.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to build on the recent improvements to the quality of education provided by the school, the headteacher, staff and Governors should work together to:

- (1) raise the standards achieved in the national tests at the end of Key Stage 2 in English and mathematics by continuing to give these subjects a high priority and focusing on the development of pupils' knowledge, skills and understanding.**  
*(paragraphs 7, 87, 98)*
- (2) raise the standards achieved in science throughout the school and in geography in Key Stage 2 by:**
  - reviewing the curriculum to ensure that all areas of these subjects are taught regularly and in sufficient depth;
  - addressing the issues relating to teachers' subject knowledge and resources in science;
  - reducing the number of worksheets and improving pupils' recording of their work.*(paragraphs 4, 7, 9, 20, 23, 105 – 110, 122, 124)*
- (3) develop consistent assessment procedures for all subjects of the curriculum, including the marking of pupils' work, and use the information gained to identify areas for development and set targets for improvement.**  
*(paragraphs 40, 41, 42, 53, 96, 111, 116, 118, 121, 135, 141, 145, 150)*
- (4) strengthen the management structure within the school by re-allocating and clarifying the roles and responsibilities of key staff, including subject co-ordinators, so that they make a better contribution to monitoring and evaluating their subjects and areas of responsibility and planning for improvement.**  
*(paragraphs 40, 51, 53, 96, 104, 110, 116, 121, 131, 141, 145, 150)*
- (5) make more rapid progress in implementing the plans for integrating the designated special provision into the life of the school, and in addressing the additional issues identified in the report.**  
*(paragraphs 12, 64 - 77)*

As well as these key issues the Governors may also wish to include the following minor issues in their action plan:

- continue to work to improve the behaviour of a minority of older pupils in the school.  
*(paragraphs 13, 14)*
- improve the quality of presentation of pupils' work, particularly in English  
*(paragraphs 41, 93, 94)*

## THE DESIGNATED SPECIAL PROVISION

64. The designated special provision located at Denholme Primary School forms part of the Bradford Local Education Authority's provision for primary aged pupils with autism. The pupils are on the roll of Denholme Primary School and the local authority funds the provision through an identified element of the school budget. Currently there are 14 pupils in the specialist classes. All pupils have a statement of special educational needs which centres on communication difficulties associated with autism. At the time of the inspection the unit was operating to its full capacity.
65. No pupil is disapplied from the National Curriculum and, therefore, they participate in the national tests and teacher assessments at the end of Year 2 and Year 6. The standard of work produced by the younger pupils is below average and for older pupils it is well below average. In relation to their own prior achievements younger pupils make satisfactory progress, but older pupils do not make as much progress as they could because they are not receiving their full entitlement to a broad, balanced or relevant range of learning opportunities appropriate to their age. However, when pupils are given the opportunity to share in lessons with pupils of a similar age in the mainstream school they make much better progress and achieve higher standards of work. For example, when three pupils joined the infants for their lessons they all made good progress. This was because the quality of support was good. The mainstream teacher is very aware of the additional special needs of the pupils and makes good provision to meet these needs by involving the pupils and making them welcome. The teacher and learning support assistant have high expectations of what these pupils can achieve.
66. Since the appointment of the current headteacher the philosophy of the school is to enable pupils with autism to work alongside pupils of a similar age in the mainstream school as much as possible, whilst giving focused support for their specific individual needs in the resourced classes. These needs are mainly associated with the development of communication, literacy and numeracy skills together with significant aspects of personal and social skills. However, at the time of the inspection, the headteacher's vision for the pupils had only in part been realised. Although some staff are supportive there is a reluctance from others, including staff in the specialist classes, to be more proactive in promoting an inclusive education which provides equality of opportunity for every pupil regardless of their disability. This means that the school is not following the guidance for inclusion outlined in the latest legislation. The focus on providing all these pupils with a fully inclusive education is unsatisfactory.
67. The quality of teaching in the specialist classes is satisfactory. During lessons teachers manage pupils effectively and make some effective use of homework to support pupils' learning in class. They use a satisfactory range of methods to help pupils learn, such as whole class activities, group work and individual tasks, but they do not always select the best approach to help pupils learn as well as they could. For example, Key Stage 2 pupils learning about collecting and recording data using tally charts were given tasks which were too reliant on the use of textbooks rather than being able to learn through practical work. This resulted in them losing interest in what they were doing. Because of these weaknesses pupils are not working as hard as they might or producing work of a standard of which they are capable. Pupils have too little knowledge of their own learning because they are not involved in discussions about the progress they are making, nor invited to contribute to making suggestions about ways they could take responsibility for their own learning.
68. In more challenging and creatively planned lessons pupils behave very well. For example, younger pupils behaved very well in a lesson where they were developing their art skills. They enjoyed painting 'scenery' using varying shades of green, to add

shades and tones to the finished backdrop and were keen to share their efforts with the adults helping them. They enjoyed a very good relationship with their teacher and she was effective in getting individuals to work together co-operatively. Pupils were given confidence to learn new skills and enjoyed the opportunities to extend their verbal and non-verbal interaction. Even in those lessons which are less exciting pupils' behaviour is good. All staff are adept at dealing with any potential conflict and ensure pupils' behaviour is consistently managed.

69. Many pupils who attend the designated provision, especially those in Key Stage 2, are not receiving a balanced or relevant curriculum. Whilst teachers plan to teach all the subjects of the National Curriculum and religious education during the course of the year the content of some lessons is inappropriate. The wide age range of pupils within each class makes planning an appropriate curriculum difficult, but this problem is compounded further because too little use is made of guidance available in nationally recognised curriculum documents. In particular the strategies used in teaching literacy and numeracy are not sufficiently well structured. Whilst pupils are making some progress in their English and mathematics lessons, it is not enough because lessons are not planned with a clear focus on meeting the learning needs of each individual. For example, in a lesson where pupils were discussing their forthcoming residential trip they were able to recall many of their favourite experiences from previous visits. The activity provided good opportunities to develop pupils' memories and recall skills, but the teacher had not effectively planned what she intended each pupil to learn in the lesson. Opportunities were missed to record each pupil's response to specific questions in order to gauge their progress, or to note any strengths or areas to develop in terms of pupils' understanding or ability to communicate their ideas. When the activity had been completed pupils were not given more challenging work to complete for the remaining time but were asked to draw a picture and complete a colouring task. If these subsequent activities had had a planned purpose, pupils' learning would have been better.
70. Teachers make too little reference to pupils' individual education plans or specific learning targets in any lesson plan. Work is not varied sufficiently so that each pupil is given a task which is appropriate for their particular level of ability. Not all pupils are receiving their full entitlement to the National Curriculum, because several pupils are following topics which are not relevant for their age. This is more prevalent in the Key Stage 2 class. For example, in the spring term the information and communication technology planning file shows all pupils, regardless of their age, were taught about 'weather around the world' which is part of the work covered in Year 3 in the rest of the school. Because pupils are not covering similar topics to others of the same age in the school it is difficult for them to share lessons with others who do not have special educational needs. This is unsatisfactory and is also adversely affecting standards pupils are able to achieve in the national tests at the end of Year 6.
71. The designated special provision does not provide all pupils with a socially inclusive education because pupils do not have the same access or opportunity as pupils in the main school classes. These pupils are not benefiting from what the school provides, for example, opportunities to join pupils of the same age for registration or to participate in a range of extra-curricular activities, although this is partly precluded because of transport arrangements at the end of the school day. Efforts are made to enliven learning opportunities such as the annual residential trip to Caldwell. However, this valuable learning opportunity is not shared with pupils from other classes in the school. The nearby locality is effectively used and photographs show pupils enjoying a visit to Denholme Edge Church as part of religious education, and the local 'Late Shop' to study packaging in preparation for design and technology work. When pupils from the



designated provision do share experiences with pupils from other classes, such as a walk with Year 5 to 'Top Withens', the whole school 'Arts Week' or the visit to school by 'Henry' the carthorse from the Industrial Museum, they make valuable gains both socially and academically. Therefore, the contribution of the community to pupils' learning is good. However, the constructiveness of relationships with the school is in need of greater development. There is too little co-operation between staff in the unit and the main school to enhance curriculum support or the inclusion of the Key Stage 2 pupils within the school for lessons, competitions, festivals or sporting events in order to enrich their learning and personal development. Although the school has made a positive start by enabling the pupils to attend assembly and share lunch and playtimes, there are not enough opportunities for them to be more involved in the life of the school.

72. There are good systems in place to ensure that pupils are well cared for and safe, and this helps them to feel secure. Staff know all the pupils very well and endeavour to work in their best interests, safeguard their welfare and promote their development. There are effective partnerships with other agencies, such as the speech therapist and these contribute positively to the good quality of provision for pupils' welfare. Child protection systems are good and staff are knowledgeable about procedures they need to follow if they have a concern about any pupil. Procedures for monitoring and improving attendance and good behaviour are also effective. Pupils are adequately supervised during playtime, before and after school and the collection arrangements at the end of the day are a well-established routine.
73. Procedures for the assessment and monitoring of pupils' academic performance are satisfactory. These are not, however, well enough linked to identified needs in pupils' statements. Too little use is made of the assessment information to inform teachers' planning. There are no evident links between individual statements, individual education plans and what pupils are taught in each lesson. When individual education plans are reviewed, the evaluation of targets achieved is vague and not linked to adequate success criteria. Subsequent targets sometimes bear too little relation to previous ones. There is no reference to pupils' levels of ability in teachers' planning or whether pupils are functioning at National Curriculum levels, Early Learning Goals or 'P' Levels. Therefore, there is no clear record of how quickly or slowly pupils are learning and teachers do not have sufficient information to ensure they plan lessons which promote the full potential of each pupil.
74. Pupils' statements are in place and reviewed regularly. There is effective liaison with outside agencies, including the educational psychologist. Parents are informed of their right to contribute views and opinions at annual review meetings. All pupils attend their annual review meeting or give their views through a questionnaire which they complete with a teaching assistant. Parents are very happy with what is being undertaken and feel that their children make good progress.
75. The management of the designated provision is unsatisfactory and staff do not see themselves as members of the whole school staff compliment. The school's aims and values are reflected in the work of the designated provision but the staff do not share a strong enough commitment to improve the quality of what the school as a whole does. Until the appointment of the current headteacher the specialist provision operated as a separate entity within the school building and was managed by the Local Education Authority as well as the headteacher. The changes brought about recently have been aimed at removing the management barriers which created the isolation. These improvements have yet to fully and effectively impact on the day to day organisation of the specialist classes. However, the school improvement plan provides details about the intended changes which will enhance pupils' opportunities to participate more fully

in the life of the school and thus benefit from opportunities to learn alongside other pupils of the same age who do not have such significant special needs. This is to be commended as a very positive step in promoting the school ethos of actively ensuring every pupil has equality of opportunity to a fully inclusive education. The chair of governors, in particular, has a good knowledge and understanding of the need to bring about these changes and, along with the rest of the governing body, is now developing a clear understanding of the strengths and weaknesses of this aspect of the school's work. In common with the rest of the school too little monitoring and evaluation of teaching has been undertaken. As a result individuals do not know their strengths or areas in which they need to improve.

76. The accommodation for the specialist classes is unsatisfactory. The room is small and there is insufficient space to store resources. The lack of storage space is very evident because the classes have a good level of materials and equipment for teachers and pupils to use in their lessons. There is a generous number of teachers and support staff to meet the demands of the curriculum. The teachers have many years experience and the support staff are well qualified for their roles.
77. In spite of pupils' positive attitudes and good behaviour, good systems to ensure pupils' care and welfare, parents' positive views of the provision and the good contribution the community makes to pupils' learning the unit is providing unsatisfactory value for money. This is because of the failure to provide all pupils with their entitlement to equality of opportunity, significant weaknesses in the curriculum, unsatisfactory use of assessment and monitoring pupils' achievements and the unsatisfactory leadership and management structure that is currently in place.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	37

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	10	25	18	0	0	0
Percentage	0	19	47	34	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.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	12	214
Number of full-time pupils known to be eligible for free school meals		37

FTE means full-time equivalent.

#### Special educational needs

	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	19
Number of pupils on the school's special educational needs register	0	38

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	33

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	19	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	19
	Girls	15	13	15
	Total	29	27	34
Percentage of pupils at NC level 2 or above	School	78 (96)	73 (96)	92 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	18	19
	Girls	14	13	14
	Total	25	31	33
Percentage of pupils at NC level 2 or above	School	68 (100)	84 (100)	89 (100)
	National	85 (85)	89 (89)	89 (89)

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
		2002	26	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	21
	Girls	9	10	10
	Total	25	25	31
Percentage of pupils at NC level 4 or above	School	64 (54)	64 (57)	79 (73)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	18	22
	Girls	9	10	10
	Total	21	28	32
Percentage of pupils at NC level 4 or above	School	57 (41)	72 (51)	82 (59)
	National	73 (72)	74 (74)	82 (82)

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

***Ethnic background of pupils***

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	162	8	
White – Irish			
White – any other White background	1		
Mixed – White and Black Caribbean	5		
Mixed – White and Black African	1		
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani	1		
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese	2		
Any other ethnic group			
No ethnic group recorded	16		

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: Y1– Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	27
Average class size	30

#### **Education support staff: Y1– Y6**

Total number of education support staff	13
Total aggregate hours worked per week	334

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	12
Total number of education support staff	1
Total aggregate hours worked per week	28
Number of pupils per FTE adult	6

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	8.1
Number of teachers appointed to the school during the last two years	3.4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
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	£
Total income	631 857
Total expenditure	673 265
Expenditure per pupil	2979
Balance brought forward from previous year	45 519
Balance carried forward to next year	4 111

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	238
Number of questionnaires returned	48

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	2	2	2
My child is making good progress in school.	52	44	4	0	0
Behaviour in the school is good.	31	59	8	0	2
My child gets the right amount of work to do at home.	25	44	21	4	6
The teaching is good.	50	46	4	0	0
I am kept well informed about how my child is getting on.	29	48	19	4	0
I would feel comfortable about approaching the school with questions or a problem.	63	31	6	0	0
The school expects my child to work hard and achieve his or her best.	58	40	2	0	0
The school works closely with parents.	25	52	21	0	2
The school is well led and managed.	31	59	8	0	2
The school is helping my child become mature and responsible.	44	52	2	0	2
The school provides an interesting range of activities outside lessons.	35	38	8	6	13

## **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**

78. Children enter the Nursery part-time after their third birthday and they transfer to the Reception class at the start of the academic year in which they are five. At the time of the inspection, there were 24 children in the Nursery attending either the morning or afternoon sessions and 25 children in the Reception class.
79. The attainment of children on entry to school is broadly average. Overall, teaching is good throughout the Foundation Stage, which leads to children making good progress. By the time they enter Year 1 most children will achieve the expected goals in all the areas of learning. The Foundation Stage assistants provide very good support, which makes a positive contribution to the children's learning. The Reception class teacher manages and co-ordinates the Foundation Stage appropriately but she has not yet had the opportunity to observe teaching and learning in the Nursery in order to be fully effective in the role of co-ordinator. Children's work is carefully planned to match the nationally recommended stepping stones towards the early learning goals for children aged five and regular assessments of attainment are undertaken so that staff have a clear idea of where children are in each of the areas of learning. All the staff work well together as a team, which provides children with equal opportunities and helps to ensure continuity of provision throughout the Nursery and Reception class. .

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

80. The personal, social and emotional development of children is given a high priority by staff and teaching in this area of learning is good. Children make good progress in this aspect of their development and most attain the early learning goals before the end of the reception year. The Nursery and Reception class are organised effectively so that children can access equipment easily and readily, which enables them to make independent choices about what they need. Members of staff encourage children to take responsibility for tasks such as tidying up after activities and the children respond appropriately to this and are developing good social skills. Children's confidence and self-respect are developing well and staff members help children to develop a clear sense of what is right and what is wrong. The children's behaviour is good and they play and work well together. They learn how to take turns when sharing resources and they handle books and equipment with care and respect. Most children concentrate well when working in a group with an adult or when working at a task independently. Teachers provide children with good opportunities to show a range of feelings. Suitable opportunities are provided for the children to learn how to treat living things with care and respect. For example, children are currently learning the importance of looking after their pets properly and an enjoyable and well-organised session led by the learning support teacher developed this effectively during the inspection. Relationships between the staff and the children are very good and the children respond appropriately to the high standards set for them.



## **Communication, language and literacy**

81. Teaching is good in this area of learning. Teachers provide a good range of opportunities for children to develop their speaking and listening skills and encourage them to use the correct language and to extend their vocabulary. There are imaginative play areas where children can participate in role-play and develop their communication skills and the staff extend the children's language and role-play by sensitively participating alongside them. Throughout the Foundation Stage children enjoy stories that are read enthusiastically and expressively by the staff. In the Nursery they quickly learn that words and pictures carry meaning. They handle books correctly, holding them the right way up and starting at the beginning turn over the pages in order. In the Reception class, many children recognise some familiar words and are developing a few simple strategies to read unfamiliar words such as picture clues and letter sounds. More able children read simple books with confidence. Through the shared reading of books, children learn to understand terms such as 'author', 'title' and 'front cover'. Satisfactory opportunities are provided for children to begin to develop their writing skills. In the Nursery, they learn to hold their pencil correctly and are developing increasing pencil control. Older children are starting to form some letters correctly and to know the sounds letters make. By the time they enter Year 1 most children know a good number of letter sounds and some can spell a good number of three letter words independently. Writing tables are provided in the Nursery and the Reception class where children go to 'write' letters. However, overall children, particularly those who are more able, are given insufficient opportunities and stimuli to develop their writing to their maximum ability. Younger children learn to recognise their own name and older and more able children can write their name with appropriate use of upper and lower case letters. Children are taught a wide range of songs and rhymes and this helps them to associate sounds with patterns in rhymes and letters in words. Although there are some weaknesses in the development of children's writing skills, the teaching of language and reading skills in the Foundation Stage is good which results in good learning taking place. Most children will attain the Early Learning Goals for speaking and listening and reading and some more able children will go beyond this.

## **Mathematical development**

82. The quality of teaching in this area of learning is good and most children are likely to attain the Early Learning Goals in this area by the end of their reception year. Children of all abilities make good progress. Throughout the Foundation Stage teachers place an appropriate emphasis on the teaching of number skills through a range of practical activities, songs and games. Through these activities children begin to develop an early understanding of terms such as 'more' and 'less' and to tackle simple problem solving activities. In the Nursery, members of staff use routine activities appropriately to develop counting skills. Children concentrate well and made good progress. Many children in the Reception class can count accurately and recognise numerals to ten. Through sand and water play activities, children are developing an early understanding of measuring and capacity and to use and understand terms such as 'heavier' and 'lighter'. During the inspection, children in the Reception class were developing directional language such as 'left' and 'right', 'up' and 'down', in order to give directions to their friends. Regular opportunities are provided for children to sort, match and order objects and to recreate simple patterns. Many children recognise and know the names of simple two-dimensional shapes such as circle, triangle and square. Through the purposeful play activities provided children make good progress in all aspects of mathematics.

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

83. The quality of teaching is good and children learn well throughout the Foundation Stage. The majority of children achieve the expected standard by the time they enter Year 1. Topics and themes are well planned and linked appropriately to the expected goals for learning. Visits out and visitors to school are sometimes used to broaden children's experience. Teachers provide interesting displays of natural and man-made objects which children are encouraged to explore and investigate. There is a good range of construction kits, tools and materials, and children learn appropriate techniques to enable them to develop their designing and making skills. Children have on-going opportunities to develop their understanding of information and communication technology and computer skills, such as controlling the mouse, are developing well. During the inspection, children in the Nursery were concentrating on directing a 'roamer' and were delighted when they got it to move in the direction they wanted. Members of staff provide children with time to think about and discuss past and present events in their lives. They explore the features of living things and through planting seeds and bulbs are able to observe how they grow. Currently, children in the Nursery and the Reception class are having the opportunity to observe the stages in the life cycle of a butterfly as their caterpillars spin a cocoon. Children are developing a satisfactory understanding of their own culture and beliefs but only have limited opportunities to learn about those of other people.
84. Members of staff create an exciting and stimulating environment with a wide range of activities that attract their curiosity and interest. They make good use of questioning to encourage children to think about how and why things happen and provide them with many first hand experiences. This practice is effective in developing their knowledge and understanding of the world.

### **Physical development**

85. Teaching in this area of learning is good and most children will attain the expected levels for physical development by the time they start Year 1. In the Nursery, there is a safe and well equipped outside area and children have daily opportunities to play. They move confidently and without bumping into each other. The children in the Reception class also have regular opportunities for outside play and physical education lessons in the hall are planned and taught well with the result that children make good progress. Children receive plenty of encouragement from all the staff and so they are keen to participate. Instructions are clear and children follow them accordingly. During the inspection children were learning Maypole dancing. Nearly all the children were able to skip in time to the music, stop and start where appropriate and manage to retain their positions in relation to each other. This made a suitable contribution to their social and cultural development. A variety of large apparatus enables children to develop their balancing and climbing skills. Teachers provide good opportunities for children to develop their manipulative skills and children use scissors, pencils, crayons and paintbrushes and small construction equipment with increasing precision and control.

### **Creative development**

86. Throughout the Foundation Stage, children are given good opportunities to use a variety of equipment and materials to develop their creative skills and most attain the expected goals before they enter Year 1. The teaching of this area of learning is generally good and the children make good progress. They enjoy drawing, painting and exploring the effects of colour on paper. They make satisfactory attempts at drawing pictures of things they see and experience a satisfactory range of techniques such as printing, finger painting and collage. Creative work is often appropriately linked to other areas of learning. For example, through drawings children learn to sequence stories and

illustrate their favourite books such as 'The Three Billy Goats Gruff'. The children have good opportunities provided for them to play musical instruments and explore the sounds they make. They enjoy singing and know a number of songs and rhymes by heart. During the inspection, children in the Reception class were introduced to the terms 'beat' and 'pulse' and most were able to keep the beat when clapping and tapping or playing simple percussion instruments. Teaching is effective in ensuring that children have many opportunities to take part in creative and structured play that develops their imagination well. The areas that are set up for this are well resourced and provided with suitable props and equipment that add authenticity to learning. During the inspection, children in both the Nursery and the Reception class were playing at being vets, or bringing toy animals to the veterinary surgery play area related to their current topic about animals, and this made a positive contribution to their creative development.

## ENGLISH

87. The 2002 National Curriculum test results for pupils at the end of Year 2 were average in reading against all schools nationally and also average when compared to similar schools. Standards in writing at the end of Year 2 were well below average compared to all and similar schools. The trend of improvement has been in line with the national trend in improvement over the past four years. The National Curriculum test results for pupils in Year 6 were well below average compared to all and similar schools. Inspection findings indicate that pupils' attainment in English at the end of Year 2 is in line with national expectations and is likely to show an improvement over the standards reached in 2002. At the end of Year 6 pupils are also likely to reach national expectations and this will be a significant improvement over the standards reached in 2002. Pupils in all year groups have been affected by changes in the status of the school and turbulence in the staffing situation in recent times and are now beginning to benefit from the developing stability in the school. There is no previous report against which to measure standards.
88. Overall, pupils throughout the school are making satisfactory progress. Those with special educational needs make similar progress to their classmates as they benefit from good quality support from their teachers and learning assistants. The school does not yet formally identify pupils who are gifted and talented but good support is given to higher attaining pupils, particularly in Year 3 to Year 6. Test results and evidence from the inspection show no significant differences in the performance of boys and girls. Inspection findings indicate that teaching is now good across the school and this is beginning to have an impact on the progress being made by pupils in all year groups.
89. Throughout the school pupils listen respectfully to their teachers but are less ready to show the same degree of respect for the views of their classmates. In Year 1 and Year 2 this lack of respect manifests itself in interruptions that are dealt with by teachers who are working hard to improve pupils' willingness to listen to each other. In Year 3 to Year 6 the lack of willingness to listen to classmates is more focused on a small group of pupils with challenging behaviour who can be dismissive and offensive in their reluctance. Teachers deal with this behaviour with admirable tact and patience, which is part of the good quality support offered to pupils whose behaviour is challenging. In Year 3 to Year 6 teachers have a mature relationship with their pupils and clearly convince the vast majority that their ideas and opinions are valued.
90. The vast majority of pupils in all age groups speak with confidence and by the end of Year 6 can express views of some profundity as they discuss a variety of issues.

During the course of the inspection the teacher and pupils in Year 1 discussed the meaning of prayer in a religious education lesson and pupils in Year 6 engaged in a fascinating dialogue concerning the rights and wrongs of the relationship between Romeo and Juliet. In Year 3 to Year 6 the use of workshops and drama as a medium for expression is giving pupils a new confidence in the use of English and teachers are building a climate in which pupils can feel confident in expressing themselves. The high expectations of teachers in English have not yet carried over into other subjects in the curriculum and pupils are not as keen or articulate in expressing their views in, for example, geography or science.

91. Standards in reading are in line with national expectations for pupils in Year 1 and Year 2 and they are making good progress. In shared reading pupils read with confidence and expression and, in guided reading, they show a good level of enthusiasm as they respond to the guidance of teachers and learning assistants. Pupils have access to a range of literature in the classroom and also make good use of the school library. Good quality teaching places an appropriate emphasis on the use of the core reading materials and the development of basic skills that have an application to other areas of the curriculum. Pupils in Year 1 and Year 2 are beginning to make use of non-fiction texts as sources of information as they transfer their reading skills from the core reading materials.
92. Pupils in Year 3 to Year 6 continue to make good progress in their reading and expand their experience of the range of books available in the library. By the time they reach Year 6 the vast majority of pupils are confident readers with a good range of favourite books and authors in their repertoire. During the inspection a small number of older pupils expressed the view that they feel reading to be a waste of time and are reluctant to engage with books at home. Teachers are aware of this reluctance and work hard to raise the profile of literature for this group of reluctant readers.
93. On the basis of previous National Curriculum test results the school has identified writing as a priority for improvement. Evidence from the inspection indicates that standards in writing have risen in Year 1 and Year 2. The majority of pupils are writing clear and readable accounts although they have yet to transfer these skills to other subjects of the curriculum. Marking is generally up to date but does not always give sufficient advice to pupils on how they might improve the quality of their work. As the quality of the content of pupils' writing improves it is not yet being matched by improved styles of presentation even though pupils have regular handwriting practice.
94. Raising standards in writing has also been a priority in Year 3 to Year 6. Evidence from the inspection indicates that standards are satisfactory by the end of Year 6 and that they are improving across the year groups. The introduction of writing workshops in Year 3 to Year 6 is having a significant impact on standards and attitudes towards writing. A further innovation seen during the inspection involves team teaching in Year 3 when a design and technology lesson had a specific writing focus to encourage the transfer of skills to other subject areas. Teachers endeavour, in their marking, to encourage pupils in reflecting on their own progress and success with group and individual targets. At present the information gathered from this kind of assessment is not being fully utilised to plan the next stage of learning. All pupils engage in regular handwriting practice but there is little evidence that this is having an impact on presentation, which remains a problem. By the time they reach Year 6 pupils are regularly using information and communication technology as a tool to support their work in English as they develop their skills in word processing.

95. The quality of teaching is good throughout the school. During the inspection a significant proportion of good and very good teaching was seen. Teachers have worked hard in developing a secure relationship with their pupils and this is having an impact on the work being produced. The quality of the relationships between the teacher and the class was the major factor in the success of a Year 6 drama session observed during the course of the inspection. Good support is offered to those who are less confident and, because they know their pupils well, teachers are able to challenge those who are higher attainers. At present too much responsibility is placed on individual teachers for this and the school needs to apply a coherent policy of recognising gifted and talented pupils.
96. The co-ordinator for English is a good teacher with a strong view as to the future direction of the subject. At present she can offer only satisfactory leadership and management in the subject because the school has not yet undertaken the full development of the role of its co-ordinators. As a consequence best use is not being made of assessment information to guide planning and there is no systematic monitoring of teaching and learning in the classroom in order to identify areas for improvement. Because teachers in each key stage are working as a team some of the problems are lessened but the role of the co-ordinator needs to be developed as a priority to assist in raising standards. Resources are satisfactory, with effective use being made of the library and the newly purchased core reading materials. Increasing use is being made of information and communication technology as a support to pupils' learning. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development and offers equal opportunity for the inclusion of all pupils.

## **MATHEMATICS**

97. In the 2002 national tests taken by pupils at the end of Key Stage 1 standards were average when compared to all and similar schools. The percentage of pupils who achieved the higher level 3 was above average. In the 2002 Key Stage 2 tests standards were well below average for all and similar schools, with the percentage who achieved the higher level 5 below average. Inspection evidence shows that standards currently are average at the end of Year 2 and Year 6. When pupils enter Year 1 they are achieving standards that are broadly average, although there is a wide range of attainment. Throughout the school all pupils, including those who have special educational needs, make steady progress and their achievement is satisfactory.
98. Following the re-organisation of the school from a First to a Primary school in 2000 there was a period of staffing instability, and teachers had little experience of delivering the curriculum for mathematics to pupils in Year 5 and Year 6, or of administering the Key Stage 2 tests. This, coupled with a newly developing scheme of work for mathematics in Key Stage 2 that had not had time to become embedded or to be evaluated, had a negative impact on the standards achieved in the tests. However the staffing in the school is now more stable, and the impact of very good teaching in upper Key Stage 2 is resulting in improving standards overall, particularly for those pupils of average and above average prior attainment. However there is still a significant minority of pupils who do not achieve the expected levels, and in some cases this is due to negative attitudes to learning that the school is working hard to improve.
99. Pupils in Year 1 calculate numbers to ten accurately and with confidence, the higher attaining demonstrating a good recall of addition and subtraction facts and using the correct mathematical vocabulary. Some pupils add and subtract numbers up to twenty

and count on and back in twos and fives, recognising the patterns in their calculation. By the end of Year 2 most pupils know the pairs of numbers that will make ten or twenty and can clearly explain their strategies for working these out if they are unsure. Higher attaining pupils add three numbers together accurately up to fifty, and can calculate money up to fifty pence. They are learning the multiplication facts of the two, three, five and ten times tables, and are beginning to use this knowledge to share by two and three. They investigate number patterns such as the multiples of five. Most pupils have a sound understanding of the value of the tens and units in a two-digit number and accurately identify the odd and even numbers up to 100. They use their mathematical skills and knowledge to satisfactorily solve simple problems.

100. Throughout Key Stage 2 pupils continue to develop their number skills, becoming more skilled in calculating large numbers quickly and accurately. By the end of Year 6 most have a sound grasp of place value to 10,000 and of decimals to two places. They have a sound understanding of the four number operations and use mathematical vocabulary such as 'consecutive' and 'multiple of' accurately. They are developing a satisfactory understanding of algebra, using letters or symbols to represent unknowns. Higher attaining pupils know how to use brackets in a calculation, can work out equivalent fractions, order decimals and find percentages. They have a satisfactory understanding of ratio, proportion and probability. Most pupils use their skills satisfactorily to solve problems, although lower attaining pupils find this difficult if the problem involves more than one step.
101. By the end of Year 2 most pupils have a sound understanding of shape, space and measures. They investigate the properties of two-dimensional shapes, recording the number of sides. Pupils in Year 1 have a sound understanding of reflective symmetry that is being developed through practical activities in the classroom such as using mirrors to reflect the shapes of every-day objects. In Year 2 pupils investigate shapes that tessellate, and the nets of cubes. They measure accurately in centimetres using a ruler, and use digital and analogue clocks to tell the time. By the end of Year 6 pupils sort two-dimensional shapes according to properties such as sides, angles and parallel lines. They recognise reflective symmetry and use their understanding of co-ordinates to plot shapes on squared paper. They are developing a sound understanding of translation and rotation. Most pupils accurately measure the size of angles and can calculate the perimeter and area of regular shapes. They draw the nets of three-dimensional shapes with some accuracy.
102. Pupils in Year 2 use block graphs, pictograms and tally charts to record information they have gathered, for example the favourite crisp flavour of the class. They use their charts to generate and answer questions about the information they have recorded. By the end of Year 6 pupils use a good range of ways of recording information, such as pie charts, bar charts and line graphs, interpreting information and presenting it in a range of formats.
103. The quality of teaching and learning is good overall, and in upper Key Stage 2 teaching is very good. Most lessons proceed at a good pace, and pupils are suitably challenged to think, explain their strategies for working things out and to respond promptly to questions. Resources are well prepared and appropriate and lessons are well organised and managed. Teachers explain things clearly using the correct mathematical vocabulary, and they reinforce the learning through questioning and in the final part of the lesson when they re-visit the learning objectives. Very good use is made of support assistants, particularly in working with lower attaining pupils, and all adults use praise effectively to motivate and encourage pupils. Very occasionally some of the tasks provided do not provide sufficient challenge for the higher attaining pupils. In

upper Key Stage 2 teachers have very good subject knowledge and use on-going assessment effectively to ensure that the needs of all pupils are met. Teachers manage pupils' behaviour well, but occasionally the behaviour of a minority of pupils is very challenging and this has a negative impact on their own learning and that of others close to them. However most pupils have good attitudes to learning. They try hard and concentrate well, showing pride in their achievements and progress.

104. The leadership and management of mathematics are satisfactory. The co-ordinator monitors the subject by looking at teachers' planning and pupils' work, and by analysing the results of the national tests and other assessments. Through this she has identified priorities for the subject and formulated an action plan that indicates the areas for development, such as language based work. The co-ordinator has worked alongside teachers giving them support and advice, but as yet has not been involved in any formal monitoring of teaching. Assessment procedures are satisfactory. The school carries out a range of standardised tests as well as the national statutory tests, and uses this information to track pupils' progress and identify the focus for their learning. Targets for each class have been set but the school does not yet set any individual targets for pupils, and this is an area for development. Resources for learning are satisfactory. They are well organised and used effectively in all classrooms. Displays in classrooms and around the school effectively support pupils' learning and often provide additional challenge for pupils.

## **SCIENCE**

105. In the 2002 assessments of pupils at the end of Year 2, the school's results were below the national average, and the average for similar schools. Standards achieved by pupils at the end of Year 6 in the 2002 tests were well below the national average, and the average for similar schools. The quality of work produced by pupils currently in Year 6 suggests they will attain standards in the national tests which are below average. Throughout the school pupils make too little consistent, sustained progress. Pupils with special educational needs make similar progress to their classmates .
106. Inspection findings are that standards at the end of Year 2 are below average and pupils in Year 1 and Year 2 make insufficient progress. Teachers provide too few opportunities for pupils to write their own extended accounts of what they know, understand and can do. A scrutiny of pupils' work over time reveals that too great a reliance is placed upon the use of worksheets as a means of recording. This curtails pupils' natural curiosity and, therefore, limits their independent learning. As a result much of the work so far recorded by pupils is unsatisfactory. Higher attaining pupils who write independent accounts of their science work have a clearer knowledge and understanding of the subject, and these pupils talk knowledgeably about what they have learned because of their better level of scientific language. For example, they know that all living things need food and water to grow, including plants. Most are familiar with some uses of natural and manmade materials, including wool, plastic, wood and paper, but not all are confident about which are natural and which are manufactured. Pupils have a limited understanding about the benefits and dangers of electricity, but do have a realistic knowledge and understanding about safety issues. All pupils enjoy participating in opportunities for investigative work, but these are not as well planned as they could be. These activities are especially beneficial for pupils who have special educational needs, as they receive good support from adults and classmates. When a practical approach to learning is used pupils make better progress in the development of their knowledge and understanding of the subject. This was evident in their recall of information about forces and motion.

107. Standards at the end of Year 6 are below average and the majority of pupils have made inconsistent and erratic progress in Key Stage 2. Pupils who are capable of achieving higher than average standards, have not made sufficient progress in spite of being keen and conscientious in their work. They have high personal aspirations and want to do well, so they enjoy working hard to achieve their goal. All pupils make better progress in practical activities, but this is not evident from the level of detail pupils include in their recorded work. For example, pupils in Year 3 and Year 4 do not regularly write about what they have learned. In both classes several weeks elapse between one piece of work and the next. Also, for some aspects of the subject, there is only evidence that this has been taught for one or two lessons instead of the recommended time specified in subject guidance documents. As a result these pupils have no comprehensive record of what they have studied and learned throughout the year which they can use as a point of reference. Standards being achieved by older pupils, especially those in Year 5, are higher and if they continue to maintain current rates of progress they are on course to achieve better standards by the time they leave the school.
108. Pupils' attainment by the end of Year 6 is unsatisfactory and they do not make enough progress. The lack of opportunities for writing has had a negative impact upon their knowledge and use of scientific vocabulary, and in the development of their skills of explaining work from earlier lessons. Pupils in Year 5 and Year 6 have a satisfactory ability to explain their knowledge and understanding about everyday effects of light and how we see things. Their use of vocabulary is accurate and opportunities are well planned for pupils to test their predictions so that they can compare their carefully recorded results and contrast the impact of variables, including features which affected the size or position of the shadow object. These pupils also have a better recall of the features of physical processes relating to forces, motion and the earth and beyond and the factors associated with a healthy lifestyle and a better ability to explain them. This is because they have better opportunities to record their work independently rather than using worksheets. As a consequence, they have more information readily available for future reference. Over time, pupils in Year 5 and Year 6 make steady progress in these aspects of their learning through experimental and investigative work. They make least progress in developing their knowledge and understanding of materials and their properties. In part, this is because the subject is taught as a two year rolling programme and there is often a long period of time between revisiting parts of the curriculum. It is also because opportunities for investigative work linked to this part of the syllabus are not as effective.
109. Throughout the school the quality of science teaching is variable and has not been of a high enough standard. However, during the inspection, it was at least satisfactory with good lessons observed in Year 4 to Year 6. Teachers organise and plan their lessons effectively but could use a wider variety of teaching styles to vary the activities. Most expect pupils to try their best so they endeavour to make the work interesting. However, the work pupils produce is not marked well enough, and too rarely includes comments which help pupils improve their work. Pupils enjoy their lessons and behave sensibly. Teachers provide some opportunities for pupils to use their numeracy skills for recording work, for example, they use pictograms, bar graphs and tally charts. Less emphasis is placed on the development and use of extended writing and technical vocabulary, although better examples were found in work produced by pupils in Year 5 and Year 6. During the inspection teaching was good in some lessons seen because activities were very well planned and adults provided good support for learning. In the classes where the quality of teaching over time is better it is because the teachers have high expectations about what they expect the pupils to achieve. The teachers'



own confidence, knowledge and understanding about the subject are better and this helps pupils learn about basic features such as fair testing and how to devise and carry out their own experiments and investigations. However, teachers do not yet give pupils sufficient opportunities to take responsibility for their own learning, for example to complete their own technical research or by devising investigative tasks. The best teachers capitalise upon the pupils' self-confidence in order to generate positive attitudes towards the subject by helping them to apply scientific knowledge and understanding within their daily lives.

110. The procedures for assessing pupils' work are unsatisfactory and the use teachers make of any available information is not good enough. Teachers keep some records of pupils' progress and the development of scientific skills, but they are inconsistent and not updated often enough. Therefore, they are of too little help and do not inform teachers planning for subsequent lessons. Too little monitoring and evaluation of science teaching has been undertaken. The quality of pupils' work is not checked well enough and the curriculum is not monitored closely to ensure all pupils receive a broad and balanced range of learning opportunities. Currently there is no substantive subject leader who can provide a good personal knowledge and understanding of the subject or a strong role model for colleagues to emulate. Staff do not have access to a source of advice about how to improve their own practice and this, coupled with too few reference materials for teachers to use curtails their flair and creativity in planning their lessons. The school is aware of these weaknesses and intends to appoint a science specialist to the staff in the near future. Over time the subject has not been well led or managed

## **ART AND DESIGN**

111. By the end of Year 2 and Year 6 pupils' work in art and design is in line with national expectations. Pupils make satisfactory progress in most classes. However, opportunities for certain aspects of the statutory curriculum, such as pupils evaluating and improving their own work, are limited. Pupils are not always taught systematically to develop a range of new skills because art is at times used as a means to enhance other subjects, and the range of resources is rather basic. Pupils with special educational needs make similar progress to that of their classmates. The lack of well established assessment procedures related to National Curriculum levels means that planning does not take into account how pupils' performance could be enhanced still further. Nevertheless, much of the observational drawing work produced by pupils is of a good standard and shows good progress in the development of detail.
112. By the age of seven pupils mix colours successfully to vary shades and tones of both primary and secondary colours. They produce satisfactory observational drawings of each other and objects. Pupils recognise that by mixing paints, or by using pencils of a different thickness, they can produce different effects. In connection with their work in science pupils use chalks and pastels to produce observational drawings of fruits linked to their work about health and growth and natural objects linked to exploring habitats. The finished products are of a good standard. Pupils' knowledge of the work of famous artists is unsatisfactory in Key Stage 1. Pupils can not recall the names of any well-known artists or examples of any notable works of art. Opportunities for pupils to exercise creativity in producing their own designs are satisfactory and teachers provide some opportunities for pupils to use their own initiative.
113. By the age of eleven pupils produce a satisfactory range of observational drawings of objects and still life arrangements, including books, glass jars and bottles, using

pencils, and of plants, using pencil crayons. Pupils have sketchbooks to practise their skills and for reference when completing their pictures. They have a satisfactory appreciation of colour as they create colour palettes and examine the use of colour in modern art. Pupils examine the work of various artists and adapt the styles for use in their own work. Pupils in Year 5 and Year 6 recall, compare and contrast the features of the work of Hockney, Monet, Van Gogh and Lowry. Other pupils in the Key Stage 2 classes talk knowledgeably about Chinese art, including a display based on the Willow Pattern design.

114. Pupils have good attitudes to the subject, behave well in lessons and most put a good deal of effort into their work. Pupils are always ready to share resources and to help one another. They show a readiness to listen to and take on board constructive criticisms to help improve their work. Most pupils take a pride in their work and are keen to discuss the processes and techniques that they used. This was evident in a good lesson observed in Year 5 / Year 6 where pupils were producing work based on their preferred style of various landscape artists. Most pupils were keen to explain their developing skills in drawing rural or industrial landscapes to show foreground, middle ground and background. These positive attitudes help to create an effective learning environment that impacts positively on the progress that pupils make, in spite of a very small minority of pupils presenting very challenging behaviour.
115. Over time the quality of teaching is satisfactory, and during the inspection good teaching was also evident. However, whilst the curriculum is appropriately planned to support teaching and provide pupils with an adequate range of good quality learning opportunities, these are better in some classes than in others, and the contribution art makes to pupils' personal development is variable. Where it is good pupils study the work of a wide range of well known artists and they have opportunities to evaluate art from other cultures. This makes a positive contribution to their cultural development. However, regular opportunities to work with visiting artists are less readily available and visits to a range of places to see original works of art are also limited. A consistent strength of teaching is the good range of strategies that teachers employ to manage pupils, and the importance attached to celebrating pupils' achievements. The effectiveness of learning is enhanced because pupils have sketchbooks for experimenting with media and effects. Opportunities are also well utilised for pupils to develop technical skills and as a result their drawing and painting are satisfactory, and often good. Planned opportunities for developing creativity through the design process are less well developed. Teachers' own knowledge and understanding of the subject are satisfactory and most plan their lessons effectively. Large paintings, sculpture and other three-dimensional work are, however, under-represented. Too little use is made of ongoing assessment. In one lesson observed the teacher did not provide pupils with adequate opportunities to discuss their work or explain to their classmates how they envisaged the end product.
116. The co-ordination for the subject is unsatisfactory because the co-ordinator has not yet had sufficient opportunity to influence change. There are no formal systems in place to monitor the quality of teaching and learning in the subject throughout the school. Assessment procedures have yet to be developed so that teachers can monitor pupils' performance more rigorously and compare their achievements with those that pupils achieve nationally. However, in spite of these weaknesses teachers know pupils very well and have an accurate personal knowledge of the progress of individuals.

## **DESIGN AND TECHNOLOGY**

117. Pupils' attainment in design and technology is in line with national expectations at the end of Year 2 and Year 6. All pupils including those with special educational needs make satisfactory progress as they move through the school. There is no previous report against which to compare standards, but the subject has been a priority in the schools' policy of raising standards in the foundation subjects. Evidence from the inspection indicates that, in the case of design and technology, standards have been raised and should continue to rise.
118. Pupils in Year 1 and Year 2 practise a good range of skills as they investigate and use a variety of materials, methods and techniques. They acquire a good understanding of the way in which the same materials, fabrics for example, can be used in a range of contexts and in different subjects such as art and design. As part of their experience pupils also engage with food technology and incorporate this into an 'eat more vegetables' healthy eating programme. By the end of Year 2 pupils realise that designs can be changed to improve their suitability and they make evaluations of their own work and the work of others. All pupils have a good introduction to mechanisms and structure and evidence on display shows that they have an inventive approach to their work. At this stage the majority clearly favour making over designing and do not always record their work in a way that shows their progress as designers. There is no formal process of assessment in design and technology and the need to plan for a further raising of standards requires that this should be a priority in the leadership and management of the subject.
119. Pupils in Year 3 to Year 6 continue to make satisfactory progress and teachers increase their expectations of the quality of the work expected. Some of the work on display indicates that many pupils are now reaching a standard above expectation for their age and, as this process works through the age groups standards should rise across the board. Skills and techniques acquired in Year 1 and Year 2 are extended and good use is made of a range of resources. In discussion, and in the work on display, pupils show a good knowledge of the design process. They record initial steps and build up to a working blueprint in the realisation that changes can be made at any stage in the process. Work on money containers done by pupils in Year 3 and Year 4 shows good appreciation of the nature and limitations of materials and sensible compromises between aesthetics and function. During the course of the inspection pupils in Year 3 and Year 4 were engaged in making storybooks with mechanical components for use by younger children. An innovative feature of the project linked the work with language development, and the expectation that the story had to be as good as the design had clearly captured the imaginations of the pupils. In discussion older pupils are not secure in their knowledge of the use of some of the tools and resources available and do not have a clear idea of some of the moral dilemmas surrounding design and technology in the commercial world. This is an area for further development in the teaching of the subject in the upper age ranges in the school and will also increase the contribution of design and technology to the pupils' spiritual, moral, social and cultural education.
120. Teaching is satisfactory overall and is very good at times. Teachers plan for a good range of activities and their enthusiasm motivates their pupils. The good role models offered by teachers are reflected in the good attitudes to the subject shown by the pupils. The school has a satisfactory range of resources although there is a shortage of the more sophisticated control and electrical resources needed for the increasingly complex demands of advanced construction in, for example, the fairground unit.
121. At the time of reporting the co-ordinator for design and technology is only in school for part of the week and is unable to exercise the role of co-ordinator in an effective way.

There is no policy for assessment and no provision for the monitoring of planning or teaching and learning in the classroom. In these circumstances leadership and management of the subject are unsatisfactory. The subject has moved forward but progress is unlikely to be sustained until there is an effective system of monitoring and recording the progress made by pupils in all age groups.

## **GEOGRAPHY**

122. Pupils' attainment in geography is in line with national expectations at the end of Key Stage 1 but below the expected standard by the end of Key Stage 2. This is because there are gaps when pupils in Key Stage 2 do not receive any teaching in geography. This lack of continuity in pupils' learning adversely affects the progress they make and the standards they attain.
123. Pupils in Key Stage 1 make satisfactory progress in acquiring geographical knowledge and skills. By the end of Year 2, pupils begin to demonstrate a satisfactory awareness of countries other than their own and to use maps and atlases to locate where they are. For example they follow the travels of 'Barnaby Bear' around the world and begin to understand the differences between an arctic and a tropical environment. Linked to work in history on seaside holidays pupils identify the features of a seaside environment and locate some familiar seaside resorts on a map of the United Kingdom.
124. Overall, as they move through Key Stage 2, pupils do not make sufficient progress in developing their geographical knowledge and skills. Analysis of the work of pupils in the early part of Key Stage 2 shows that they only undertake a small amount of recorded work and do not cover some of the units of work in sufficient depth. By the end of Year 6, although pupils have pockets of knowledge, overall their knowledge and understanding are below that expected for their age. For example, they have a satisfactory understanding of a mountain environment and can describe where the major mountain ranges in the world are located. However, they have very little recall of any previous units and cannot give a clear explanation of the development of Denholme or of their studies of a contrasting village in India. Only with a lot of prompting can pupils give a satisfactory explanation of environmental change.
125. The quality of teaching and learning is satisfactory in Key Stage 1. Although the lessons observed during the inspection were satisfactory, overall teaching and learning in Key Stage 2 are unsatisfactory because teachers do not plan to systematically develop pupils' knowledge, skills and understanding of the subject. Teachers manage and organise the pupils well, and provide good opportunities for them to work in pairs and small groups on joint tasks, which support their social development. Pupils respond well to this and have positive attitudes to work and generally behave well. Questions are effectively targeted at pupils of different abilities and pupils are encouraged to use the correct terminology related to their studies. Teaching assistants provide effective support for pupils with special educational needs and lower attaining pupils. This has a positive impact on their learning and allows them to make progress in line with their classmates. However, marking of pupils' recorded work is inconsistent across the school. The best marking has constructive comments, which show pupils how their work can be improved, but this is not consistent across the school. In some classes, marking is just a series of ticks and sometimes work is not marked at all. Satisfactory opportunities are provided for promoting pupils' literacy and numeracy skills in geography. Information and communication technology is used appropriately to support pupils' work in this subject and older pupils get the chance to carry out independent research using a variety of resources. Where possible, pupils are given suitable

opportunities to undertake field studies to enhance work in geography and contribute towards their social and cultural development.

126. Although there is a suitable action plan in place for the development of geography, currently the leadership and management of the subject are unsatisfactory. There is an appropriate subject policy in place and account is taken of national guidance. However, there is not any monitoring of teachers' planning or teaching and learning across the school in order to ensure the consistent development of pupils' skills, knowledge and understanding. Also, there are insufficient procedures in place for assessing pupils' attainment and progress in the subject so that lessons can be planned to build on what pupils know and understand.

## **HISTORY**

127. Pupils' attainment in history is in line with national expectations at the end of both key stages. There is an appropriate policy in place for the subject and national guidance has been adopted to assist in whole school planning. However, there are no satisfactory procedures in place to assess pupils' attainment and progress in order to guide future planning. Pupils make satisfactory progress throughout the school. Pupils with special educational needs make similar progress to their classmates.
128. Although no lessons were observed in Key Stage 1, evidence from an analysis of pupils' work indicates that they make satisfactory progress in acquiring knowledge and understanding of the past. By the end of Key Stage 1 most pupils have a satisfactory understanding of chronology and how things change over time such as seaside holidays. They have a factual knowledge of some major events and people they have studied such as Florence Nightingale, Samuel Pepys and The Great Fire of London.
129. Throughout Key Stage 2, pupils continue to make satisfactory progress in developing their knowledge, skills and understanding of the past through their studies. By the end of Year 6, pupils' experience of the history of other eras and cultures, such as Ancient Greeks, the Tudors and World War II, is satisfactory. They are able to discuss evidence about life in the past, at a level appropriate for their age, and have a sound understanding of historical vocabulary. Related to their work on the Ancient Greeks, pupils in Year 5 and Year 6 gave thoughtful responses as to how the Athenians would have viewed the Spartans refusal to help them in the Battle of Marathon.
130. The quality of teaching and learning is satisfactory overall. During the inspection only one lesson was observed. The teacher presented the lesson in a lively and interesting way, which stimulated pupils' curiosity and eagerness to learn and resulted in good learning. There were high expectations of pupils' behaviour and very good class management. Consequently pupils demonstrated very good attitudes and behaviour. Work in history is used well to develop pupils' literacy skills such as note taking skills. Pupils are given appropriate opportunities to work independently, using secondary sources such as books and CD-ROM's, to find things out for themselves. Teachers ensure that suitable links are made with other subjects, in particular geography. In Key Stage 1, work on a seaside environment is linked appropriately to the historical aspect of how seaside holidays have changed over time. Information and communication technology is used appropriately to support work in history. Teaching assistants provide effective support for pupils with special educational needs and lower attaining pupils, which helps them to learn at a rate in line with their peers. However, the marking of pupils recorded work is inconsistent across the school. The best marking is annotated with supportive and constructive comments to help pupils improve and develop their

work. However, this is not the case in all classes where marking is often just a series of ticks and sometimes work is not marked at all.

131. The leadership and management role of the subject by the co-ordinator is not sufficiently developed. The co-ordinator has good subject knowledge and has developed an appropriate portfolio of examples of work across the school. However, she has not monitored colleagues' planning to ensure continuity nor had the opportunity to carry out classroom observations in order to monitor the quality of teaching and learning and identify any weaknesses. The subject is effective in promoting pupils' cultural development as they learn about their own past and that of people from other cultures and visit places of cultural interest. For example, linked to their work on the Tudors, pupils in Year 3 and Year 4 visited the Royal Armouries. Visitors to school are also used appropriately to enhance work in history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

132. Standards in information and communication technology are in line with national expectations at the end of both key stages. All pupils, including those who have special educational needs, make steady progress in their learning and their achievement is satisfactory. Information and communication technology has been a recent focus for the school, and until recently standards by the end of Year 6 were below average. However under the leadership of a new co-ordinator standards and provision have improved rapidly so that pupils now attain the nationally expected levels.
133. Pupils in Key Stage 1 are developing good word processing skills. Year 1 pupils know the main keys on the keyboard and their function, such as the space bar and return key. They use a simple word processing program to write correctly punctuated sentences. By the end of Year 2 pupils independently use the return/enter key to insert line breaks in a piece of text. In one lesson observed pupils put text into the format of a poem, adding appropriate punctuation, and higher attaining pupils inserted images to illustrate the poem. Almost all pupils in Year 2 know how to save their work in a file, and most do this independently. By the end of Year 6 most pupils are confident in using computers. They use different fonts and layouts to present their work and add pictures and graphics. In one lesson observed Year 5 and Year 6 pupils independently opened a musical composition program, experimented with it in pairs, composed a sequence using different instruments, beats and effects and saved this in a file in order to continue to improve it in the next lesson. Pupils use art packages to create pictures and have used LOGO to create designs. They know how to send an Email and use the Internet to research topics, especially in history and geography. Although they make some use of spreadsheets and data bases, this has been identified as an area for further development. Pupils have not yet had an opportunity to put together a multi-media presentation but this is planned for in the future. Information and communication technology is used effectively to support skills in literacy through writing for different purposes, layouts and spelling programs but its use to support work in numeracy is under-developed.
134. Teaching in information and communication technology is good. Teachers have worked hard to develop their own subject knowledge and skills. Lessons are well planned and the pace of learning is brisk because teachers give clear explanations and have high expectations. Good opportunities are provided for pupils to practise and consolidate their skills. Pupils who have special educational needs are included very well through the additional support they receive. Most pupils are highly motivated to learn, show genuine interest and enjoyment and are proud of their success. Very occasionally an

individual pupil may become frustrated through lack of progress and demonstrate disruptive behaviour, but this is dealt with sensitively and firmly by teachers, who do not allow any interruptions to the learning of others.

135. The leadership and management of the subject are satisfactory. The co-ordinator is relatively new in post and has enthusiastically put in place a three-year plan to develop information and communication technology. This plan is well on target, and the resources needed to deliver the subject are now in place. A suite of computers was established a year ago and since then the co-ordinator has worked hard to investigate and acquire a range of suitable software. The scheme of work, which is based on national guidance, has been developed to meet the needs of the school and adapted specifically to incorporate the software available. The co-ordinator has provided training and support for staff, and has carried out some informal monitoring of the subject through developing the scheme of work and looking at pupils' work. Assessment is not yet fully in place and is an area for development.
136. Information and communication technology makes a positive contribution to pupils' social development when they are encouraged to work in pairs to carry out research and other activities. As yet there is insufficient use made of computers in the classrooms away from the suite, but there are plans in place for them to be networked to the main suite so that they can be used more effectively across the whole curriculum. The school has accessed available funding to provide training and is involved in bidding for further funds to develop resources further so that community links can be established and parents more involved in their children's learning. Resources for learning are good, and a teaching assistant and part time technician are used effectively to provide technical support. Pupils are given good opportunities and encouragement to use the suite at lunch times and occasionally after school to practise and develop their skills.

## **MUSIC**

137. Standards of attainment are in line with national expectations at the end of both Key Stages.
138. Throughout the school pupils enjoy singing. They sing in tune and with good volume. Words of the songs can be heard clearly because of clear diction. The piano accompaniment lifts the singing effectively so that pupils' voices are set off well. The pupils know a good range of songs. Assemblies are used effectively to support pupils' learning. From an early age pupils are appropriately encouraged to listen attentively to the recorded music at the beginning and end of assemblies. In a good assembly observed for pupils in Key Stage 1, appropriate reference was made to the composer of the music and some interesting facts about his life. The pupils begin to develop a sound understanding of some of the musical elements such as pitch and tempo. In a lesson observed pupils in Year 1 were learning how to sing songs with specific reference to pitch. With practice and assistance from the teacher virtually all the pupils made satisfactory progress. By the end of Year 2 most pupils have developed an appropriate sense of rhythm and are able to clap in time to the music. In Key Stage 2, pupils develop further control of their voices and are able to sing a good range of songs with some awareness of the musical elements of the pieces they are singing. They develop an increased understanding of the rhythm, pattern and pulse of music and are able to suggest their own rhythm patterns when performing in a group. Using music software pupils in Year 6 are able to create a sequence of musical phrases. By

experimenting with different instruments, beats and effects, they are able to adjust and improve their compositions.

139. Pupils, including those with special educational needs, make satisfactory progress throughout the school. They are given the opportunity to learn various musical instruments in after school music clubs taken by visiting teachers. All pupils regardless of their ability have the opportunity to join in either the Key Stage 1 or the Key Stage 2 choir. This makes an effective contribution towards their social and cultural development.
140. The teaching and learning of music are satisfactory. In the lessons observed, the pupils were well managed and relationships were good. Pupils responded well to this and their attitudes and behaviour in the lessons were good. Teachers' subject knowledge is satisfactory. They ensure pupils understand the importance of listening carefully in order to appreciate the sounds they hear and this helps them to perform as a group. Most join in enthusiastically during singing or when performing and they achieve satisfactory levels of attainment. Teaching assistants with specific expertise provide very effective support, which has a positive impact on pupils' learning. Information and communication technology is used well to support and develop work in music.
141. Although there is an appropriate policy for music in place, there is currently no subject leader and this limits the development of music within in the school. Assessments undertaken are only informal and do not provide sufficient information about pupils' progress to enable them to develop their musical skills and abilities to the greatest extent.

## **PHYSICAL EDUCATION**

142. Standards are in line with expectation at the end of Year 2 and Year 6. Pupils of all abilities, including those with special educational needs, make satisfactory progress as they move through the school. There is no previous report against which to compare standards.
143. In all lessons observed pupils showed enthusiasm for physical education and responded well to their teachers. Pupils in Year 1 and Year 2 enjoy the challenge of learning about and using their bodies creatively. They show good levels of co-ordination in their movements and are conscious of health and safety as they work. The vast majority are happy to demonstrate their achievements to others and they respond with pride to the praise from their teachers. Classes are large for the size of the hall available and they use the space very effectively, showing good control when, for example they have to demonstrate their prowess with bat and ball.
144. Pupils in Year 3 to Year 6 relish the challenge of physical education out of doors in inclement weather on a sloping surface with large puddles. They show an admirable sense of awareness of the difficulties and adjust their travelling skills and their use of apparatus very sensibly. Older pupils observed during the inspection showed a willingness to work in groups and teams and had a spirit of healthy competition in the activities. The working together in teams and groups is making an important contribution to pupils' social development by promoting the concept of co-operation. At the present time only pupils in Year 5 are able to undertake a programme of swimming and records indicate that the vast majority can swim twenty-five metres by the time they leave the school.



145. Teaching in physical education is good overall and teachers plan well to take account of the size of the hall and the difficulties in using the playground area. During the course of the inspection the grassed area was too wet to be used to enhance the range of activities. The recently appointed co-ordinator has had to act quickly to improve the resources for physical education. New apparatus has been purchased and some is borrowed from other schools in the cluster. Resources overall are now satisfactory. There is no policy for assessment or tracking of progress in physical education and no time for monitoring planning, teaching and learning. Within these constraints the co-ordinator is able to offer satisfactory leadership and management but the role of co-ordinator needs to be developed as a matter of priority.

## **RELIGIOUS EDUCATION**

146. Pupils' attainment is in line with the expectations of the Agreed Local Syllabus at the end of Year 2 and Year 6. All pupils, including those with special educational needs, make satisfactory progress as they move through the school. The vast majority of pupils show positive attitudes towards the subject and behaviour in lessons is generally good. There is no previous report against which to compare standards.
147. By the end of Year 2 pupils have a satisfactory knowledge of key stories from the Bible and are aware of stories from other faiths and traditions. They have a good understanding of many aspects of Christianity and they know that Christians pay great regard to the person of Jesus. They are less aware that Jesus is also a figure of some significance in other faiths. Most know that special days and celebrations are part of the Christian tradition and that of other faiths. The concept of special and precious things is made relevant to their own lives through their own precious things and moments. During the course of the inspection pupils in Year 1 were observed looking at prayer as a feature of the rhythms of the day and producing prayers of their own.
148. Pupils continue to make satisfactory progress as they move through Year 3 to Year 6. They have a greater awareness of the use of holy books and sacred texts and an understanding of the use of special places of worship in all faiths. By the end of Year 6 many pupils have a critical awareness of some of the dilemmas attached to the practice of religion. In an impromptu discussion one pupil mused on the apparent contradiction between the special status of churches and the fact that an increasing number are redundant. It is a reflection of the quality of the teaching in Year 6 that pupils have developed this reflective attitude towards their learning in religious education. At the present time pupils do not have sufficient opportunities for visiting other faith centres as part of a process of enrichment in religious education.
149. The quality of teaching in religious education is good overall and teachers' planning is in line with the requirements of the Agreed Local Syllabus. In the lessons observed teachers presented information in interesting and stimulating ways and elicited a good response from their pupils. In a small number of cases individual pupils expressed views about other faiths and cultures that were offensive and the class teachers handled these instances with great tact and patience. The quality of the teaching and learning taking place indicates that the subject is making an appropriate contribution to the spiritual, moral, social and cultural education of the pupils in the school.
150. The co-ordinator has a good overview of what is being taught throughout the school but her work is not supported by a school wide system of assessment or time to monitor teaching and learning in the classroom. Resources are satisfactory overall and the

school makes good use of the support offered by the local inter-faith centre. Resources in school such as artefacts are currently at a low level and need to be improved.