

# **INSPECTION REPORT**

## **EAST GARFORTH PRIMARY SCHOOL**

Garforth

Leeds

LEA area: Leeds

Unique reference number: 107871

Headteacher: Mr John North

Reporting inspector: Mr Paul Bamber  
15064

Dates of inspection: 25<sup>th</sup> – 28<sup>th</sup> November 2002

Inspection number: 246725

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: Aberford Road  
Garforth  
Leeds

Postcode: LS25 2HF

Telephone number: 0113 214 6817

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Appropriate authority: The governing body

Name of chair of governors: Mrs C Coulthard

Date of previous inspection: January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

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15064	Paul Bamber	Registered inspector	Mathematics Physical education	How high are standards? How well are pupils taught? How well is the school led and managed?
8922	Brenda McIntosh	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
17681	Roger Sharples	Team inspector	Foundation Stage Art and design Design and technology Geography	
1678	David Peckett	Team inspector	English as an additional language English Music Religious education	How good are curricular and other opportunities offered to pupils?
27292	Jeffrey Calvert	Team inspector	Educational Inclusion Special educational needs Science Information and communication technology History	

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

### **INFORMATION ABOUT THE SCHOOL**

East Garforth Primary School is situated in a community just outside the city of Leeds. Most pupils live in the area which has a mixture of private and rented accommodation. Of the 389 pupils on roll, 327 attend full-time and 62 children attend the nursery on a part-time basis. Children in the reception year are taught either as a single age group or with Year 1 pupils. A lower than average percentage (four per cent) of pupils have free school meals. There are only a few pupils from other than white British backgrounds, none of whom use English as an additional language. A well below average percentage of the pupils has special educational needs, but the proportion with a statement of special educational need is significantly above the average.

Since the last inspection, a new headteacher has been appointed and there has been a considerable turnover of staff, especially in Years 3 to 6. The school has been awarded the Basic Skills Quality Mark to acknowledge good standards in English and mathematics. Pupils' attainment on entry is above average.

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

East Garforth is a rapidly improving school where standards are being raised. Standards are at least above average in English, mathematics and science and the quality of teaching is good. Pupils behave very well and have positive attitudes to learning. Their moral, social and creative development is very good. Very good leadership is driving up standards. The school provides good value for money.

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

- Standards are above average in English, mathematics and science.
- Pupils produce some outstanding work in art and design.
- The overall quality of teaching is good, and it is consistently very good in the nursery.
- Pupils behave very well and have positive attitudes to learning, as a result of their very good moral and social development.
- The school is very well led and managed by the headteacher and other key staff.

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

- The achievements of the more-able pupils in Years 3 to 6.

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

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

The school has made good improvement since it was last inspected in January 1998. After dipping for the two years immediately following that inspection pupils in Year 6 are now again attaining above average standards. Standards in Years 1 and 2 have improved. Attainment and provision in information and communication technology is much better throughout the school. The quality of teaching has improved. The issues identified for improvement in the last inspection have been fully addressed.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	B	C	E
mathematics	C	C	C	E
science	D	C	C	E

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

The 2002 standards shown in the table above reflect some underachievement compared with similar schools. The school has acknowledged this and has implemented largely effective strategies to eliminate underachievement amongst older pupils. Girls, over the last three years, have performed less well than girls nationally, which has lowered overall average standards. The school has recognised this and is taking steps to improve girls' average attainment. No evidence emerged during the inspection to explain why girls relatively underachieve and currently girls are attaining as well as boys. The school has set challenging targets for an increase in the percentage of Year 6 pupils attaining both the nationally expected level and levels above that in the 2003 national tests. Inspectors judge that if present standards are maintained, these targets will be met.

In the 2002 Year 2 national tests, standards were well above average in reading, writing and mathematics. Teachers' assessments confirmed that standards were high in science. Compared with similar schools, standards were well above average in writing and mathematics, and average in reading.

Currently, in the nursery and reception classes, children are in line to exceed the early learning goals set for them nationally.

Inspection findings are that in Year 2, standards are well above average in writing, mathematics and science and above average in reading. In art and design and religious education, standards exceed those nationally expected. They are in line with expectations in design and technology, geography, history, information and communication technology and physical education. There was insufficient evidence to judge attainment in music.

At the moment in Year 6, standards are well above average in English and art and design, above average in mathematics, science, music and religious education, and average in design and technology, geography, history, information and communication technology and physical education.

Pupils with special educational needs achieve well, as do children in the nursery and reception classes and pupils in Years 1 and 2. Achievement in Years 3 to 6 has improved considerably over the last two years, and is now satisfactory overall, but there is some underachievement amongst the more-able pupils.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils mostly enjoy lessons and strive to succeed in their work. They participate enthusiastically in school clubs.
Behaviour, in and out of classrooms	Very good. The very attentive way in which pupils listen to their teachers contributes well to their learning. The school is an orderly community.
Personal development and relationships	Very good. Relationships between staff and pupils are very positive and contribute well to standards and achievement. Pupils are sensitive to each other's values and feelings and they take responsibility willingly.
Attendance	Good. Attendance rates are above the national average and there is little unauthorised absence.

Pupils' behaviour and the very good quality of relationships are significant strengths of the school.

## TEACHING AND LEARNING

Teaching of pupils:	Nursery and reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Good	Good

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

Throughout the school, teachers have very good relationships with pupils and manage their behaviour very well. As a result, lessons are positive and orderly. In the best lessons, the pace is brisk. Teachers use resources imaginatively, employ an interesting range of methods to stimulate pupils' interest and ensure that work is well matched to pupils' needs. In those lessons which are only satisfactory, the pace is slower and more-able pupils are not set difficult enough work or encouraged to extend their learning through independent research.

The quality of teaching for children in the nursery is consistently very good and they exceed national expectations as a result. The pupils with special educational needs are well taught and those with a statement of special educational need are very well supported, both to learn effectively and to participate in all aspects of school life. The needs of more-able pupils are not always fully met.

The quality of teaching in English and mathematics is good overall. The quality of teaching of literacy is good and of numeracy, satisfactory.

Overall, pupils learn effectively. They concentrate well in lessons, apply their literacy and numeracy skills to aid learning in a range of subjects, and most have a good knowledge of what they need to do to improve their attainment.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The wide range of out-of-class activities available broadens opportunities for pupils' personal, social and cultural development. Teachers' plans do not always cater for the most able.
Provision for pupils with special educational needs	Good. Their individual education plans are detailed and the targets set are appropriate. Pupils and parents are fully involved in reviews of progress. The quality of support, especially for pupils with statements of special educational need, is very good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils' social and moral development is very good and their spiritual and cultural development is good.
How well the school cares for its pupils	Overall, pupils are cared for well. Procedures for promoting their good behaviour, academic progress, personal development and for assessing pupils' attainment are good. However, no one on the staff is qualified in first aid.

Parents feel that the school cares well for their children. Many parents support their children's learning well at home. The partnership with parents is effective and this has a positive impact on pupils' learning and the standards they achieve. The lack of any person qualified in first aid is a weakness in the school's provision.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by the deputy headteacher and other key staff, leads and manages the school very well, notably implementing effective procedures for raising standards and eliminating underachievement.
How well the governors fulfil their responsibilities	Satisfactory. Recently, governors have become more effectively involved in analysing academic standards and in setting targets for performance management. There are no formal visits organised for governors to see the work of the school at first hand.
The school's evaluation of its performance	Good. Frequent lesson observations have resulted in improvements in teaching. The analysis of test data and pupils' work is detailed and the information is used well to improve standards and achievement.
The strategic use of resources	Good overall. Funds available to support newly qualified teachers and for training staff are used effectively. Recently, extra resources employed to help Year 6 pupils to reach expected standards in

	national tests have not always yielded good value for money.
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The school obtains good value for money from the goods and services it purchases. Parents are invited to comment on the school's work, express concerns and make suggestions about how the school might improve, at coffee mornings with the headteacher. The school is currently challenging itself to raise standards even higher in Year 6. The quality of the school's learning resources is good and supports learning well. Accommodation is satisfactory overall, but the lack of suitable outdoor play facilities and the poor quality of the building housing the nursery, place some restrictions upon the provision for these pupils.

## 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 are expected to work hard and achieve their best.</li> <li>• Children like the school.</li> <li>• Their children make good progress.</li> <li>• Teaching is good.</li> <li>• Children are encouraged to become mature and responsible.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• A more interesting range of activities outside the classroom.</li> <li>• The information they receive about how their children are getting on.</li> <li>• The right amount of work at home.</li> </ul>

Inspectors generally agree with parents' positive views. Inspectors do not agree that there is too limited a range of activities provided outside the classroom. Intellectual and aesthetic aspects, as well as physical, are provided for older pupils. The limited range on offer to pupils in Year 1 and Year 2 mirrors provision nationally. Inspectors do agree that more challenging homework should be provided to help extend more-able pupils. The amount and the quality of information provided for parents about their children's progress are good.

## **PART B: COMMENTARY**

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

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

1 In the 2002 national tests, standards in Year 2 were well above average in reading, writing and mathematics. When compared with similar schools, standards were well above average in writing and mathematics and average in reading. In the Year 6 national tests, standards were average in English, mathematics and science but well below average when compared with similar schools.

2 In the Year 2 national tests, the percentage of pupils attaining nationally expected levels, or above, was well above average. In Year 6, the percentage of pupils attaining the expected level was above average in English and science, but just below average in mathematics. However, the proportion of pupils attaining standards above those expected was below average in English and science, but average in mathematics. This information indicates some underachievement amongst the more-able pupils in English and science and amongst average ability pupils in mathematics.

3 The school has identified that, since the last inspection, achievement in Years 3 to 6 has not been good enough. It has produced compelling evidence that between 1998 and 2000, when last year's Year 6 pupils were in Year 3 and 4, they made little or no progress. The same evidence also shows that the progress those pupils made in Years 5 and 6 was at least satisfactory, as a result of better implementation of the National Literacy and Numeracy Strategies and more rigorous teaching and assessment. This year there has been considerable improvement in pupils' achievements, resulting in higher average standards, in mathematics particularly.

4 Challenging targets have been set by the school for improvements in standards in the Year 6 2003 national tests in English and mathematics. The targets set for the percentage of pupils to attain the higher Level 5, in these tests, is significantly higher than those achieved in 2002. Inspection evidence indicates that the school is in line to reach its targets. In Year 6, over the last few years, compared with their peers nationally, girls have under-performed in tests, which has contributed to lower average standards when compared with similar schools. The school is aware of this and has set separate targets for girls' achievement. During the inspection, there was no evidence either in classroom provision or in girls' attitudes, to indicate reasons for their relative under-achievement.

5 Children enter both the nursery and reception classes with above average attainment. They make very good progress in most areas of their learning and many are on course to exceed the early learning goals set nationally for them by the end of the reception year. Their ability to settle quickly and quietly at the beginning of lessons, to listen attentively and to discuss their work, is a major strength in their personal and social development. Although their physical development is good overall, it is comparatively weaker than other areas of their learning because of limitations in accommodation.

6 Currently, overall standards in English are well above average in Year 2 and in Year 6. Many pupils are confident and fluent readers, listen well and articulate their ideas clearly. As a result of the school's very effective strategies to improve writing, pupils throughout the school use a range of writing styles very well and apply these in many subjects.

7 Standards in mathematics are well above average in Year 2. They are above average in Year 6, but not as high as in Year 2 because of some weaknesses in the curriculum and

lack of challenge for more-able pupils. Most pupils' knowledge of number is good, although some less-able pupils have an insecure knowledge of multiplication tables and how to estimate accurately. Pupils have a good knowledge of shape and interpret graphs well.

8 In science, pupils in Year 2 attain well above average standards, having a very good knowledge of scientific facts and of how to conduct a fair test. In Year 6, standards are above average. Pupils apply their knowledge well to form hypotheses and to test their predictions. They record their investigations logically and clearly.

9 As a result of very good teaching, pupils in Years 3 to 6 attain standards well above those nationally expected for their age in art and design, producing some outstanding paintings and textile work.

10 Standards in information and communication technology have improved since the last inspection as a result of better teaching and the provision of a specialist information and communication technology suite, and are now in line with national expectations throughout the school.

11 By the time they leave the school, pupils attain standards above those nationally expected in singing and performing. In religious education, pupils exceed the expectations of the locally Agreed syllabus, particularly in their understanding of and respect for other faiths, and in their sense of spirituality.

12 In other subjects of the National Curriculum, standards are in line with those nationally expected for age.

13 Pupils with special educational needs, including those with a statement of special educational need achieve well as a result of the good planning, teaching and support. Many attain the expected standards for age in national tests, particularly in reading, writing and science.

14 Most children in the nursery and reception year and pupils in Years 1 and 2 achieve well. Overall, in Years 3 to 6, pupils now achieve satisfactorily, maintaining above average standards. More-able pupils in Years 3 to 6 do not always achieve as well as they should as a result of some weaknesses in their curriculum and because in some lessons the work is too easy. There has been improvement recently in more-able pupils' achievements but this remains a relative weakness in the school's provision.

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

15 Pupils' very good behaviour and their good attitudes to learning are strengths of the school. These good features create a very positive and productive atmosphere for learning and this has a significant impact on the standards that pupils achieve. Pupils respond well to the positive values that are consistently promoted by the school. Pupils speak with pride and enthusiasm about the school and their teachers and clearly like coming to school.

16 Children in the nursery and reception classes are very well behaved. At the start of the day, they enter the classrooms confidently and happily and settle quickly into the routines of the day. They learn to share and take turns and develop good listening skills. The nursery children show good levels of interest and concentration in their activities. For example, they persevered very well with the different tools to shape models of 'Spiderman' and 'Santa Claus' out of play-dough. The reception children develop very good social skills and express their opinions confidently in discussions, and the majority remember to wait until they are asked before giving their answers or contributing ideas.

17 All pupils, including those with special educational needs, have positive attitudes to their learning and have developed good work habits. They show a good level of interest in their work and apply themselves well to their learning. In a Year 4 numeracy lesson, pupils were highly motivated by their task of halving and doubling numbers. They were confident when responding to questions and using a range of methods to explain their answers. Pupils contribute readily to whole class discussion sessions, offering a range of interesting ideas and suggestions. For example, Year 5 pupils were keen to express their ideas and opinions about the characters in *The Wind in the Willows*. Pupils listen attentively to instructions and consequently settle quickly to work with no fuss. The very good quality of support for pupils with special educational needs is a key factor in their good behaviour and positive attitudes they have to learning. The skills of teachers and support staff ensure that these pupils maintain their confidence, self-esteem and enjoyment of learning.

18 Pupils' behaviour throughout the school day is very good. Parents and pupils are happy about the standard of behaviour in school. In lessons, pupils behave very well because they are keen to learn. Pupils appreciate that their behaviour affects others and feel that there is a sense of unfairness if anyone misbehaves and interrupts their learning. They are quick to add that this rarely happens. Pupils respond well to the school's high expectations of their behaviour and have a good understanding of what is expected of them. Movement to and from lessons is quiet and orderly. Pupils' behaviour in assemblies is often exemplary. For instance, during a lively, engaging discussion on Advent, led by the local vicar, pupils were very attentive and showed very good levels of self-discipline. They reacted to his style with excitement but were quickly back in control and were respectful for the more serious issues of the assembly. At playtimes pupils get on well with each other. Lunchtimes are pleasant social occasions and pupils chat happily over lunch in a friendly and mature way. Pupils do not consider bullying to be a problem in school but if any incidents occur they are quickly dealt with in a fair way.

19 The pupils' personal development is very good. Pupils of all ages show a good level of maturity for their age and develop essential social skills well. They participate well in the decision-making process in school through the class councils. Pupils feel that their views are listened to and taken seriously and they make sensible suggestions on how to improve their school. All pupils carry out their school and class tasks sensibly and older pupils take very seriously the responsibility of helping the younger children at lunchtimes. Relationships throughout the school are of a high standard, helping create a positive working environment in which most pupils achieve well. Pupils say that they feel confident to answer questions in lessons because the teachers react in a helpful, encouraging way if they get something wrong. They show good levels of co-operation in group, class and individual activities. Pupils state that receiving the 'Star of the Week' makes them feel proud because it lets everyone know how well they are doing. Pupils are friendly and polite and enjoy chatting to visitors about themselves, their work and their school. Pupils display a well-developed sense of moral and cultural awareness and have positive attitudes towards people of other religions or those less fortunate than themselves. They speak with good understanding about why they raise money for the different charities and have good awareness that other cultures are different to their own.

20 Pupils' attendance is consistently good and above the national average. Unauthorised absence is rare. Most parents are helpful and ensure their children attend regularly, routinely informing the school when their children are absent. The vast majority of pupils arrive at school punctually. Occasionally, those pupils travelling quite a distance to school may be late, due to traffic or transport problems.

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

21 The quality of teaching is good overall. Of the 63 lessons observed two were excellent, around a fifth very good, two-fifths good and the remainder satisfactory. The quality of teaching for pupils with special educational needs is consistently good and teaching assistants provide very good support for pupils with statements of special educational need, ensuring that they are fully included in lessons, in and out of the classroom. There are some relative weaknesses in the quality of teaching for the most able in some lessons in Years 3 to 6, which results in them not always making the progress they should.

22 The quality of teaching is very good in art and design in Years 3 to 6, which results in pupils producing some outstanding watercolour painting and textiles, for instance creating Batik. The quality of teaching in English, mathematics, science, information and communication technology, music and religious education is good throughout the school. The overall quality of teaching in design and technology and physical education is satisfactory. Too few lessons were observed to make a judgement about the quality of teaching in history or geography.

23 The quality of teaching of children in the nursery is very good. Teachers and their assistants ensure that children are given rich and varied experiences which enable them to settle into the school quickly and to make good progress in most aspects of their learning, particularly in personal and social development and in literacy and mathematics. Overall, the quality of teaching is good for reception children. Where high expectations are set and the pace of lessons promotes interest and excitement, pupils learn very well. In some lessons in the reception/Year 1 class the pace is slower and the more-able children are given work that is too easy for them.

24 In the best lessons, teachers enthuse pupils by maintaining a brisk pace, by making very clear their high expectations of the amount and quality of what pupils should achieve and by using interesting teaching methods and resources. Many of these qualities were exemplified in a very good Year 2 literacy lesson. Pupils were required to work quickly to identify as many words with the sound 'ar' in them in a given time, to use some of these words in a poem, postcard or letter and to think of different ways of linking sentences to denote the passing of time. The teacher held pupils in rapt attention by using a variety of visual aids to help their understanding and introduced elements of competition to promote pace and excitement into their learning. The insistence on high quality work, especially from the most able, resulted in all pupils working very productively and many at a high standard.

25 Strengths in teaching throughout the school include teachers' very good control of behaviour and the good quality of relationships between staff and pupils. As a result, lessons are nearly always conducted in a positive and calm atmosphere, with, in the best lessons, pupils working productively. In a very good Year 5/6 physical education lesson, the teacher's effective control and the positive encouragement given to pupils resulted in them working very hard and safely, with obvious pride in their own and their fellow pupils' improvements in gymnastics.

26 Overall the quality of teaching for pupils with special educational needs is good. The quality of support, which usually takes place in class, is very good. Teaching assistants make a significant contribution to pupils' learning through planning, teaching, marking work and reviewing pupils' progress. Pupils are fully integrated in activities in class and in turn are secure within a school environment, which promotes a positive behaviour ethos.

27 Where teaching is only satisfactory, there is less pace in lessons, and the most able are not given difficult enough work. For example, in a Year 5/6 science lesson, the most able pupils in Year 6 were not pushed hard enough to reach a conclusion about whether the change brought about by burning materials was irreversible.

28 Teachers promote pupils' literacy and numeracy skills well in lessons. Pupils are required to apply their knowledge of writing for different purposes in history, geography and science. In a Year 6 art and design lesson, pupils applied their mathematical knowledge of enlargements to help them with perspective in their drawing, and in a Year 5/6 gymnastics lesson, the teachers asked pupils to convey symmetry and asymmetry. Although at times teachers encourage pupils to use information and communication technology to support their learning in lessons, for example in Year 6 a spreadsheet to show football fixtures and results, these opportunities are too few throughout the school. In addition, a weakness in the teaching of older and more-able pupils is the lack of opportunities given to them to use computer programs and the Internet for independent research. It is this factor which contributes to some relative underachievement amongst the most able pupils.

29 Strengths in pupils' learning are in their concentration in lessons and in their ability to work independently without fuss. Pupils' knowledge of what they need to do to improve their standards of work is good, because teachers set them clear targets for improvement.

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

30 Overall, the quality and range of learning opportunities are good. This is an improvement on the findings of the last inspection. There are now comprehensive teaching programmes for each subject which provide a good basis for pupils to systematically acquire knowledge, understanding and skills. As a result of these improvements, the quality of teaching and learning has improved and standards are generally higher.

31 The requirements of the National Curriculum are fully met with an appropriate emphasis on English, mathematics, science and information and communication technology. The National Strategies for Literacy and Numeracy have been fully implemented. There are effective arrangements in place to use the materials developed by the national strategies to provide additional support in numeracy and literacy, including 'Booster' groups, Additional Literacy Support, and Early Literacy Support. All these, and the Latin club for pupils in Years 5 and 6, enrich pupils' learning and contribute to the raising of standards. The curriculum for children in the nursery and reception is fully developed to provide for all areas of learning and the quality and range of provision is now good overall.

32 The school successfully meets its aims to ensure that statutory requirements are met and that the curriculum is broad and balanced. There is a strong emphasis on the spiritual, moral, social and cultural development of the pupils, which contributes significantly to their very good behaviour and positive attitudes.

33 Good opportunities have been identified, and used well, to link learning in English to other subjects. Whilst numeracy skills are promoted satisfactorily in lessons, some opportunities are lost to develop pupils' understanding of the application of these skills in other subjects. There is, however, limited use of information and communication technology to support learning. Pupils in Years 5 and 6 use the Internet to undertake research about smoking and its impact on health, but overall, pupils are given too few opportunities to use computer programs and other technology to support their learning.

34 The curriculum for pupils with special education needs is good. Pupils have full access to the curriculum and their learning is carefully planned and structured. A strength of special educational needs provision is the emphasis upon including all pupils in the whole range of experiences the school offers. Pupils with physical impairment play a full part in



school life being very well supported, for instance, to participate in physical education lessons.

35 Parents receive regular information about the curriculum and the main areas to be studied each term. There are regular consultation evenings and meetings to discuss curriculum matters and new initiatives.

36 The statutory curriculum is broadened and enriched by the inclusion of good personal, social and health education. There are appropriate governors' statements on teaching sex and relationships education and for the dangers of drug misuse.

37 The pupils' curriculum is enriched and extended by a wide range of extra-curricular activities which include specialist games coaching and visits to museums and other interesting places. Visits to the school from members of local churches and from other faiths, theatre groups, musicians and book fairs, all play an important part in motivating pupils and developing their interests. Links with local churches are strong and provide important opportunities for promoting pupils' spiritual and cultural development. There is a residential visit for older pupils, which enhances their physical and social education by providing opportunities and activities that pupils greatly anticipate and enjoy. After-school clubs include many sporting activities, such as the cross-country club which is very popular and attracts many runners. The range and number of clubs have improved since the last inspection and now include Latin, library, choir, orchestra and different groups of musicians.

38 As reported in the last inspection, the quality of pupils' spiritual, moral, social and cultural development is good overall. However, moral and social development is now very good. Spiritual awareness is promoted within the ethos of the school. The vicar and members of other churches are regular visitors and lead assemblies, which generally provide a good context for pupils to reflect on important issues in their lives. For example, in considering Advent and the preparation for Christmas, pupils were asked to reflect and think how they too can prepare themselves for this important festival. The school makes good use of major festivals, including Remembrance Day and Easter, to encourage understanding and reflection. The religious education teaching programme includes lessons about different faiths, contributing to both spiritual and cultural development.

39 The provision for pupils' moral development is very good. Parents and governors value this strength of the school. Rules are limited in number but displayed prominently in classrooms and referred to appropriately. Personal and social education lessons include good opportunities to consider such issues, as how to resolve arguments or take personal responsibility. Personal development is considered important and great care is taken by all staff to consistently teach pupils right from wrong.

40 Teachers and learning support assistants promote pupils' social development very well. They provide regular opportunities for pupils to work co-operatively with one another. Teachers use the composition of mixed age classes to encourage both collaboration and social development. There are good opportunities for personal initiative and responsibility. Pupils care for and support each other during lessons and in the playground.

41 Pupils' cultural development is good and includes visits to places of worship and museums. The religious education programme provides very good opportunities for pupils to learn about several different faiths, and other subjects, such as geography, history and English, include opportunities to learn about cultural traditions of the past and present. The school uses the strong link to the church and to local customs, such as maypole dancing, to foster an understanding of the pupils' own culture.

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

42 Overall, the school's provision for the welfare, health and safety of pupils is satisfactory. The school is a welcoming, friendly place in which pupils are happy and this helps them to develop confidence and concentrate on their learning. Pupils say they feel able to talk to staff about any worries or problems that they may have. The very good relationships between pupils and their teachers are a strong factor in the quality of care provided. Parents firmly agree that the school helps their children become mature and responsible.

43 Members of staff, both teaching and support staff, provide a good level of supervision and carry out their duties in a caring way. The school has an appropriate policy for health and safety and the management of this is satisfactory. Procedures for recording accidents involving pupils are in place but an area of concern to inspectors is that no members of staff are qualified in first aid. The headteacher, caretaker and governors carry out safety inspections of the premises and grounds. Some risk assessments, such as for educational visits, fire and the school grounds, are carried out and any actions required are noted. The local education authority carries out a safety inspection each year. In addition to this, architects have carried out a thorough survey of the building and produced a five-year maintenance plan which prioritises the areas needing attention. The arrangements for child protection are good and staff are aware of what to do if concerns arise about the children in their care.

44 The quality of care for pupils with special educational needs is good. Class teachers, in consultation with the special educational needs co-ordinator, write individual education plans which reflect a good knowledge of pupils' needs. These are implemented well and very effective support is provided by teaching assistants, to enable pupils to meet their targets. The special educational needs co-ordinator liaises closely with outside agencies, wherever possible. There is an established assessment system when children enter the school and identification procedure within which the school clearly recognises the benefits of early intervention and referral. Specific learning difficulties are identified and well provided for.

45 Procedures for monitoring and assisting pupils' personal development are good. Pupils speak about their feelings or concerns enabling them to consider issues of importance and develop their confidence in dealing with situations, which may put them at risk. For example, older pupils learn how to cope with peer pressure and act out the various scenarios through role play. The school recognises and rewards individual achievements and successes and these are celebrated through a weekly assembly. The older pupils feel that the school is preparing them well for their next stage of learning.

46 Very good arrangements are made to support the children and their parents prior to them starting nursery. There are very good induction procedures to help the children settle quickly and happily into the routines of the nursery. The staff visit the children's homes and this establishes early, friendly links with families and is an effective way of gathering information on the children to maximise support and guidance. The mutual trust and interest are evident in the positive relationships when parents bring and collect their children at the beginning and end of each session. This is enhanced by the presence of staff who are available to speak to parents if they have any concerns about the children.

47 The school is successful in promoting high standards of behaviour. The clear, sensible rules and the consistency of behaviour management throughout the school form a firm foundation for pupils to quickly learn what is expected of them. The teachers and other staff are good role models and expect high standards of behaviour. The house system provides strong motivation for pupils to try hard and behave well. Pupils say they enjoy working as a team and winning house points, which helps them to improve their work and

behaviour. The promotion of the school's aims and values is reflected in the very good behaviour of the pupils, which makes a good contribution to their levels of attainment. There has been no cause to exclude any pupils from school since the last inspection.

48 Procedures for monitoring and promoting attendance are very good. The school has high levels of attendance and it is keen to make sure that this continues by ensuring that pupils enjoy coming to school. The school uses a computerised system for registration, which is extremely well maintained by the administrative assistant. Any unexplained absence is quickly followed up. The reasons for absences are promptly recorded and monitored which is an improvement since the last inspection. The school works closely with parents if any personal problems arise that might affect their child's attendance.

49 The procedures for assessing pupils' attainment and progress are good. Over the last two years, the school has developed an effective system for regularly recording what pupils' know and understand in order to measure their progress. Where national test data is available, for instance in English, mathematics and science, the information gained from analysing pupils' results is used well to identify how teachers may help address weaknesses in pupils' attainment. Other standardised tests are used effectively to track pupils' progress between Year 2 and Year 6 in English and mathematics. Teachers now set pupils specific targets for improvement in English and mathematics and ensure that these are regularly reviewed. Pupils are very aware of how to achieve them. In other subjects, pupils' progress is measured against criteria set in the nationally recommended teaching programmes used by the school. Teachers within the school, and in conjunction with staff from local schools, work productively together to ensure that the grading of pupils work is consistent. In the nursery and reception class, teachers and teaching assistants make very good use of the records of children's progress to determine what and how they teach.

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

50 The school has maintained the effective partnership with parents reported at the time of the last inspection. This has a positive impact on the work of the school and the standards the children achieve. The number of parents replying to the questionnaire was much higher than normal. The large majority of parents, who expressed a view prior to and during the inspection, are very supportive of the work of the school and value the good educational opportunities provided. Parents feel that the school is well led, staff are approachable, teaching is good and that their children like school and make good progress.

51 The school effectively promotes the links with parents by providing them with a very good range of information about the school and the progress made by their children. The prospectus and governors' annual report now contain all the required statutory information and provide practical and useful information that gives parents a good picture of the work of the school. Regular newsletters and the very good website keep parents very well informed about the school's daily life and forthcoming events. The parents are given a good quality annual report and offered appropriate opportunities to attend meetings with the class teachers to discuss their children's work and progress. Meetings which provide information about the subjects and tests at the end of Year 2 and Year 6 are very well attended because parents are interested in their children's education and want to support their learning. The headteacher's coffee mornings provide an excellent opportunity for parents to meet with him to share their views and express any concerns that they may have.

52 Most parents are satisfied that pupils with special educational needs are well supported. There is an effective partnership with parents of pupils with special educational needs. They are invited to formal meetings to review the progress their children make

towards meeting the targets set for them in their individual education plans. Good relationships also enable informal meetings to take place, as and when necessary, to support pupils' learning.

53 Strong links are forged with parents before their children start nursery through well-planned meetings and home visits. A very useful booklet is provided for parents of nursery children that contains information about the curriculum and suggests ways to support their child's learning at home. Parents receive very good, regular information about their child's progress. There is very limited space in the entrance to the nursery but the staff have made it very attractive and welcoming to parents and visitors. There are some excellent displays about the nursery curriculum that include many photographs of the children's achievements. There is no area in the nursery where parents can speak privately to the staff during the school day, if they have any concerns or worries about their child, and this limits the opportunities for parents to be fully involved in their children's learning.

54 Parental involvement at home and at school has a good influence on their children's education and the standards they achieve. Due to work commitments only a small number of parents are able to help regularly in class but others help their children in different ways. Many parents listen to their children read at home, ensure that homework is completed and are happy to accompany their children on educational visits out of school. They support the school strongly through the parent and teachers' association and help raise substantial amounts of money. Parents of nursery children value the opportunity to contribute the work their child does at home to their personal diaries.

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

55 The quality of the headteacher's and key staff's leadership and management is very good. This is a similar judgement to that made at the time of the last inspection. Since joining the school in September 2000, the headteacher has successfully turned round a coasting school. He has introduced rigorous systems for evaluating the progress pupils' make and for setting challenging whole-school and individual pupils' targets. Teachers have also been set targets to raise their expectations of pupils' achievement, to ensure that lessons challenge all pupils, and for the more effective use of literacy and numeracy lessons. As a result of these actions, the current Year 6 pupils now attain higher standards, and a greater number of more-able pupils are achieving the standards they should, but the school recognises that further work is required to ensure that all more-able pupils achieve as well as they should.

56 There is now a clear vision for the school to which all staff and governors are committed. The deputy headteacher makes a major contribution in ensuring that teachers receive effective training in order to help improve their expertise. In addition, in her capacity as a subject manager, she has successfully led initiatives to improve the quality of pupils' writing. Other staff, with managerial responsibilities, work closely together, with a shared commitment to improving standards. As a result of the headteacher's guidance, subject managers are now much more effective in their analysis of test data and use of other information about pupils' strengths and weaknesses, to set targets for improvement and to influence teachers' plans for lessons. The higher standards now attained by Year 6 pupils indicate that these measures are making a significant difference to pupils' achievements.

57 Governors carry out their roles and responsibilities satisfactorily. Over the past two years, they have become much more knowledgeable about the strengths and weaknesses of the school and the criteria by which comparative standards are measured. As a result, they are now fully involved in setting challenging whole-school targets and relevant individual performance targets for the headteacher and deputy headteacher. However, few governors

pay formal visits to the school to help them become more familiar with the way in which it carries out its work. This means that governors sometimes rely too heavily on the guidance of the headteacher when setting improvement priorities or in evaluating the work of the school. Governors have acted as an effective critical friend, for instance, in influencing plans for proposed new buildings.

58 The quality of financial planning and control is very good. A recent local education authority audit judged day-to-day financial management to be good. Secure systems are in place to ensure that governors are fully and regularly informed about the school's financial situation. Governors ensure that they have sufficient information to enable them to plan and set budgets. They prudently reserve funds annually to cushion the effect of any fall in the number of pupils on roll or unexpected staffing costs.

59 The school is constantly seeking ways of attaining better value for money. Recent changes in caterers, cleaning arrangements and in the way the school pays for supply cover, have benefited pupils and staff. The headteacher consults regularly with parents in order to elicit their views about the school, for them to express concerns and to make suggestions about how the school might improve. During class council meetings, pupils have the opportunity to talk about any worries they have or to propose improvements to the facilities. Overall, the school obtains good value from the funds made available to support new teachers, staff training and for raising standards. However, the funds allocated to help pupils attain expected standards in mathematics, in the 2002 Year 6 national tests, did not produce good value for money.

60 Leadership is strong and the provision for all pupils with special educational needs is well managed. The systems in place for supporting all these pupils are effective in ensuring that they make good progress and receive suitable care.

61 Opportunities for staff development are good and appropriately linked to performance management and the school's priorities for improvement. Procedures to monitor and support the work of newly qualified teachers are good. The mentor provides them with useful, effective ongoing help and support that have enabled them to feel welcome and part of a team. Teaching assistants have a good understanding of their roles and responsibilities and are well managed and supported by the deputy headteacher. They value the opportunities to develop their skills through the appropriate training courses, which enable them to make a good contribution to the teaching and learning.

62 The accommodation is satisfactory, overall. A particularly good provision, which has made a significant contribution to raising standards in the subject, is the information and communication technology suite, but the lack of adequate ventilation can make it an uncomfortable environment for the pupils to work in. Limitations in the accommodation for nursery and reception children (already highlighted in paragraph 53) restrict parental involvement and children's physical development. Resources for learning are good overall and are well used to assist pupils' learning.

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

63 To raise standards even further the governors, headteacher and staff should:

### **1. Improve the achievements of more-able pupils in Years 3 to 6 by:**

- ensuring that teachers consistently set work that stimulates these pupils' interest and which they find sufficiently difficult;

- providing more opportunities in lessons for more-able pupils to use reference books and information and communication technology to research information for themselves;
- setting tasks for homework which will promote new learning rather than just consolidate learning which they already know well.

(Paragraphs 2, 3, 4, 14, 21, 23, 27, 28, 59, 99, 120, 124)

**The following minor issues should be considered by the headteacher and governing body:**

- Information and communication technology is insufficiently used in a range of subjects to support learning or to encourage pupils to learn more independently.

(Paragraphs 33, 98, 104)

- The poor nursery accommodation and lack of an appropriate outside play area for children in the reception class restricts their physical development. In addition the cramped nature of the nursery building also restricts the involvement of parents in their children's learning.

(Paragraphs 53, 62, 69, 76, 77)

- There are no staff qualified in first aid, which is a weakness in the school's provision of care.

(Paragraph 43)

## **PART C: SCHOOL DATA AND INDICATORS**

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

Number of lessons observed

63
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Number of discussions with staff, governors, other adults and pupils

78

## Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	27	20	0	0	0
Percentage	3	22	43	32	0	0	0

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

## Information about the school's pupils

### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	389
Number of full-time pupils known to be eligible for free school meals	0	11

FTE means full-time equivalent.

### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	0	21

### English as an additional language

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

### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	12

## Attendance

### Authorised absence

	%
School data	3.2
National comparative data	5.6

### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	24	18	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	24	24
	Girls	17	18	18
	Total	39	42	42
Percentage of pupils at NC level 2 or above	School	93 ( 91 )	100 ( 96 )	100 ( 93 )
	National	84 ( 84 )	86 ( 86 )	90 ( 91 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	24
	Girls	18	18	18
	Total	41	42	42
Percentage of pupils at NC level 2 or above	School	98 ( 91 )	100 ( 93 )	100 ( 91 )
	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	32	20	52

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	24	31
	Girls	19	13	18
	Total	46	38	50
Percentage of pupils at NC level 4 or above	School	87 ( 86 )	72 ( 80 )	94 ( 98 )
	National	75 ( 75 )	73 ( 71 )	86 ( 87 )

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	29	30
	Girls	18	19	17
	Total	44	49	48
Percentage of pupils at NC level 4 or above	School	83 ( 94 )	92 ( 86 )	91 ( 92 )
	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	277	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	0	0	0

*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.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

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

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

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	27
Average class size	30

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

Total number of education support staff	16
Total aggregate hours worked per week	370

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29
Total number of education support staff	2
Total aggregate hours worked per week	46
Number of pupils per FTE adult	13

### ***Financial information***

Financial year	2001-2002
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	£
Total income	814873
Total expenditure	817040
Expenditure per pupil	2167
Balance brought forward from previous year	22890
Balance carried forward to next year	20723

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

### **Questionnaire return rate 64per cent**

Number of questionnaires sent out

385

Number of questionnaires returned

247

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	3	0	0
My child is making good progress in school.	52	45	1	0	2
Behaviour in the school is good.	47	46	4	1	2
My child gets the right amount of work to do at home.	29	55	11	3	2
The teaching is good.	47	50	1	0	2
I am kept well informed about how my child is getting on.	24	53	20	2	1
I would feel comfortable about approaching the school with questions or a problem.	58	39	3	0	0
The school expects my child to work hard and achieve his or her best.	60	38	0	0	2
The school works closely with parents.	30	55	11	3	1
The school is well led and managed.	45	50	1	0	4
The school is helping my child become mature and responsible.	49	47	2	0	2
The school provides an interesting range of activities outside lessons.	37	42	10	1	10

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

64 The provision for children in the nursery and reception classes is very good overall. This is a similar judgement to that made at the time of the last report. Children join the nursery in the term they are three years old and transfer to the reception class in the September when they are four years old. The attainment of children when they first enter the nursery is above the national average. The children are very settled in the nursery and this is due to a great extent to the effort that the staff have made to develop close and beneficial links with parents. This begins before the children commence school when staff undertake home visits and this good practice continues with an 'open door' policy that allows parents to visit at any time. Excellent use is made of the children's individual folders to inform parents of progress and to give examples of the various activities in which they are involved.

65 All children, including those with special educational needs, make good progress in all areas of their learning both in the nursery and in the reception class. Their attainment is above that expected for their age by the end of the reception year. Many of the children are likely to exceed the targets in the early learning goals set nationally for them. When the teaching is very good the more-able children are challenged well and they experience work suitable for older children. However, when the teaching is only satisfactory, such as in a joint reception and Year 1 numeracy lesson, the children are provided with tasks which presented less challenge and their attainment was not as good.

66 Because most teachers plan in detail, involve children in exciting activities and set high expectations, most children make good progress in lessons. The detailed planning of activities linked to topics is outstanding and is reflected in the high level of interest and effort that children apply to their learning.

67 The positive effect of the teaching on children's attainment is even more significant in light of the unsuitable nature of the portable classroom that houses the nursery and the absence of any suitable outside play area for the reception children. The position of the nursery classroom makes liaison with the reception classes and, therefore, the sharing of resources very difficult. There is a lack of accommodation in the nursery for parents or visitors to sit and discuss any matters in comfort and privacy.

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

68 Children settle well in the nursery and are very keen to explore the wide range of activities. They play very well together and are very good taking turns. For example, a group of children shared model trains and the track they built in a sensible manner. The teacher and the nursery nurse constantly promote social skills by ensuring that children are fully involved and encouraged to join in with others. In a whole-class activity focused on finding out what certain objects were made from, staff insisted that children took their turn to answer, by putting up their hand and listening quietly to other children's answers. The focus of the successful teaching, from the beginning of the children's time in the nursery, is on their personal, social and emotional security. When they play in the outside area, children display real pleasure in pretending to drive the ambulance to the hospital. In the nursery and reception class, staff provide children with positive and appropriate praise and encouragement for their efforts. The staff are constantly aware of children's needs and are always on hand to reassure them, but at the same time to ensure that the children are being

challenged by the activities. In the reception class, the very good teaching in a numeracy lesson created a happy, relaxed yet focused atmosphere, which ensured that all children developed a positive attitude towards their learning and demonstrated a high degree of concentration during the activities. In this lesson, the children enjoyed the challenge of each one having to solve a mathematical problem, for example addition of  $5+3$ , before they could leave the class.

## **Communication, language and literacy**

69 The high quality of teaching in the nursery and reception classes results in children making good progress towards exceeding the early learning goals. Children are eager to talk to adults and their friends. They are confident when speaking to adults. The staff in the nursery and reception provide a good range of well-structured activities to encourage development of communication skills. For example, in the nursery, children were asked to use words to describe the objects that they pick from a 'feely' bag, for example, the "smooth feeling of a pebble from the beach".

70 At the beginning of a very good literacy lesson, in the reception class, the teacher very successfully engaged all children in conversation about what they had done over the weekend. In the course of the lesson, the teacher sensitively helped less-able children to improve their reading. The very detailed records of the children's development show that the majority achieve above the expected levels in reading by the end of the reception year.

71 The more-able children in the nursery write their first name. By the end of reception year they compose sentences when writing independently. In the nursery, plenty of opportunities are provided for children to develop pencil skills and control, for example to use crayons and paper for mark making and drawing.

## **Mathematical development**

72 There are well-structured practical activities to allow children to develop an understanding of number, shape, size and weight. In the nursery, very good use was made of baking a Christmas cake to encourage children to think about quantities of ingredients needed for the mixture. They used a spoon to measure how much baking powder needed to be added. There are numerous opportunities to develop the understanding of capacity as they play and explore in the water and sand tray. In a very good activity, the teacher in the nursery class used the children's choice of their favourite story to construct a simple bar graph using cotton reels. Children were encouraged to count the number of reels and to say which string had more or less. The children are confident when counting and many of the youngest count and match numbers to 5. More-able children in the nursery distinguish between a rectangle and a square by identifying that a rectangle has two longer and two shorter sides.

73 In a very good mathematics lesson, in the reception class, children were asked to count to 50 and then count backwards from 20 and the teacher constantly posed challenging questions to promote their understanding of addition and subtraction. Teaching of this high quality results in children in this class making good progress towards exceeding the mathematics targets set for them in the early learning goals.

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

74 There is a good range of topics, for example the study of festivals in the nursery class and practical opportunities to find out the effects of light in the reception class, to enable children to develop their knowledge and understanding of the world well. In the nursery,

children study at first hand the design features of a tractor and the hatching of hens' eggs. They understand that materials, for example wood, metal and plastic, are used to make different objects. When shown three different trays, they correctly identify the type of material from which they are made. The children are adept in using the mouse to access programs on the computer.

75 The very detailed topic work based on the study of light in the reception class enables the children to develop their knowledge. They know that in the dark, a torch casts different sized shadows depending on how far it is from an object and that shiny objects reflect light. Children understand that badgers and owls are nocturnal. To extend the children's interest in light the teacher has put stars in the shape of constellations on the ceiling of the classroom and takes children into the school grounds on a sunny day to look at shadows.

### **Physical development**

76 To develop their physical and co-ordination skills children in the nursery have an outside play area with a variety of large-wheeled toys, a model of an ambulance and a range of games to increase the accuracy of their throwing. There is no covered outside area for children to use when it rains and this restricts this type of play, given the limited space in the classroom. Considering the severe limitations imposed by the lack of adequate accommodation, children make satisfactory progress because of the good, imaginative teaching by staff in the nursery and reception classes.

77 In the reception class, the opportunities for children to experience free play and to develop physically are restricted because of the lack of access to a secure and level area. In the nursery and reception class, children carry out a range of activities to enable them to develop their hand-eye co-ordination skills, such as threading beads, painting, drawing and using scissors.

### **Creative development**

78 The very good teaching and the wide range of opportunities in both the nursery and reception class enable children to develop their creative skills. This leads to them making very good progress and exceeding the expected standards by the end of the reception class.

79 Children in the nursery enjoy the range of activities for imaginative play. The staff join in to encourage children as they dress up, pretend to cook meals and make drinks. They talk with children about their paintings and celebrate the good work produced. In the reception area, children show good modelling skills when they make clay candleholders. They decorate the holder with different patterns using pieces of Lego. The more-able children describe the base of the holder as being cube shaped. Staff encourage children to appreciate the creative efforts of others in the group. The children enjoy playing musical instruments and show good understanding of rhythm as they enthusiastically join in with action songs.

## **ENGLISH**

80 Standards in English have improved since the last inspection. Results in the 2002 national tests show that, by the end of Year 2, standards in reading were well above the national average and in line with those of similar schools. Almost a third of the pupils achieved the higher than average level, which is similar to the national average. Writing standards, compared to all and similar schools, were well above average. Since 2000, results in reading and writing have improved above the national trend.

81 In the national tests for Year 6, in 2002, standards in English were average. They were well below those achieved in similar schools because the number of pupils who achieved the higher than expected level was too low.

82 Pupils enter the school with well-developed language skills. In Years 1 and 2, pupils achieve very well in writing and well in reading. Overall, in Years 3 to 6, pupils' achievements in reading and writing are satisfactory. However, more-able pupils do not always achieve as well as they should. Pupils with special educational needs have good support from teachers and learning support assistants, and make progress at the same pace as other pupils in their class.

83 Standards in speaking and listening at the end of Year 2 and Year 6 have improved since the last inspection and are now above average. Pupils are very good listeners and concentrate on what is being said by teachers and fellow pupils. They speak confidently, give considered and interesting answers and enjoy discussion and conversation. Teachers extend pupils' thinking and knowledge through skilful questioning. When answering questions and discussing books or their work, pupils in all age groups use an improving level of detail and description. Pupils' vocabulary is above average and this contributes to their good standards in writing. In Year 2, for example, pupils discussed the instructions for making toast. Their lively and thoughtful contributions quickly improved their basic sentences by adding very interesting adjectives. In another lesson, pupils from Year 2 used sentences from Six Dinner Sid to show their good vocabulary and discussed how to improve their sentences. In Years 3 to 6, pupils discuss key questions in small groups before giving a considered answer. Pupils in Years 3 and 4 discuss the language and vocabulary of texts about Ancient Egypt to agree the most important facts. However, there are limited opportunities for pupils to gain more confidence and expertise in formally reading aloud and speaking to a larger group.

84 Overall, standards in reading are above average for pupils in Year 2. The books they read are well matched to their ability and more-able pupils enjoy reading, read fluently and use expression well. Pupils use speech marks, question marks and exclamation marks, as well as full stops to give meaning to their reading. In literacy lessons, for Years 1 and 2, teachers use a range of methods to teach early reading skills and pupils experience a wide variety of texts. Pupils in Year 2 read Grandad's Farm by Michael Rosen with confidence and identify all the words with the sound 'ar' and use the word 'syllable' accurately. The part of literacy lessons set aside for working with groups of pupils is used intensively to develop language and vocabulary and the support assistants play an important role in this aspect. Teachers use guided reading effectively. The home/school reading programme is used well and teachers are very aware of the pupils who do not read as often as they should at home to practise and make progress. The comprehensive and well-kept records provide evidence of how quickly pupils progress and how well the teachers analyse their strengths and weaknesses.

85 Standards in Years 3 to 6 are well above average. In Year 6, the more-able pupils read fluently and expressively. They read more complex books, such as The Hobbit and the Harry Potter series, using the punctuation to guide their understanding and expression. Many pupils have favourite authors and several enjoyed Jacqueline Wilson's books. All pupils use reference books confidently and use the contents or index to help them in their research. They make good use of their reading skills in other subjects and this makes a good contribution to their learning. Resources for reading are good, well organised and carefully structured. The library has a good range of reference books, which are well organised so pupils may easily find the appropriate sections. Pupils' spiritual, moral, social and cultural development is promoted well through the range of texts and books used. The contribution of drama and story help the pupils to question and understand characters and their lives.

86 The standard of written work in Year 2 and in Year 6 is well above average. Teachers develop pupils' handwriting well in Year 1, so that by Year 2 most use a legible joined script, and almost all pupils write correctly formed letters. The teaching of handwriting is good, overall, but not all pupils are confident with the agreed style, and tend to use a mixture of printing and joined. Many pupils in a Year 2 lesson wrote several sentences using good vocabulary and a string of adjectives. The spelling of most common words is well above the expected standard and pupils often correctly spell unfamiliar words by using their secure knowledge of letter sounds.

87 By Years 5 and 6, pupils write poetry, play scripts and articles using a journalistic style legibly and fluently. Standards of written presentation are good, demonstrating the pride the majority of pupils take in their work. There is a useful range of writing, including stories, personal accounts and prayers, and through links to other subjects. Overall, there are no examples of extended writing that includes characterisation, with powerful and interesting language describing how things happen in a story. The structures and grammatical conventions of writing are taught very well and the school has given the development of writing a high priority. Pupils write using complex sentences, and connectives are used consistently to improve and extend sentences and meaning. Pupils make satisfactory progress. However, the most able pupils are given too few opportunities to write at length or to develop a richness of language to engage the reader. More-able pupils have good knowledge and an extended vocabulary that shows in their adventurous choice of words in the many short pieces they write, such as the biography of their favourite author.

88 The quality of teaching is good overall, varying from satisfactory to very good. Teachers have worked successfully over the last two years to fully implement the National Literacy Strategy and to raise standards. Work is well planned and teachers have a good understanding of the subject and how pupils' language develops. Lessons are introduced carefully and the purpose of the learning explained to the class. Resources are chosen to engage, motivate and challenge all pupils. Relationships are very good and most pupils are given confidence and encouragement to try to be adventurous and extend themselves. Pupils with special educational needs are given good support, which enables them to make good progress. Learning objectives are explained and revisited at the end of lessons so that the teachers can check on progress and understanding.

89 Procedures for assessing pupils' attainment are good. This is an improvement since the last inspection. In Years 1 and 2, teachers' assessment of reading is good. Marking of pupils' work is good. The use of group and individual learning targets is having a positive effect on pupils' attitudes as they help them to understand better what they need to do to improve. Homework is given consistently and complements class work satisfactorily.

90 The quality of leadership and management is very good. This is an improvement on the judgement made at the time of the last inspection. The subject leader has had good training to lead the development of the National Literacy Strategy effectively, so as to improve teaching and raise standards. The co-ordinator has very good subject knowledge, sets a very good example and gives good support to colleagues, particularly in ensuring a more consistent approach to teaching reading and writing and in the provision of good quality resources. Standards have risen as a result. The different strategies introduced by the National Literacy Strategy, such as Additional Literacy Support and Early Literacy Support, have been successfully implemented. The co-ordinator is fully aware of the strengths and weaknesses in the teaching and learning of both reading and writing. There has been a high priority to raise standards in writing, especially of the more-able pupils. However, there are limited opportunities for pupils to use information and communication technology to amend or plan their writing or to write for different purposes, for example newspaper articles.



## MATHEMATICS

91 Currently, standards in Year 6 are above average and the proportion of pupils attaining at higher levels than those nationally expected for age is also above average. As a result of good teaching, standards are much better than those indicated by the 2002 national test results, which were average when compared with all schools, but well below average when compared with similar schools. At the time of the last inspection, standards were judged to be above average and this has been maintained.

92 The school's own analysis of achievements indicates that, over the two years immediately following the last inspection, pupils in both last year's and this year's Year 6 underachieved. The same analysis shows that in 2000 and 2001 those same pupils' achievements were better than nationally expected. Whilst the strategies put in place are beginning to raise standards overall, in Year 6 last year a higher proportion of pupils than was the average failed to reach the nationally expected standard. Even more rigorous analysis of pupils' attainment has highlighted key areas in which pupils need to improve, for instance, in the speed and accuracy with which they calculate mentally and in their ability to estimate sensibly.

93 In Year 6, most pupils have a secure understanding of basic number structure and choose the correct operation to solve problems. Pupils use halving and doubling well to aid their mental calculations and to work out ratios and proportions. Less-able pupils sometimes take too long to solve more complex problems because they do not have a secure knowledge of multiplication and division facts. More-able pupils confidently identify five- and six-digit numbers and apply their knowledge of place value well, for instance, to round numbers up or down to the nearest 10,000. Their knowledge of shape and algebra is good. Many pupils use formulae correctly to work out the perimeters and area of irregular two-dimensional shapes. Whilst most pupils interpret graphs well, to convert kilometres to miles for instance, less-able pupils do not read measurements with enough accuracy.

94 In Year 2, pupils attain well above average standards for their age. Many combine numbers correctly, to make totals up to and beyond 100. The most able pupils divide two-digit numbers by two, four and eight to work out halves, quarters and eighths. These pupils have a very good grasp of two- and three-dimensional shapes. In one lesson, for instance, they identified a chocolate bar wrapper as a triangular prism. Many pupils accurately turn shapes through quarter turns, clockwise and anti-clockwise, and correctly place numbers into blank spaces on a 100 square.

95 The quality of teaching is good overall and ranged, during the inspection, between excellent and satisfactory. In the best lessons, teachers' expectations of pupils' ability to work accurately, at pace, promote high standards. Resources are imaginatively used to excite pupils' interest and the teachers set tasks which all pupils find difficult enough. Many of these very good features were exemplified in an excellent Year 1 and 2 lesson, in which pupils were required to apply their knowledge of number and money to solve problems. Pupils provided information to the 'number police' to help them find a missing number. One group was only able to use clues containing tens and another group used only units. As a result, pupils greatly consolidated their understanding of place value and were extremely motivated to 'get it right.'

96 In satisfactory lessons, teachers plan and apply the structure of the National Numeracy Strategy thoroughly, to ensure that most pupils make suitable progress. In these, as with all lessons, teachers manage pupils' behaviour very well and ensure that resources and support for less-able pupils are available and of good quality. However, the pace of

mental arithmetic 'starters' at the beginning of lessons is sometimes too slow to motivate the more-able pupils. The tasks set for the more-able are not always difficult enough and too few opportunities are provided for pupils to apply their knowledge to solve problems relevant to them. As a result, some less-able pupils calculate mentally too slowly, and the most able pupils coast in lessons. Although homework is set consistently and according to the school's policy, the tasks set are often the same for all pupils and do not extend the most able.

97 The teaching for pupils with special educational needs is good. They are well supported and often receive extra help during lessons, which enables them to achieve well.

98 Overall, the curriculum is suitably broad and balanced and teachers implement the National Numeracy Strategy competently. The school has identified aspects of pupils' learning which are weaker, and as a consequence, suitable emphasis has been placed upon providing pupils with more teaching in those aspects. For instance, in estimation and mental arithmetic, average standards have risen well recently. However, there is still insufficient emphasis placed upon requiring pupils to use, apply and extend their mathematical knowledge to solve more complex problems. As a result, more-able pupils do not always achieve as well as they should. Pupils are frequently encouraged to work in pairs to share ideas and to compare answers. Their social development is well promoted as a result. However, pupils are rarely made aware of the considerable contributions made by different cultures to existing mathematical knowledge. Although pupils use information and communication technology to extend their work on graphs and in organising data into spreadsheets, too little use is made of computer programs to support the learning of the less-able pupils, particularly in consolidating their knowledge and understanding of basic number facts. In some lessons, for example in the use of symmetry in physical education, pupils' mathematical knowledge is applied or consolidated, but this tends to be rather ad hoc rather than as a result of methodical planning.

99 Overall, the subject is well led and managed. Strengths are in the analysis of test data, other assessment information and pupils' work, in order to identify areas in which pupils' standards need to improve. This year, as a result of action taken by class teachers acting upon the information gained from such analysis, average standards have improved in Years 3 to 6. Resources are well deployed to help pupils understand mathematical concepts more clearly. There is a relative weakness, however, in that lesson observations do not always focus upon the areas prioritised for improvement. As a result, the maximum value is not always gained from the time used. This year, as opposed to last, the school is better placed to gain maximum value from the extra classes it is providing for pupils to help them attain the standards of which they are capable, and to enable the school to meet its challenging targets for improvement in the Year 6 national tests.

## **SCIENCE**

100 Standards in Year 6 are above average. This is a similar judgement to that made at the time of the last inspection. In Year 2, standards have improved since the last inspection and are well above average, because work is matched to meet the needs of all pupils and the most able are appropriately challenged.

101 In the 2002 teacher assessments in Year 2, the school's standards were well above average. Evidence indicates that current standards are in line with those indicated by the 2002 teacher assessments. In the 2002 Year 6 national tests, standards were average, but well below average when compared with similar schools. The reason why the school did not match the achievements of similar schools is because a much lower than average proportion of pupils reached the higher level. Currently, standards in Year 6 are better than those reflected in last year's national tests because teachers are successfully addressing

weaknesses in pupils' knowledge highlighted by the rigorous analysis of last year's test papers.

102 Throughout the school the quality of teaching and learning in the subject is good. Younger pupils show very good scientific knowledge and understanding. Year 1 pupils recognise and name sources of light, including the sun, and know we need light to see. Pupils in Year 2 develop a good understanding of electrical circuits and more-able pupils explain and record that a closed circuit is necessary to light up the bulb. An analysis of pupils' work shows how more-able pupils are challenged to develop skills, knowledge and understanding through extended activities and investigations. Within their study of living things less-able pupils show they know the difference between plants and animals. Where pupils learn well, it is because teachers draw upon pupils' own experiences and previous learning to provide them with activities to interest them and extend their scientific thinking and knowledge. Pupils in Years 1 and 2 achieve well. Overall, pupils in Years 3 to 6 only achieve satisfactorily, because of a lack of opportunities for extended research and investigation, especially for more-able pupils.

103 Pupils in Year 5 and Year 6 have a good knowledge and understanding of science and draw upon their previous learning to describe key features in experiments carried out, for example in changing of state. They recognise burning is an irreversible change. In a Year 5/6 lessons, the teacher provided opportunities for pupils to offer views and express opinions on an experiment showing the burning of a candle in a jar. Pupils understood the importance of fair testing and the value of and need to predict outcomes. Pupils in Year 3/4 applied their mathematical skills to interpret information from a line graph, revealing the pattern between the number of batteries used and the reading on a light sensor. As a result, they extended their knowledge and understanding of circuits and conductors well through carrying out practical tasks. When teaching and learning were very good, pupils wrote their conclusions and more-able pupils were expected to provide substantiating evidence. Inspection documentation and analysis of pupils' work illustrate limited opportunities, overall, for more-able pupils to be further challenged through purposeful investigation and exploration. However, teachers' use of more open-ended questions is enhancing pupils' scientific thinking. Because teachers encourage pupils to organise their work logically and present it systematically, pupils produce consistently neat work in their science folder.

104 Overall, the quality of the curriculum is good. The school has identified the need for a more focused approach to teaching and learning, to promote scientific enquiry through practical activity. Teachers plan, evaluate and assess work together in their respective teams. For example, in Year 3/4, teachers share ideas about what works well in lessons, and this subsequently helps them in the next stage of planning. Currently, the use of information and communication technology to support teaching and learning in science is underdeveloped. This limits the opportunities for all pupils, but in particular the more-able, to develop research skills. Although Year 6 pupils occasionally have science homework this does not happen on a regular basis.

105 Formal procedures have been introduced this term to monitor and measure pupils' progress throughout the school. Effective strategies to set targets for individual pupils are currently being developed to complement information gained from analysing pupils' test results. The school currently bases the teaching programme on national guidelines but tailors it well to meet the specific needs of the pupils.

106 The subject is well led and managed and there is a commitment to improve the quality of teaching and learning in science. The subject action plan identifies appropriate priorities, for example to develop science further and continue to raise standards, in Years 3 to 6. The school development plan outlines the importance of the role of the subject manager

by providing the opportunity for effective and systematic monitoring in all aspects of the subject. Resources to support teaching and learning are good, well organised and accessible.

## **ART AND DESIGN**

107 Standards are above the national expectation for the pupils' age in Year 2 and well above in Year 6. At the time of the last inspection, standards were judged to be in line with the national expectations in Year 2 and Year 6. Since then, the school has established a better teaching programme, based on national guidelines, but it is very personalised and relevant to the school. Staff have increased their awareness of the subject's requirements and forged effective links with other subjects. Art and design enjoys a high profile within school and has been a focus for development in teaching and learning over the last two years. The opportunities to have the expertise of 'Artists in Residence' have really benefited all pupils. Throughout the school all pupils, including those with special educational needs, make very good progress.

108 Pupils in Year 2 develop very good observational skills, for example as part of their study of 'Growth and Change'. More-able pupils have a good eye for collecting visual and other materials to use in their work. They control materials well, mix and match different tones of colour creatively and use a viewfinder to apply fine detail to their painting. They work well independently and comment knowledgeably upon the work of famous artists, using their techniques to bring interest and improvement to their own work. Year 1/2 pupils create striking self-portraits using powder paints, mixing and matching colour to mimic flesh tones, and they use collages of wool yarns to create hair texture. Pupils choose a section of the picture *Happiness* by Leger as a stimulus for their own watercolour painting. Pupils' work in the subject portfolio highlights a range of experiences, opportunities and skills acquired and developed by younger pupils, such as investigating materials. In a well-taught Year 2 lesson pupils worked co-operatively in pairs to produce a well-made felt weaving loom with threaded fabric, ribbon and string. Pupils incorporate art into other subjects such as mathematics, design and technology, history, information and communication technology and science. Overall, pupils achieve well in Years 1 and 2.

109 The quality of teaching and learning in Years 3 to 6 is very good. Year 6 pupils demonstrate a broad range of effective skills. There are many examples of outstanding work on display around the school, particularly watercolours and textiles. Pupils' experiences of art and design are enhanced through visits to museums, galleries and other sites of interest. They develop a good sense of perspective by sketching around the school, and by using a digital camera to generate black and white images of chosen places and features. Pupils carefully evaluate their work and compare the ideas, methods and approaches to work of others, asking such questions as "From which 'viewpoint' is it drawn?" and "What is the main feature?" Year 5/6 pupils produce many examples of very high quality work within a 'Sense of Place' theme, where they very carefully create scenes of rivers, mountains and tropical beaches, using pastels or paints. They build up layers of thin washes of paint, which are almost transparent, to produce depth and colour. Turner's style of painting is used, very successfully, as a basis to help them produce landscapes with a sense of both foreground and background. In a good Year 5/6 lesson, the teacher asked a range of pertinent questions to extend pupils' thinking and encouraged them to explore ideas. As a result, pupils modified and improved their work, displaying a very good understanding of art skills and techniques.

110 The curriculum is broad and balanced with a range of very interesting and relevant activities, which enable pupils to develop their skills as they progress through the school. The subject is very well led and managed. The school portfolio of pupils' work includes substantial

photographic evidence of very good three-dimensional work. Pupils' work is evaluated either half termly, in Years 1 and 2, or at the end of each unit of study in Years 3 to 6. The information gained is then well used to help teachers plan future lessons in order to improve pupils' attainment further. The quality and range of resources for art and design are good.

## **DESIGN AND TECHNOLOGY**

111 Overall, standards pupils attain are in line with the national expectation for their age. This is a similar judgement to that made at the time of the last inspection.

112 During the inspection the lessons observed in Years 3 to 6 were judged to be good overall. When taking these lessons into account, alongside the information gained from analysis of pupils' work and teachers' planning and records, it is clear that appropriate opportunities are being provided to develop pupils' knowledge and understanding in the subject. However, there is little in this evidence to indicate that pupils use information and communication technology sufficiently to support their learning.

113 In Year 2, pupils design Christmas decorations and complete projects on vehicle and puppet designs. These activities involve pupils in a number of decisions, for example deciding about the materials they will use, the design of the object, methods of construction and finally deciding if the finished product is successful. Pupils in Year 2 make drawings of fruit, then prepare a fruit salad to eat. They carefully consider safety aspects when using sharp kitchen utensils and suggest how the recipe for the fruit salad could be improved.

114 In Year 6, pupils study the importance of design features of everyday objects, for example a microwave oven. They confidently compare these features with objects in the past and decide why designs may have changed, for example, because of the use of plastic. The pupils design and make attractive biscuits and wrappers as a present for a special occasion. They compare cost, taste and appearance of commercially produced biscuits sensibly and explain the reasons for their choices. In Years 3 and 4, pupils practise different types of stitches to join pieces of material to make a purse. They carry out a number of tests on the different materials to assess which will be the most suitable for the production of the purses, for example to find out which material is the most waterproof.

115 Pupils respond to the good teaching by their well-reasoned answers to challenging questions, for example that the cost and type of material are important factors when considering the design of everyday objects. They work well together to discuss ideas and listen to the opinions of other members of the class. In a Year 5/6 lesson, pupils were given an interesting homework task to write about the design of objects in one of the rooms in their house.

116 The subject is satisfactorily led and managed but developments have been limited because of staff turnover and absences. As a result, the identification of strengths and weaknesses in teaching and learning has been delayed.

## **GEOGRAPHY**

117 From analysis of pupils' work and teachers' plans, displays around the school and talking to pupils, it is clear that pupils attain in line with the national expectation for their age and that the quality of teaching is satisfactory overall. Standards have been maintained since the last inspection.

118 In Year 2, pupils know about their own locality and draw simple maps to illustrate the route of their autumn walk around the school grounds. They represent buildings and the car

park on the plan and the more-able pupils write a description of the walk. Pupils make suggestions on what they would like in a play ground area and discuss and write about what makes places safe or unsafe to play in. Pupils develop an awareness of different places in Great Britain and other countries, for example, Edinburgh and Florida, by recording on a world map the travels of the nationally famous Barnaby Bear and his uniquely named travelling companion Boris Bear!

119 In Year 6, pupils study and investigate the impact of decisions made by planners on the environment. For example, they consider the advantages and disadvantages of making the main street of Garforth into a pedestrian precinct. As part of their studies on a residential stay in Whitby, they designed a brochure on the tourist attractions of the area. In Years 3 and 4 pupils are highly motivated in lessons when asked to consider the environmental effects of constructing the Aswan dam on the River Nile. They enthusiastically discussed the benefits and problems which might ensue as a result of deciding to build the dam.

120 The lessons observed in Years 3 and 4 which were based on the study of Egypt were of good quality. The teachers used an imaginative approach of dressing up as a master dam builder to introduce the activity on the Aswan dam project. This good use of role-play inspired discussion by pupils, or, as they were referred to, 'citizens of Egypt'. Although all pupils were challenged by this activity, there was little evidence of any planning that showed ways in which the more-able pupils were extended in their learning; for example, none were observed using the computer for independent research.

121 The teaching programme ensures that pupils acquire geographical knowledge and skills systematically as they progress through the school. The subject manager is in the early stages of assessing pupils' work to track their progress from class to class and is aware of the need to observe teaching and learning. At present, there is no time allocated for this to take place. There is a sufficient number of globes and maps and other resources to support learning.

## **HISTORY**

122 Evidence from analysis of pupils' books and talking to pupils and the subject manager indicates that all pupils, including those with special educational needs, make satisfactory progress, attain the national expectation for their age and the quality of teaching is satisfactory overall. Standards have been maintained since the last inspection.

123 In Year 2, pupils compare how objects from the past and present have changed. A very good display outside a Year 1 class consisted of a range of interesting items that pupils brought in from home, for example old coins and toys, a flat iron and a carpet beater. They are aware of the link between Guy Fawkes and the significance of the present day celebrations on bonfire night and have devised a timeline to represent the life span of Florence Nightingale.

124 In Year 6, pupils write descriptively about Henry VIII, based on the opinions of other people, and compile a biography of Anne Boleyn. As a result of the study of historical sources, pupils are aware that accounts of events and of characters are subject to distortion and that they need to be wary of bias and the effect of patronage. They use a map from the 1920s to compare changes that have occurred in the Garforth area. Good use is made of visits to the Royal Armoury and Whitby to stimulate the pupils' interest in historical issues. Pupils in Years 3 and 4 write detailed descriptions on 'A day in the life of Tutankhamen' as part of their work on Ancient Egypt. They are aware that artefacts are a good source of information and display great care and concentration when drawing a word picture story

based on the Egyptians' use of hieroglyphics. Pupils take work home to produce a fact file about how the Vikings lived.

125 The quality of pupils' written work is good and more-able pupils have opportunities to expand their accounts with their own interpretations of events, but there was little evidence of pupils using the computer to research their topics.

126 In a satisfactory Year 1 lesson, the teacher made good use of an old photograph of a family on the promenade at Bridlington to illustrate how fashions have changed. During the lesson the more-able pupils were asked to sketch an old rocking chair and although this developed their creative skills they were provided with insufficient challenge to extend their historical knowledge. In a good lesson in Years 3 and 4, pupils were fascinated by the Ancient Egyptians' method of mummifying the dead, especially that a hook was used to remove the brain.

127 The use of a nationally recognised teaching programme ensures that there is breadth and balance in the history curriculum as pupils move through the school. To keep a check on the progress pupils make, staff record their attainment when a topic is completed. The well-informed subject manager is aware of the need to continue this work and to extend the number of relevant artefacts in the school to support teaching and learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

128 Throughout the school, standards in information and communication technology are in line with the national expectations for the pupils' age. The school has increased the number and range of opportunities for pupils and as a result, pupils' information and communication technology skills have developed noticeably throughout the school. This is a reflection of the effort and commitment made by the staff to improve and raise standards. Many pupils use information and communication technology much more confidently and competently than at the time of the last inspection, when standards were below national expectations. Overall, pupils in Year 6 achieve satisfactorily and have good attitudes to their work. Those pupils with special educational needs achieve well.

129 In Year 2, standards are in line with those expected for their age. Year 2 pupils use graphics programs to select different details, colours and designs to generate geometric shapes. They use text programs to generate, amend and record their work. Pupils have opportunities, from the time they start school to Year 2, to use computers both in the classroom and within the information and communication technology suite, to enable them to develop basic skills with increasing confidence. In Years 1 and 2, information and communication technology is used to support learning in other subjects such as geography, mathematics, art and history. Many pupils bring experiences of information and communication technology from outside school and willingly share them with other class members. Pupils work well together.

130 Pupils in Year 6 attain standards in line with those expected for their age. In Years 5 and 6, pupils control more than one output device and recognise the need for precision in these simple procedures. They write a logical sequence of instructions to operate traffic lights. More-able pupils write more complex programs for flashing Christmas tree lights. In Year 5/6, pupils change data in a spreadsheet to answer 'what if' questions and check predictions. As pupils interpret findings and question the plausibility of information held on the computer, they recognise that poor quality information leads to unreliable results. They learn that spreadsheets are of great value and use in everyday life wherever numbers need to be processed accurately such as, presenting information about respective football teams for the

fans. They add to or amend data as required, when displaying and modifying formulae within the spreadsheet cells. However, as yet the use of information and communication technology to extend pupils' independent research skills remains limited in the upper part of the school. The school is fully aware of the need to develop these opportunities to support learning in other subjects, particularly for the more-able pupils in Years 3 to 6. In history, pupils in Years 3/4 use a design program to create an Egyptian Tomb.

131 Overall the quality of teaching in Years 3 to 6 is good. Teachers have good subject knowledge, understand pupils' needs and use appropriate teaching methods, time and resources well. Teachers manage pupils very well and teach the basic skills of information and communication technology effectively. Teachers currently maximise opportunities for pupils to effectively use the computers and the limited space by planning, organising and managing their activities well in the lessons in the information and communication technology suite.

132 The information and communication technology suite is a good facility and is well used with each class in Years 3 to 6 being timetabled for two lessons each week. The teaching programme incorporates national guidance for the subject and as a result pupils experience the full range of activities that are statutorily required to be taught.

133 The subject is led and managed well. Learning is well organised and pupils' attainment evaluated in order to identify areas for improvement. For instance, teachers have been provided with a checklist of skills which they use to determine whether pupils have mastered basic skills in aspects of the curriculum. Facilities, resources and support have been provided for teachers, to encourage increased staff confidence and expertise. There is an excellent, regularly updated school website, which provides a wide range of very useful and relevant information. It is well used by parents, who through the Internet are informed about planned programmes of work within the National Curriculum, given important dates and details of events and receive school newsletters. Parents are invited to suggest how the website might be improved.

## **MUSIC**

134 No lessons were observed in Years 1 and 2, therefore it is not possible to make an overall judgement on standards attained by those pupils. In Year 6, pupils attain standards above those expected for their age. Pupils from Years 3 to 6 play the recorder and tuition provided by visiting specialist teachers enables a number of pupils to learn to play the violin, woodwind and brass instruments and this helps to raise their standards. Singing in assembly is tuneful and enthusiastic. Music is much valued by teachers, parents, governors and pupils.

135 Pupils in Years 3 and 4 learn to read and play simple musical notation and to change structures and phrases. They play untuned instruments, learn to listen to each other and maintain the pulse of the music. By Years 5 and 6, pupils accurately read simple notation, use dynamics, improvise, and understand well the signs and symbols for piano, forte, crescendo and diminuendo. They use their voices imaginatively as an instrument to create sound and explore how it may be changed and controlled and they begin to repeat patterns and rhythms, using their voices and simple instruments well. Pupils with special educational needs are fully included and make good progress.

136 During the inspection, the quality of teaching and learning varied between satisfactory and excellent, reflecting the relative strengths of teachers' subject knowledge and the degree to which teachers motivate the pupils to produce high quality work. Teaching is most effective when the pace of lessons is demanding and high expectations are set. In the most



successful lessons, the range of activities engaged and motivated pupils resulting in very good quality learning. In an excellent Year 5/ 6 lesson, the teacher's high expectations and great enthusiasm encouraged pupils to sing with enjoyment and play instruments most effectively. Teachers' planning shows that all lessons are carefully prepared to challenge all pupils physically and intellectually. The most successful lessons give sufficient time for the consolidation and refinement of skills. Teachers use questioning very well and encourage pupils to evaluate and improve their own and each other's performance. In a well-taught instrumental tuition session, a visiting specialist teacher engaged the pupils in reading and playing music enthusiastically and confidently. As a result, pupils were keen and enthusiastic and had clearly spent time practising playing their instruments.

137 There is a school choir of almost 40 pupils that meets to practise in lunchtime. The orchestra meets after school with about 20 musicians enjoying making music together, playing recorders, clarinets, violins, saxophones and cornets. The recorder group, from beginners to those playing tenor recorders, play together at lunchtime and after school. Music is played as pupils enter assembly and the name of the composer and the genre of the music are prominently displayed. There is little evidence of the use of information and communication technology to enhance pupils' musical knowledge and experience of composition.

138 The newly appointed subject manager has very good subject knowledge, projects enthusiasm for the subject and is effectively implementing ways of supporting teachers and raising standards further. At present, teachers' expertise varies and those who are less confident value the subject manager's experience in helping them plan and organise lessons and to use resources more efficiently. There is a comprehensive teaching programme that provides for the effective development of pupils' knowledge and skills. This is an important improvement since the last inspection. Resources are adequate and are being improved. Plans for the development of the subject include creative ideas to extend the links with other subjects.

## **PHYSICAL EDUCATION**

139 Standards in gymnastics, games and swimming are in line with the national expectations for the pupils' age throughout the school. This reflects slightly lower standards than those reported at the time of the last inspection, which reflects increased emphasis on other subjects.

140 In gymnastics, pupils in Years 5 and 6 perform different types of jumps competently. The more-able pupils creatively combine a series of jumps, rolls and climbs to move out or through different apparatus, such as benches, boxes and wall bars. They keep their arms and legs straight and together, to enhance their performance and finish their sequence of movements with poise. Average and less-able pupils do not perform as effectively, sometimes losing control of forward rolls or their balance on landing from jumps. Boys tend to be more adventurous in climbing higher on wall bars, with girls achieving better when combining movements on mats.

141 In Year 2, all pupils understand that, for their own safety, they must work in adequate space when performing and avoid each other when moving around the hall. Most balance competently when moving forward along a narrow rope. The more-able pupils balance well when moving sideways or even backwards, along the same pieces of apparatus. Most satisfactorily combine two ways of travelling forwards on a mat.

142 During a games lesson for Years 3 and 4, pupils controlled a hockey ball satisfactorily, passing to each other when at walking pace. In netball, pupils caught the ball well, but were less accurate when passing from the shoulder or chest or by bouncing the ball to a partner. The less-able pupils were often too far apart to receive the ball without it bouncing. Pupils ran with and passed a rugby ball satisfactorily, whilst weaving between cones.

143 School records indicate that around 80 per cent of pupils attain the national expectation to swim 25 metres unaided by the time they leave the school.

144 Overall, the quality of teaching is satisfactory. In the best lessons, for example one for pupils in Years 5 and 6 to promote their gymnastics skills, the teacher used her very good subject knowledge to demonstrate good practice, had high expectations of the quality of pupils' performance and encouraged them to evaluate each other's performance, in order to learn how to improve. The good pace of the lesson ensured that the pupils kept busy and interested. Where teaching is only satisfactory, the pace of lessons is slower because teachers spend too much time explaining what they want pupils to do, rather than letting them do it. In addition, teachers are less assiduous about insisting that pupils implement instructions on how to improve their performance. Teaching assistants play a key role in ensuring that pupils with physical impairment play a full part in lessons and make similar progress to their classmates.

145 The curriculum is broad and balanced and considerably enhanced by a wide range of clubs run after school and at lunchtime. Pupils attend these clubs in large numbers, with cross-country, football and netball being the most popular. Pupils with special abilities are encouraged by the school to compete at district and county level, which some have done with distinction. The school teams compete successfully in football, netball and cross-country matches against local schools. Pupils' skills have been enhanced as a result of coaching from members of the city's professional football and rugby league clubs. As a result of residential visits and of competing in matches and inter-school events, pupils' social and moral development is good. They learn to work as a team, to mix with children from different areas and backgrounds and to celebrate victory or accept defeat with respect for their opponents. There are few opportunities provided to use information and communication technology to support or enhance their learning.

146 The leadership and management of the subject are satisfactory. Strengths are in the management of school fixtures and clubs and in establishing good links with the community which help to improve the pupils' standards and motivate their interest in their own physical development. The staff are provided with helpful guidance on how to implement the teaching programme and with good quality resources to support pupils' learning. Relative weaknesses are in evaluating how well the teaching programme is implemented. As a result, some weaknesses in teachers' subject knowledge and confidence remain undetected.

147 The quality of accommodation is good and this makes a significant contribution to ensuring that pupils have a broad experience of both indoor and outdoor activities. There are two halls, spacious enough to accommodate the largest classes, several hard playing areas and extensive grassed pitches.

## **RELIGIOUS EDUCATION**

148 The provision for religious education is good and standards are above the expectations of the locally Agreed syllabus. Standards have improved since the last inspection, as a result of good teaching and the implementation of an effective teaching programme. Resources are of good quality and fully support teaching and learning.

149 The quality of teaching and learning is generally good and occasionally very good. Pupils enjoy learning about the fundamental questions that guide the lives of so many people across the world. They are attentive and ask searching questions of their teachers. Lessons are carefully planned and resources are used well to motivate pupils. The depth of teachers' subject knowledge varies but all are confident to talk about faith and commitment. In a good Year 1 lesson, comparing different faiths, pupils demonstrated a good knowledge of the Christian church following their visit to a local church. They recalled the artefacts, symbols and customs they observed, such as the candles, the altar, the garments worn by the priest, and the statues of Jesus and Mary. In answer to the teacher's skilled questioning, pupils showed understanding of why people go to church and why they close their eyes in prayer. Pupils studied a poster of a temple and found similarities between the Buddhist and Christian places of worship, candles, prayer and statues. In a well-taught Year 2 lesson, pupils were inspired by the stories of Krishna, the Hindu god. They saw the similarities to Christian stories and recalled the story of Noah and some of the miracles performed by Jesus. In Years 1 and 2, pupils have a good knowledge of Hanukkah and Diwali as well as the major Christian festivals of Christmas, Easter and Harvest.

150 In a good lesson for Years 3 and 4, pupils displayed a very good knowledge and understanding of metaphors whilst discussing 'Jesus as a rock', 'Jesus the light of the world' and 'Jesus the good shepherd'. Pupils were challenged to think deeply and give considered answers that showed an insight into spirituality and faith. Equally challenging work engaged pupils in Years 5 and 6, in reflecting on their lives in the form of a prayer. This enabled them to understand the effect of prayer on people with faith and the wider world. Pupils identified what people were trying to say to God, such as "sorry", "help", "thank you" and the wonderful moment when something very special has happened.

151 Within the teaching programme, there is a focus on Christianity and themes which include a study of the world's major faiths, Judaism, Islam, Hinduism and Buddhism. This has led to pupils considering the importance of spirituality and how belief is important to many people's lives and making a significant contribution to their own spiritual development. Resources are now good, with a range of books in the library, materials to support teachers and artefacts of major faiths. Little use appears to be made of information and communication technology to support pupils' learning. The school has good links to the local Christian churches and also visits other places of worship, including a mosque, and invites visitors from other faiths to talk to the pupils. School assemblies and collective worship provide good opportunities to develop pupils' thinking, for instance in the discussion about Advent or the Christian belief that God created the world.

152 The quality of leadership and management is very good. Leadership provides clear vision and colleagues are inspired by the very good practice and contribution of the subject manager. There is a good understanding of the strengths and weaknesses in provision and improvements have taken place as a result of lesson evaluations.