

# INSPECTION REPORT

## **RAYNVILLE PRIMARY SCHOOL**

Bramley

LEA area: Leeds

Unique reference number: 107965

Headteacher: Ms S Edwards

Reporting inspector: Mr A J Dobell  
10373

Dates of inspection: 17<sup>th</sup> - 20<sup>th</sup> March 2003

Inspection number: 246741

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Cross Aston Grove Bramley Leeds
Postcode:	LS13 2TQ
Telephone number:	(0113) 257 9590
Fax number:	(0113) 255 5490
e-mail:	headteacher@raynville.sch.uk
Appropriate authority:	The governing body
Name of chair of governors:	Councillor Alison Lowe
Date of previous inspection:	February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	Physical education	What sort of school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
19430	Mr E T Hall	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
24031	Mrs I Idle	Team inspector	Areas of learning in the Foundation Stage Design and technology Music	How well does the school care for its pupils?
21910	Mr G Longton	Team inspector	Science Information and communication technology Art and design	How well is the school led and managed?
21243	Mrs L Moore	Team inspector	Mathematics Geography Religious education	How good are the curricular and other opportunities offered to pupils?
27826	Mr A Parsons	Team inspector	Special educational needs Education inclusion English as an additional language English History	

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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

### **INFORMATION ABOUT THE SCHOOL**

This is a very large primary school, serving an established community about four miles west of Leeds city centre and catering for pupils aged three to 11. Most pupils come from the immediate area which consists largely of council and other rented accommodation. Initial testing shows that levels of attainment are well below those normally found when children enter the Nursery. A large proportion of pupils is from homes which experience significant levels of economic and social disadvantage. Most pupils come from Western European backgrounds, but five pupils speak English as an additional language. Seventy-three children attend the Nursery on a part time basis and all other pupils are in single-age classes.

The school has the full-time equivalent of 452 pupils on roll and, of these, 57 are in the Reception Year. There are more boys than girls in the school - 54 per cent against 46 per cent. An above average proportion of pupils (28 per cent) is eligible for free school meals. An above average proportion of pupils (18 per cent) is on the school's register of special educational needs, and an above average proportion (2.8 per cent) has statements of special educational needs. The nature of special educational needs includes specific learning difficulties, moderate and severe learning difficulties, emotional and behavioural difficulties, speech and communication difficulties, hearing and visual impairment and physical difficulties. The proportion of pupils joining or leaving the school during the course of the year is low, largely because the school is over subscribed. The school benefits from national initiatives, including Excellence in Cities and a small Education Action Zone.

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

This is an effective school, serving a community where education has not traditionally been valued. The school is having a positive effect on the attitudes of pupils, parents and the community. The quality of teaching and learning is now good overall and most pupils have impressively mature attitudes to learning. As a result, standards of attainment have risen, but the school understands that there is scope for further improvement, particularly in pupils' writing, and in information and communication technology in Years 3 to 6. The good improvements which the school has achieved result from the headteacher's clear-sighted and determined leadership and management and the support that she has received from her colleagues and the governing body. Given the nature of the community that it serves, the quality of the education being provided and the low costs per pupil, the school is now giving good value for money.

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

- Good, and often very good, teaching results in effective learning in most subjects.
- Pupils have very good attitudes to school and the quality of relationships is very good overall.
- There is very good provision for pupils' personal, moral and social development.
- Children make very good progress in the Nursery and Reception classes.
- Pupils with special educational needs and who speak English as an additional language make good progress.
- This is a very caring school in which all pupils are valued and receive very good educational and personal support.
- Links with parents are very good.
- The high quality of the leadership and management provided by the headteacher, very ably supported by her deputy and all her colleagues, is central to the school's success.

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

- The quality of pupils' writing.
- Standards of attainment in information and communication technology by the time that pupils leave the school.
- Opportunities for pupils to organise and manage their own work and to develop skills as independent learners.

*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 improved well since its previous inspection in February 1998. Attainment, as measured in the National Curriculum tests, has improved in reading, writing and mathematics at the age of seven and in mathematics and science at the age of 11. Attainment in art and design, design and technology, music and religious education has improved throughout the school, and attainment in information and communication technology has improved by the age of seven. However, attainment in writing and information and communication technology remains unsatisfactory by the time that pupils leave the school. There have been improvements over a wide range of the school's activities. These include the quality of teaching and learning, pupils' attitudes and personal development, the quality of the curriculum, pupils' spiritual, moral, social and cultural development, the pastoral support offered to pupils and relationships with parents. In particular, the learning mentors supported by the Excellence in Cities initiative are making a significant contribution to pupils' attainment and progress. The headteacher's purposeful leadership has been a key element in these improvements. The very good support that she is receiving from all adults in the school means that the school has a very good capacity to improve further.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>  well above average    A above average        B average                C below average        D well below average   E
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	E	E	E	
mathematics	D	E	E	E	
science	D	E	C	B	

Since the school's previous inspection, attainment, as measured in the National Curriculum tests at the end of Year 6, has improved well in science, improved slightly in mathematics and declined slightly in English. Overall, the rate of improvement in the school's average points score for the three subjects together has been close to the national trend. In 2002, the school failed to achieve its agreed targets for the proportion of pupils attaining at least Level 4 in English and mathematics, although these targets were very optimistic. At the end of Year 2, attainment in the National Curriculum tests was at the national average in reading, writing and mathematics. Attainment in these subjects was above the average attained in similar schools. Teachers assessed standards in science as being below the national average. Attainment in reading, writing and mathematics has improved well at the end of Year 2 since the school was inspected previously.

Evidence from this inspection is that children make very good progress in the Nursery and Reception classes. Pupils with special educational needs and those who speak English as an additional language make good progress. Children in the Reception Year are on course to reach the nationally expected standards in all areas of learning by the time they enter Year 1, except in communication, language and literacy where their attainment levels are below those normally found. In Years 1 and 2, attainment is at the level normally found in all subjects except art and design and design and technology, where it is above average. Overall, pupils in Years 1 and 2 make good progress in their learning. In Years 3 to 6, attainment is at the expected level except in art and design, where it is better than average, and in English and information and communication technology, where it is unsatisfactory. In English, unsatisfactory standards are the result of weaknesses in pupils' speaking and writing skills. In information and communication technology, they are the result of pupils having insufficient opportunities to develop and practise skills systematically. Pupils in Years 3 to 6 make good progress in their learning overall.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school overall. Most are enthusiastic in lessons and keen to make progress.
Behaviour, in and out of classrooms	Most pupils behave well both in and out of class. Play is boisterous but friendly.
Personal development and relationships	Pupils' personal development is very good overall. It is promoted by the very good relationships which exist between most pupils and between pupils and adults.
Attendance	In the last full school year, attendance was almost exactly at the national average. Most pupils are punctual.

Pupils' attitudes and the quality of relationships are strengths of the school and have improved since the school's previous inspection. The school makes effective use of the Excellence in Cities and Education Action Zone initiatives to promote very good attitudes to learning. Three pupils were excluded for fixed periods during the last full school year.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery & Reception	Years 1 - 2	Years 3 - 6
Quality of teaching	Very good	Good	Good

The quality of teaching is now good overall and the proportion of very good teaching has risen markedly since the school was inspected previously. Now, just over one third of lessons have teaching of very good quality, almost half of lessons have good teaching and satisfactory teaching was observed in one lesson in five. As at the previous inspection, the proportion of unsatisfactory teaching is very small. Good and very good teaching are supported by very good relationships in class so that the work of all pupils is valued. Learning support staff give teachers very effective support so that all pupils have good opportunities for learning. The basic skills of literacy and numeracy are taught well but the teaching of information and communication technology is unsatisfactory in Years 3 to 6. Effective teaching means that pupils make good progress in their learning but they have few opportunities to organise and manage their own work and so do not develop skills as independent learners. Overall, the school meets the needs of all its pupils well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum meets legal requirements and provides a good range of learning opportunities. All pupils are involved well in learning.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs which enables them to make good progress in their learning.
Provision for pupils with English as an additional language	The very few pupils who speak English as an additional language make good progress and have full access to all that the school offers.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	There is very good provision for pupils' personal development and for their moral and social development. The provision for pupils' spiritual and cultural development is good.
How well the school cares for its pupils	This is a very caring school and pupils are given very good personal and educational support.

Systems for assessing pupils' learning and promoting further progress have improved well overall since the school was inspected previously. The school has very good links with parents, who appreciate the



improvements that have been introduced since the schools first inspection.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership and management. She is given very good support by her deputy, senior colleagues and all adults in the school.
How well the governors fulfil their responsibilities	The governing body fulfils its legal responsibilities well and has a good understanding of the school's strengths and areas for development.
The school's evaluation of its performance	The school has good systems for analysing its performance. There is a clear strategy for developing the school over the long term.
The strategic use of resources	The school uses its resources well and is improving them well when finance becomes available.

The headteacher is experienced and clear-sighted in her vision for the school and how this is to be achieved over time. She has developed an impressive unity of purpose among all adults who work there and the governing body. All adults are fully committed to developing and improving the school. There is a very good match of teachers and support staff to the requirements of the National Curriculum and religious education. Resources for learning and accommodation are adequate, but the lack of a proper library and a computer suite adversely affects pupils' potential to develop independent learning skills. The school benefits from some national initiatives such as the 'Excellence in Cities' programme and the headteacher is successful in seeking extra sources of funding. The principles of best value are applied satisfactorily. The school has improved well since its previous inspection and is in a very good position to improve further.

## 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>Teaching is good and children make good progress.</li> <li>Behaviour is good and children become more mature and responsible.</li> <li>The school expects children to work hard and provides a good range of activities outside class.</li> <li>Parents feel confident when approaching the school with concerns.</li> <li>The school is led and managed well.</li> <li>Children like school.</li> </ul>	<p>Of the parents who responded to the questionnaires:</p> <ul style="list-style-type: none"> <li>18 per cent question if their children get the right amount of homework.</li> <li>13 per cent do not believe that they are well informed about progress.</li> <li>13 per cent question if the school works closely with parents.</li> </ul>

The school issued 488 questionnaires and 88 were returned (18 per cent). These views, therefore, represent just under one fifth of all parents and carers. The meeting held before the inspection was attended by 17 parents, who were very supportive of the school overall.

Inspectors support the positive views held by parents. The inspection team believes that the school uses homework well to support learning overall. The quality of information provided for parents is very good and the school makes very good efforts to work closely with parents.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

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

1. When compared to all schools nationally, in the 2002 National Curriculum tests for Year 6, pupils from this school attained results which were well below average in English and mathematics and at the national average in science. When compared to schools which draw their pupils from similar backgrounds, attainment in English and mathematics was well below the average, and attainment in science was above average. The school failed to achieve its agreed targets for the proportion of pupils attaining at least the national expectation of Level 4 in English and mathematics in 2002. However, these targets were very optimistic. These standards are an improvement on the year in which the school was inspected previously in mathematics and science, but attainment in English has declined slightly because standards in pupils' writing are well below those normally found. The data below shows the results which were achieved. National percentages are in brackets.

Year 6	Percentages at Level 4 or above	Percentages at Level 5
English	58 (75)	8 (29)
Mathematics	60 (73)	15 (27)
Science	90 (87)	38 (38)

2. When interpreting these figures, it is important to remember that almost one third of the pupils in this year group were on the school's register of special educational needs, and five pupils had statements of special educational needs. Further, a small number of pupils joined the school during Years 3 to 6 and so did not receive the whole of their primary education in this school. Their attainment in the National Curriculum tests had an adverse effect on the school's results. When these two groups of pupils are excluded, a careful analysis of the results shows that the school was achieving standards which were at least at the national average for the proportion of pupils attaining at least Level 4. A comparison of the results of these pupils at the end of Year 6 with the results that they obtained at the end of Year 2 shows that an impressive number made good progress in their learning in Years 3 to 6. Furthermore, the four pupils who spoke English as an additional language in this year group achieved results which were close to the national average. This demonstrates that the school's strategies for supporting these pupils were effective.
3. The 2002 National Curriculum test results for pupils in Year 2 were at the national average in reading, writing and mathematics. When compared to results in similar schools, attainment was above average in each of the three subjects. Science is not tested at the age of seven, but teachers assessed attainment as being below average. These standards are a clear improvement on those attained in the year in which the school was inspected previously. The actual results are as follows.

Year 2	Percentages at Level 2 or above	Percentages at Level 3
Reading	88 (83)	31 (30)
Writing	89 (86)	5 (9)
Mathematics	92 (90)	36 (31)

4. Evidence from this inspection is that children enter the Nursery with levels of understanding and learning skills which, on average, are well below those normally found. They make very good progress in the Nursery and Reception Year and are likely to reach the levels expected nationally in all areas of learning designed for this age group, except in communication, language and literacy. In this area they are likely to remain below average because of their limited speaking, reading and writing skills. While they make good progress in acquiring each of these skills, it is not rapid enough for them to reach the standards expected nationally.
5. In Years 1 and 2, pupils make good progress in speaking, reading and writing and reach the

standards expected nationally by the end of Year 2. They make good progress in most of the other subjects of the curriculum and attain the standards normally found. The exceptions are art and design and design and technology, where pupils make good progress and reach standards which are above those normally found. In information and communication technology, progress is satisfactory and pupils just reach the standard expected. However, their progress is limited by the lack of regular access to computers.

6. In Years 3 to 6, pupils make unsatisfactory progress in speaking and writing. Essentially, their limited vocabulary prevents them from acquiring the higher-order skills which they are expected to acquire in English and, by the end of Year 6, attainment in English is below average. Attainment in information and communication technology is also below average when pupils leave the school and progress in this increasingly important subject is unsatisfactory in Years 3 to 6. Lack of regular access to computers of good quality inhibits progress, and insufficient opportunities are planned to enable pupils to use computers to support their learning in other subjects. For example, at one particular time during the inspection, an analysis of computer use was made. At this point, most computers in the school were not switched on and none that were switched on were in use. This lack of access to computers, together with the lack of an adequate library, means that pupils have relatively few opportunities to undertake individual research and to organise and manage their own work. As a result, they do not develop the skills of learning independently.
7. In most of the other subjects of the curriculum, pupils make sound progress in Years 3 to 6 and reach the expected standards by the time that they leave the school. In art and design, pupils make good progress and achieve above average standards. The use of specialist teachers improves attainment and progress in some subject areas. For example, in a Year 6 gymnastics lesson taken by the school's physical education subject manager, pupils made very good progress in their learning. Similar progress was made in a dance lesson for a Year 5 class taken by a specialist teacher from a high school concentrating on the creative arts. Other examples of good progress can be found in music.
8. Pupils with special educational needs make good progress in their learning throughout the school. In the Nursery and Reception classes, they make good progress in all areas of learning, but the attainment of the significant proportion of pupils who have speech and language problems or who have had limited opportunities to develop language skills before school remains below average. Throughout the school, these difficulties in communication and understanding are a significant factor in restricting these pupils' ability to engage with subjects throughout the curriculum. The school recognises the need to develop additional strategies to enable pupils to develop these essential skills and to monitor their own progress. Across the school, pupils with special educational needs work hard to meet the targets set for them in their individual education plans and at their annual reviews. The few pupils who speak English as an additional language are supported well and, as a result, make good progress in their learning.
9. Teachers throughout the school use the National Literacy and Numeracy Strategies well to raise pupils' attainment. These strategies are effective overall, but weaknesses in pupils' vocabulary and writing skills mean that improvements in English are uneven throughout the school. As a result, attainment in writing remains below average when pupils leave the school, although it is average at the end of Year 2. Strategies put in place by the school are raising standards of writing but have not yet been in place long enough for standards to be satisfactory by the end of Year 6. Evidence from the inspection is that attainment in mathematics and science is at the expected level at the end of Years 2 and 6. Pupils with particular gifts or talents are given good opportunities in sports and music and, to an extent, in drama. However, there are no effective strategies to enable higher attaining pupils to achieve above average levels of attainment in English and mathematics in the National Curriculum tests at the end of Year 6.
10. Since the school was inspected previously, attainment has improved in reading, writing and mathematics by the end of Year 2, and in science and mathematics by the end of Year 6. Attainment has improved in art and design, design and technology, music and religious education throughout the school. However, attainment in history has declined marginally. The school is in a good position to build on these successes and to raise attainment further.

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

11. Pupils' attitudes to school and to their learning are very good overall and this is an improvement since the previous inspection. Parents are confident that their children enjoy school and make good progress. They settle down quickly in class and enjoy their lessons. Attitudes to lessons are mostly very good and, for a few, exemplary. This is a direct result of interesting lessons allied to very good management of pupils and the provision of ample pastoral care. However, it is sometimes spoilt by a few who start off well but whose concentration spans can be short. On a few occasions, this holds up the progress of others. All pupils are very willing to talk about what they are doing, happily correct their mistakes, and readily explain how they arrived at their answers. They collaborate well in pairs or in groups when asked to do so. They allow space for one another's comments, making responsible suggestions and entering into fruitful short dialogues. Even the youngest pupils listen very well and all speak confidently, but vocabulary is often limited. For example, in a Year 1 literacy lesson, there were some imaginative descriptions for the qualities of waterproofing.
12. Children in the Nursery and Reception classes make very good progress in their personal, social and emotional development. They are beginning to work together and share toys and equipment. They are aware of the needs of others and understand the need to take turns. Their behaviour is good and often very good.
13. Behaviour is good, and, for a few, very good. This is very much due to the diligence of all adults in implementing consistent strategies for behaviour management. Parents have shared in the formation of behaviour policies and fully support the school's approach. Most pupils are polite, courteous and trustworthy. They are generally orderly when moving around the school and take care of their environment. Pupils chatter happily over lunch and welcome visitors to the 'Captain's Table' such as stars from a local rugby league club. Play is largely good-natured. Pupils co-operate well with lunchtime supervisors who stimulate play very well with the younger ones. Pupils enjoy the excellent provision of resources for play and quickly become absorbed in lively activities. Some also attend the Lunchtime Club. They appreciate the skill of the learning mentors who encourage their better attitudes to structured play. All pupils, even those whose behaviour is sometimes unacceptable, appreciate the systems of rewards and acknowledge that sanctions, when applied, are fair. As a result, the school's high expectations are largely met, and, where there are instances of aggression, bullying or name calling, pupils know how very seriously these will be viewed. There have been a number of fixed term exclusions in the past and in the present year, where instances of poor attitudes were likely to have a detrimental effect on the wellbeing and learning of others. These situations are confined to a few pupils who have personal behavioural problems.
14. Pupils' personal development is very good overall. Most pupils have a growing understanding of the impact of their actions on others. This is particularly evident from talking to pupils in Year 6, who exhibit a very mature understanding of sharing and caring, and of what school is about. They have enjoyed school, appreciating the encouragement of their teachers and the help of the transition assistant in planning their transfer to their next school. As a result, they feel well prepared for their progression to secondary education. In personal, health and social education lessons, the pupils contribute well and come to increasingly mature conclusions. There is a strong moral code throughout the school. All pupils are clear about the difference between right and wrong and know what their 'ethos statement' for the week is. This is referred to effectively in assemblies and shared in lessons, especially in whole-class discussions. All pupils know well what is expected of them out of class and their good conduct is recognised.
15. Pupils have a growing appreciation of their environment and of the good relationships around them. They are learning respect for others' feelings and beliefs and have a very good understanding of each other's differences. They enter very well into the atmosphere of assemblies in songs and prayers, and listen very respectfully to staff and the visitors who share in assemblies. They enjoy the opportunities to take part in class assemblies and express themselves well in impromptu role-play. They especially enjoy 'good work' assemblies. Pupils are proud to be chosen to display their best work and are cheerfully applauded by all. They have some understanding of the diversity of cultures discussed, for example, in history, geography and in the personal, social and health education lessons. This is reinforced by the celebrations of each other's achievements in art, music and sport. Pupils sing songs and answer to registration in different languages. They have a real enthusiasm for the after-school clubs and wholeheartedly appreciate the time that staff give to them.

16. Pupils' social development is very good. All enjoy the daily routines, for example, preparing for lessons and assemblies or supporting each other by sharing resources. They tidy up as they go along in lessons and even the youngest know how to tidy away resources. The school council is well organised and is an asset to the school. A wide range of issues is raised by pupils and is discussed seriously. Older pupils enjoy helping younger ones. They willingly accept the opportunities offered to them, take their roles seriously, and support staff well during breaks. In lessons, particularly in the older age groups, lesson objectives are constantly discussed so that pupils are learning to evaluate their achievements. Pointers for development in the next lessons are sometimes mutually agreed as a result. Pupils appreciate the work of visitors, for example, from a local secondary school specialising in the creative arts, those who come to talk to them about religion or sport, and the representatives of charities. All pupils enjoy trips and visits where their inter-dependence and social skills are strengthened.
17. Relationships between pupils and between pupils and adults are very good, and most pupils enjoy a supportive companionship. Pupils talk to staff during breaks about what they have been doing, and freely share any small concerns. As a result, there is a good rapport between pupils and between pupils and adults in school.
18. Pupils with special educational needs are as positive about their lessons as other pupils and are fully included and accepted in everything that the school offers. The other pupils recognise the particular contributions of pupils with special educational needs and are very understanding and helpful towards them. They also welcome pupils who integrate into Raynville from a local special school at certain times of the week as part of an 'Education Leeds' initiative. The promotion of inclusion by whole-class teaching rather than withdrawal for pupils with special educational needs helps to develop a more positive approach throughout the school. Pupils who speak English as an additional language have very good attitudes to learning and make good progress. The school has been awarded an 'Inclusion Charter Mark' in recognition of the high quality of the school's provision for all its pupils.
19. Attendance is broadly in line with the national average. Registration is prompt and effective, making for a good start to the day's activities. Most parents are familiar with the criteria for authorised and unauthorised absence and increasingly co-operate very well with the school. Pupils themselves know that regular attendance and punctuality are good habits to be fostered for the future. Many now take advantage of the 'walking bus' and the breakfast club at the start of the day. As a result, the great majority of pupils have good attendance records and lateness for them is not an issue. However, a small number of families are less co-operative and, for them, lateness and odd days off are too common. The school is also very concerned about the number of families taking holidays during term time. Parents are asked to understand that this privilege is meant to accommodate parents who are unable to take holidays during traditional breaks. It has a direct effect on standards for all in class and causes disruption by taking up teachers' time bringing these pupils up to date when they return from holiday.

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

20. The quality of teaching is good overall and ranges from very good to unsatisfactory. During the inspection, 80 lessons were observed. Of these, just over one third had teaching of very good quality, just under one half had good teaching, one lesson in five had satisfactory teaching and the proportion of unsatisfactory teaching was very small. This is a good improvement on the previous inspection, when only one lesson in 20 had very good teaching and over half of the teaching was satisfactory. The proportion of unsatisfactory teaching has remained constant.
21. In the Nursery and Reception classes, the quality of teaching is very good overall. It is consistently very good in the Nursery and there are examples of very good teaching in both Reception classes. However, there was a small amount of unsatisfactory teaching in one of the Reception classes. This resulted from unsatisfactory planning, so that children were unsure about what they were to do, and a slow pace to learning so that they lost concentration. In contrast, in most lessons for these children, the teachers' very secure understanding of the learning needs of young children, the interesting and stimulating learning activities that were planned, and the high expectations for behaviour and effort resulted in learning and progress of very good quality overall. This is an improvement since the

school was inspected previously.

22. In Years 1 and 2, the quality of teaching is good overall, with just over one lesson in five being very good and the same proportion being satisfactory. This is an improvement since the school's first inspection when the average quality of teaching for these year groups was satisfactory. When teaching is very good, the learning objectives for the lesson are clear and are shared with pupils so that they know what they are learning and why. As a result, pupils work with interest and sustained concentration and make very good progress in their learning. In some satisfactory lessons, learning objectives are less specific so that it is more difficult to judge whether enough has been learned and enough progress has been made.
23. The quality of teaching is good overall in Years 3 to 6. Just over one fifth of the lessons observed had satisfactory teaching, about one half were good and almost one third were very good. Teachers have a good knowledge and understanding of the subjects that they are teaching and many lessons engage pupils' interest so that they work with a good level of concentration and effort. However, pupils' progress is limited by their below average skills in using language. Their range of vocabulary is limited so that their speaking and writing is less effective than is found in most schools. Their lack of regular access to good quality computers and to a well-resourced library adversely affects their potential to work independently and to develop individual research skills.
24. A number of positive factors underpin the quality of teaching and learning. Pupils have very good attitudes to learning and most take an interest in lessons and are keen to make progress. Teachers are very skilled at managing pupils and little time is lost in starting work or in moving from one activity to the next. Learning support assistants give teachers valuable support in managing a number of pupils throughout the school who have problems in managing their own behaviour. As a result, they concentrate well overall and there are very few occasions where problems arise so that the learning of others is disrupted. Most teachers are skilled in introducing lessons so that pupils' interests are engaged and this ensures that they go on to work willingly. In most classes, very good relationships between pupils and between pupils and adults are a major factor in creating the conditions for good teaching and learning. Work is marked regularly and pupils are praised for successful work. However, opportunities are not always taken to indicate to pupils how they can improve their work further. In a few lessons, learning activities are not targeted sufficiently carefully at pupils of different levels of attainment. In these lessons, lower attaining pupils may find work difficult while higher attaining pupils are insufficiently challenged.
25. The basic skills of literacy and numeracy are taught very well in the Nursery and Reception classes and well overall in Years 1 to 6. An example of very good teaching and learning occurred in a Year 2 literacy lesson in which pupils were reading the book 'Doodling Daniel'. A clever introduction in which the idea of doodling was linked to the artist Paul Klee's idea of 'taking a line for a walk' immediately captured pupils' attention. The teacher's high expectations for her pupils' efforts and behaviour meant that they concentrated well. They were given time to explain themselves so that they all felt that their ideas and contributions were valued. Carefully graded work for different ability groups ensured that all pupils were extended, but were able to learn successfully. Another example of very good teaching and learning was seen in a Year 6 numeracy lesson. Clear lesson planning, well-targeted work, a brisk pace and clear explanations meant that pupils worked with a high level of commitment and became confident in identifying key elements in problems and solving them using a range of methods. Successful learning was underpinned when the teacher encouraged pupils to check their answers to make sure that they were reasonable.
26. The teaching of pupils with special educational needs is good overall and enables them to make good progress in their learning. Teachers manage the behaviour of these pupils very skilfully because they know them so well. However, there is some inconsistency in the way in which different teachers plan the work of these pupils. The more successful teachers assess the needs of these pupils quickly and provide a range of work to enable them to make good progress. Learning support assistants are very effective when working with pupils with special educational needs and their sensitive support and prompting are major factors in the progress that these pupils make. A more recent innovation is the introduction of learning mentors to work with some of these pupils. Learning mentors are financed by the 'Excellence in Cities' initiative and are proving very effective in the work that they are doing with these pupils. For example, one learning mentor was promoting positive relationships and a positive

self-image by getting rid of 'put-downs' and using 'push-ups' to raise self-esteem. The very few pupils who speak English as an additional language are given good support and make good progress.

27. Overall, pupils make very good progress in their learning in the Nursery and Reception classes and good progress in Years 1 to 6. This is a direct result of improvements in the quality of teaching since the school was inspected previously. The quality of the information from assessments of pupils' progress has improved so that teachers are able to plan future learning better, particularly in English, mathematics and science. This has enabled pupils' writing to be identified as an area for further development. Teachers are aware that this and pupils' skills in information and communication technology in Years 3 to 6 need to be improved further. The school is in a strong position to improve attainment by focusing teaching and learning more carefully on the areas where pupils' knowledge, skills and understanding need further development.

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

28. The range of learning opportunities is good. The school provides a broad range of worthwhile learning activities which are relevant to the pupils' needs and ensure equality of opportunity for all pupils. The appropriate statutory curriculum is in place, with strategies for teaching literacy skills being satisfactory overall, with some examples of good practice, and those for numeracy skills being good. However, the provision of learning experiences in information and communication technology in Years 3 to 6 is unsatisfactory because of the lack of sufficient resources of good quality. This, and the lack of a library of good quality, means that pupils do not develop skills as independent learners satisfactorily. The curriculum is enriched by visitors to the school and by taking pupils on visits to interesting places, including a residential visit. A good range of activities out of school hours is provided, which includes sport, music and the creative arts. Staff also run a number of additional sessions for pupils who wish to improve their literacy or numeracy skills, or who need help with their homework. The topic approach noted in the previous inspection has largely evolved into work based on individual subjects. This is an improvement which provides opportunities for greater and more in-depth coverage of subjects, particularly in Years 3 to 6.
29. The curriculum for children in the Nursery and Reception classes is good and covers all the areas of learning designed to enable these children to make progress. The wide range of interesting learning opportunities planned for them ensures that they make very good progress in their learning.
30. The provision for special educational needs is good throughout the school. The proportions of pupils on the register of special educational needs and who have statements of special educational needs, are above the national average. The large number of pupils who have gaps in their understanding and use of language goes well beyond the number of pupils with special educational needs, however, and is a significant factor within the school that contributes to the disappointing results in writing.
31. The development of a 'Sign Choir', in response to a lack of pupils' understanding about the needs of people who are deaf, is a reflection of the way in which the school takes seriously its responsibility to the wider community. The sign choir also makes a significant contribution to pupils' spiritual, moral, social and cultural development because it draws upon the talents of staff and pupils working together and evokes a real interest in the power and beauty of this alternative means of communication that unites drama, rhythm and music.
32. Appropriate time is allocated to each subject, and this is an improvement since the previous inspection, when the balance of time and coverage for each subject was unsatisfactory and a key issue for action. A small number of pupils spend less time in literacy and numeracy lessons than their classmates as they are taken out of class for individual or small group work for sessions of up to 30 minutes. This interrupts their concentration and continuity of learning. A small number of lessons are similarly affected by the timetables of visiting teachers; for example, one numeracy lesson breaks for music and has to be completed after lunch, which is unsatisfactory.
33. Schemes of work are in place for all subjects, and this is an improvement since the previous inspection, when this was an area of concern and a key issue for action. The present schemes vary widely in quality and the school appreciates the need to follow the good practice of those subject

managers who have taken the basic national schemes further by tailoring the curriculum to the needs of the school. There is also a need for schemes to offer suggestions for providing suitable work for pupils with different levels of attainment.

34. The personal, social, health and citizenship education of pupils is very well organised. It includes provision for education about personal relationships, including sex education, and the dangers of misusing medicines and addictive substances. The scheme is fully integrated into the curriculum and opportunities to promote 'responsible attitudes in all things' are taken whenever possible, for example, during assemblies and during registration. These are enhanced by a range of very well structured opportunities, such as before and after school clubs. The lunchtime club greatly assists those whose personal and social behaviour in lessons and at play needs constant support. As a result of the caring attitudes of staff and the time that they give, almost all of the school's social and welfare structures are very effective.
35. The school is a focal point in the community. For example, there are close links with the local church and some school events are held in the church hall. Visitors, including the local clergy and representatives of a range of faiths, share in assemblies and lessons in religious education. The Bramley Elderly Action Group and a local company assist pupils' development by hearing them read and doing group work with them. These examples of the very good relationships between the local community and the school. Pupils, parents and staff greatly enjoy an annual visit to a Leeds pantomime and the Surestart' toddlers' group uses school accommodation and thereby enables children to become used to the school environment. This wide range of activities enables the community to make a very good contribution to pupils' learning.
36. The school has very strong links with its partner institutions. There is a very fruitful tradition of in-service training within the local family of schools. Local teacher training organisations value the contribution that the school makes to initial teacher training. The school welcomes contributions to the creative arts such as dance from a partner school. Transition to secondary school is extremely well organised, with a transition assistant supporting Year 6 pupils towards the end of their time in Raynville School and then seeing them through their first year in secondary education.
37. The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good and has improved since the previous inspection.
38. There is good provision for pupils' spiritual development. The school's 'ethos statements' and the high quality of relationships throughout the school provide pupils with a set of values which have a positive impact on their behaviour and progress. A respect for themselves and for others is encouraged, with opportunities provided in religious education lessons and most assemblies for pupils to reflect upon moral issues and on their own and others' beliefs. Good support is provided by visiting speakers in religious education lessons to develop pupils' understanding of the values and beliefs taught by different religions. In other lessons, pupils develop a sense of wonder for the world around them, for example, when they observed how a tuning fork caused 'waves' as its vibrations touched the surface of water, or when on a 'Viking Visit'. Music is played at the beginning and end of assemblies, but there are missed opportunities to focus on pupils' response to this music and to discuss its purpose.
39. The school's provision for pupils' moral development is very good. Pupils are taught the difference between right and wrong. The good examples for behaviour and care set by all adults in the school and the consistent use of the behaviour policy encourage pupils to behave responsibly. There is consistent reinforcement of the school ethos by all staff, so that pupils respect each other, their surroundings and the wider environment. The 'reward assembly' reinforces these messages, as awards are presented for attitudes, co-operation and behaviour, as well as good work. In addition, good behaviour at lunchtimes is rewarded by lunchtime staff nominating pupils for the 'Captain's table'. Much of the collective worship is based upon themes which reflect the moral judgements which pupils need to make.
40. The school makes very good provision for pupils' social development. The school ethos permeates throughout all activities, helping to establish positive relationships. Opportunities to take responsibility develop in pupils an understanding of how to live successfully in a community. Very good opportunities for social development are provided within the breakfast club, after-school activities



and outings. The high quality of support from learning mentors enhances this provision within the school.

41. The provision for pupils' cultural development is good and their own culture is well supported through activities within the local community. The religious education curriculum covers four main religions and pupils are starting to build up a picture of their country as one of many cultures which have similarities and differences. The art and music curriculum includes a range of interesting experiences from different cultures, for example, masks, the Samba, Angklung, Indian dance, African drumming and a steel band. Visits to the local church and mosque enhance pupils' knowledge of their local area.
42. The school has improved its curriculum and its provision for pupils' development well since its previous inspection. It has a good capacity to improve, but further improvement is being hindered by insufficient resources for information and communication technology and by the lack of an adequate library.

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

43. The provisions for the safety and welfare of pupils are very good. Parents agree that this is so and feel that their children are welcomed into a secure and safe learning environment. Staff work hard to support pupils and they provide a happy working atmosphere in which pupils grow into rounded individuals. All adults in the school are aware of the strict criteria to be observed in the sphere of child protection. The school has good access to educational, medical and social agencies when these are required. The office staff and others sensitively support those who are unwell. The safety of pupils in school and on visits is well organised and secure.
44. Procedures for monitoring and improving attendance are very good. Attendance and punctuality are very well promoted at every opportunity. Monitoring is thorough and any unexpected absences are followed up immediately by the learning mentors with home visits if necessary. The education welfare officer works well with the school in respect of the needs of a few families. The provision of the 'walking bus' and the breakfast club have had a good effect on raising levels of attendance.
45. Procedures for monitoring and promoting pupils' self-discipline are very good and are successful. There is a comprehensive behaviour policy which is practised consistently to encourage good attitudes and behaviour. Where individual pupils have personal and social problems, these are very closely monitored. A very wide range of strategies is introduced and applied consistently, generally with improving results.
46. Procedures for eliminating oppressive behaviour such as bullying are very good. Thorough policies and strategies are in place. Tendencies towards bad behaviour, bullying and name-calling are checked and the co-operation of all the parents concerned is sought at an early stage. Exclusions of pupils are regarded as a very serious matter in the school. These measures are taken as a last resort where a few pupils fail to appreciate the impact of their behaviour on others.
47. Procedures for assessing pupils' attainment are good and this is an improvement since the previous inspection. National Curriculum tests for seven and 11 year-olds as well as non-statutory tests in Years 3, 4 and 5 are used to develop an overall picture of pupils' progress throughout the school. The school now looks at its results in these tests and compares them with those attained nationally. The school has recently introduced a commercial computer programme to help to keep accurate records of pupils' progress. The school also receives good assessment support from Education Leeds in analysing and tracking trends in results. An analysis of National Curriculum test questions takes place to identify areas of weakness in English, mathematics and science.
48. At the end of each year, pupils' work is given grades which reflect National Curriculum levels in literacy and numeracy in the infant classes and in literacy, numeracy and science for older pupils. This helps teachers to set group targets for the next year. However, target setting is not consistent throughout the school. Every teacher has an assessment file covering all the subjects of the National Curriculum but the recording of pupils' performance in subjects apart from English, mathematics and science is sparse and is not used to guide future planning. Procedures for monitoring and supporting pupils' academic progress are good. Every effort is made to ensure that the needs of individual pupils

are met, particularly in literacy and numeracy, and these procedures are having a positive effect on pupils' attainment and progress.

49. The provision for pupils with special educational needs is good. The use of a teacher to assess the specific language needs of children in the Nursery and Reception classes, for example, means that strategies are quickly put into place and that the time given to the school by the speech and language therapy service is used most effectively. The school has a good range of formal and informal resources that supports the inclusion of pupils with a wide variety of needs. These resources are centrally located and freely accessible to all staff. They help to ensure that pupils with special educational needs have their needs assessed effectively and so benefit from all that the school offers. The few pupils who speak English as an additional language are given good support and have equality of access to all that the school provides.
50. Procedures for monitoring and supporting pupils' personal development are very good and pupils have confidence in and co-operate well with adults in the school. Nevertheless, staff have to work very hard to maintain some pupils' application and concentration. Parents realise this and strongly support them. They feel that all staff, teaching and non-teaching, know their children very well individually and expect them to work hard and do their best. Parents are happy that the school's attitudes and values have a positive effect on their children and help them to mature. They know that their children can confidently share their thoughts with several members of staff. Parents feel that any concerns they may have are listened to and that their opinions are valued.

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

51. Parents view the school highly and links between the school and parents are very good. This is evident from the exceptionally positive responses in the questionnaires, the supportive comments at the parents' meeting and also from parents spoken to during the inspection. This successful partnership is very largely due to the hard work of the headteacher, her staff and the learning mentors, in seeking to involve parents at every stage of their children's learning. As a result, parents strongly support the school in all it sets out to do and achieve for their children. This is a significant improvement even on the good standards found when the school was inspected previously.
52. Information for parents is very good overall. The lively 'Raynville Recorder' is published frequently and includes much detail about pupils' ongoing activities. There are ample opportunities for parents to speak to staff at the end of the day or to make appointments to approach the school on more formal matters. Parents are comfortable with these arrangements and with the consultation evenings. Parents' evenings are extremely well attended. Parents are not rushed, feel they are listened to and have enlightening discussions on their children's progress, including target setting for the future. When necessary, special arrangements are made to meet parents by teachers with learning mentor support, generally with encouraging results. The quality of the information that the school is legally required to supply to parents is good. Reports conform to requirements with some evaluation of progress, but, as yet, lack developmental comment. There is a comprehensive school prospectus incorporating the governors' annual report to parents but there is little insight into what governors have discussed, what decisions have been taken and what impact they have had on the work of the school.
53. The contribution of parents to their children's learning has improved since the last inspection. The school believes in partnership and parents co-operate willingly with the school's arrangements for them. The home-school agreement has had an excellent response and has helped to clarify the roles of parents, the child and the school. As a result, the systems for homework are effective. Parents value the after-school homework club which encourages their children's experience of independent study. A good number of parents encourage and help their children at home, particularly in the Nursery and Reception classes and Years 1 and 2. A small number of parents loyally come into school to help in lessons and a few have gained the confidence to train as classroom assistants. Many more are very willing to assist with activities outside class such as trips and visits. All these contributions are valued. Attendance at subject based sessions is impressively high. A good number of parents enjoy the regular workshops, working alongside pupils, for example, in literacy and numeracy. Workshops on 'Supporting your child at home' help parents to give their children further support in their learning. Parents are welcomed in large numbers to class assemblies, to

performances and to the major festivals at Harvest and Christmas.

54. Parents of children in the Nursery and Reception classes support learning well. They hear children read on a regular basis and help them to develop their early word recognition skills. A small number support a 'Reading with Parents' workshop each week and attend other parent workshops. Parents also help in school during lessons and make a valuable contribution to the very good progress made in these classes.
55. Parents of pupils with special educational needs are informed about their children's progress towards achieving their individual targets on a regular basis. The annual reviews of statements of special educational needs follow a clear schedule and involve parents and a wide range of other specialists. The governors' annual report for parents includes an informative section about the provision for pupils with special educational needs. Parents are generally very positive about this provision in the school. Although a very small minority of parents believes that the school attracts too many pupils whose significant needs have an adverse effect on overall attainment within the school, there was no evidence during the inspection to suggest that this was the case.
56. The working party for the Friends of Raynville Association is small but enthusiastic and an integral part of the school. Parents, governors and staff willingly work for the good of the school and its pupils. Regular events such as family discos and the Summer Fair are well attended by families and friends in the community. Funds raised are donated to provide a good range of additional school resources. These efforts are greatly appreciated by the headteacher and staff.
57. The school has worked very hard to improve links with parents and this has been successful. The headteacher is keen to develop parents as partners in their children's learning so that the local community begins to value education more highly. There has been a good start to this and there is a clear capacity to develop this further.

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

58. The leadership and management of the school by the headteacher and key staff are very good. When the school was inspected previously shortly after the appointment of the headteacher, it provided sound value for money, but had a number of key issues to work on. The school has made good progress since then and most of the issues have been addressed well, although more attention still needs to be given to the continued improvement of information and communication technology. Parents also recognise that the improvements that have taken place in the school have occurred since the headteacher took up her post. She is a valued and regular presence around the school and is a major reason for the school's orderly and calm atmosphere.
59. The headteacher, very ably supported by her deputy, the senior management team and all adults in the school, has created a united staff team. The school has a very positive ethos that reflects the commitment of the headteacher and all adults in the school to creating a positive learning atmosphere in which all pupils achieve their best. It has a clear vision for what it is trying to achieve for its pupils, and all adults contributing to the school's work share this vision so that the school has a very good capacity to improve further. The school has effective systems for evaluating its strengths and potential for improvement. It plans well to achieve improvements and has good systems for monitoring and evaluating progress towards them.
60. The headteacher, her deputy and other staff have observed lessons in English, mathematics and science and other subjects. By giving advice and involving advisors from the local education authority, they have significantly improved the standard of teaching and learning. The three Key Stage Co-ordinators are effective in managing the different age groups in the school and in ensuring continuity of provision. Subject leaders have worked hard on preparing schemes of work which now give teachers useful guidance in the teaching of different subjects. The school's improvement plan is satisfactory but lacks detail in how its effectiveness can be evaluated. Even so, appropriate priorities have been established to effect improvement. All aspects of the school's work are covered, although the focus is on raising standards.
61. The co-ordination and management of special educational needs is good. The special needs

managers have revised the systems for special educational needs in the school since the previous inspection and the school is working towards recognising these changes by adopting the title 'Inclusion Co-ordinator'. Timetables for reviews, the deployment of support staff and the involvement of outside agencies are very well organised. Every representative from the different agencies who attended the school during the inspection was very positive about the inclusive, 'can-do' ethos of the school. The use of information and communication technology to support the writing of individual education plans is well established. The school is aware that, as the amount of data about special educational needs increases, it needs to develop its capacity to analyse that data further if it is to assess the impact of its provision on the attainment and progress of these pupils. The governors are fully supportive of this area of the school's work and the governor with responsibility for this area liaises regularly with the co-ordinators.

62. The governing body makes a good contribution to the smooth and effective running of the school and fulfils its statutory responsibilities. The governors share the headteacher's vision for the school and its pupils, have a broad range of experience, and bring an understanding of the community that the school serves. Hence, they are a very valuable source of support. Overall, governors have a clear view of the school's strengths and weaknesses and of the context in which the school is working. They are kept fully informed by the headteacher and individual governors are linked effectively to some subjects.
63. The chair of governors cares deeply about the school and gives of her time and experience unstintingly to move the school forward. The headteacher receives good support from the governing body's committees in all areas of the school's work. Governors are actively involved in monitoring the progress being made in the school's improvement plan, which is discussed at every governor's meeting so that awareness of this aspect of the school's work is improving. Governors keep a continuing check on the budget so that the school has a satisfactory surplus. They ensure that the priorities identified in the school improvement plan are supported by sufficient funds to enable them to be implemented effectively. The principles of best value are applied satisfactorily. The school benefits well from its participation in a range of initiatives, including the 'Excellence in Cities' project and the local small Education Action Zone. Funds from specific grants are used appropriately, and, in some cases, increased from the school's budget where the school and the governors consider this to be beneficial, for example, in supporting pupils with special educational needs.
64. The school is very well staffed to teach the National Curriculum and religious education. All non-teaching staff give very good support to both parents and pupils in promoting learning. They have received good training and are highly effective in their work. Subject leaders are beginning to become more effective in managing their subjects. The school has good systems in place to introduce new staff and students to its procedures and is a valued supporter of the initial training of teachers. During the inspection, the student teacher on extended placement was fully included by staff in the life of the school and provided with appropriate opportunities to work with pupils and teachers. The school has adopted performance management procedures effectively to promote the professional development of teachers.
65. Overall, the quality of resources is satisfactory, but the number of computers is still below the nationally recommended level, in spite of very recent improvements. The school is making every effort to improve resources when funds are available. For example, in science, teachers now have many new resources to encourage pupils to take part in investigations and these are stimulating pupils' interest in their work, with improved results. Resources have also been improved in art and design and design and technology.
66. In spite of some improvements since the appointment of the headteacher and of efforts by parents, aspects of the school's accommodation are still unsatisfactory. There is a shortage of space at every level. The library is limiting and does not encourage independent learning. There is no computer suite and this is a serious weakness in provision, which adversely affects the teaching of information and communication technology. Although the school has satisfactory hard play areas, there is no field for physical education. The school's daily routines are straightforward and well understood.
67. The school office is efficient. Good use is made of new technology for record keeping and monitoring the school's finances. A strength of the office staff is the warm and courteous welcome with which

they greet visitors and parents. This fits well into the general management style of the school and helps to ensure that the local community values the school.

68. The clear-sighted and determined leadership of the headteacher has been central to the school's good improvement since its previous inspection. She has a clear understanding of how to develop the school and, given the impressive unity of purpose that she has created among her colleagues, the school has a very good capacity to improve further.

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

69. In order to improve the quality of education further, the governors, headteacher and staff should:

- i. improve the quality of pupils' writing throughout the school in all subjects;

*(paragraphs 1, 6, 9, 23, 27, 30, 93, 95, 98, 99 and 119)*

- ii. raise standards of attainment in information and communication technology by the time that pupils leave the school; and

*(paragraphs 5, 6, 27, 28, 42, 58, 65, 102, 105, 107, 111, 120, 126, 145, 146, 148 and 149)*

- iii. create more opportunities for pupils to organise and manage their own work by providing better library facilities and greater access to information and communication technology.

*(paragraphs 6, 23, 28, 42, 66, 97, 105, 129, 130 and 142)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	72

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	27	35	16	2	0	0
Percentage	0	34	44	20	2	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR - Y6
Number of pupils on the school's roll (FTE for part-time pupils)	37	415
Number of full-time pupils known to be eligible for free school meals	0	116

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs	2	11
Number of pupils on the school's special educational needs register	5	79

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
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	31	28	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	26	27
	Girls	25	26	27
	Total	51	52	54
Percentage of pupils at NC level 2 or above	School	86 (73)	88 (83)	92 (81)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	27
	Girls	26	26	25
	Total	53	54	52
Percentage of pupils at NC level 2 or above	School	90 (83)	92 (86)	88 (80)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	29	31	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	25
	Girls	19	19	29
	Total	35	36	54
Percentage of pupils at NC level 4 or above	School	58 (58)	60 (47)	90 (78)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	22
	Girls	24	20	22
	Total	43	40	44
Percentage of pupils at NC level 4 or above	School	72 (51)	67 (59)	73 (71)
	National	73 (72)	74 (74)	82 (82)

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



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

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
352	3	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
1	0	0
0	0	0
2	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
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.*

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

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

Total number of qualified teachers (FTE)	16.2
Number of pupils per qualified teacher	24
Average class size	29.6

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

Total number of education support staff	23
Total aggregate hours worked per week	321

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	36
Total number of education support staff	4
Total aggregate hours worked per week	80
Number of pupils per FTE adult	7.2

### ***Financial information***

Financial year	2001-2002
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	£
Total income	1,042,492
Total expenditure	1,040,303
Expenditure per pupil	2,286
Balance brought forward from previous year	26,440
Balance carried forward to next year	28,629

*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

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

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out

488

Number of questionnaires returned

88

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	31	8	1	0
My child is making good progress in school.	60	36	3	0	1
Behaviour in the school is good.	48	47	4	1	0
My child gets the right amount of work to do at home.	43	34	11	7	5
The teaching is good.	60	34	4	0	2
I am kept well informed about how my child is getting on.	44	43	7	6	0
I would feel comfortable about approaching the school with questions or a problem.	68	32	0	0	0
The school expects my child to work hard and achieve his or her best.	63	36	1	0	0
The school works closely with parents.	40	46	5	8	1
The school is well led and managed.	56	36	1	0	7
The school is helping my child become mature and responsible.	54	42	4	0	0
The school provides an interesting range of activities outside lessons.	41	48	2	2	7

## **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**

70. Children are admitted to the Nursery on a part-time basis until they enter the Reception classes, when they attend full-time. When they start school, their attainment is well below that expected for their age. The majority of children begin with poor communication, language and literacy skills. Their personal and social skills are also below those normally found. Children make very good progress in their creative, physical and mathematical development, their knowledge and understanding of the world, and their personal, social and emotional development and, as a result, the majority are in line to achieve the standards expected nationally by the time they enter Year 1. They make good progress in their communication, language and literacy skills but are still below the level expected by the time they reach Year 1. Their progress is very good overall.
71. The provision for children in the Foundation Stage is very good. Teachers' planning is very thorough and focuses clearly on interesting activities which give the children good quality experiences in all the areas of learning. These are closely linked to the early learning goals designed for children of this age. Children with special educational needs make good progress towards the targets set for them. The quality of teaching is very good overall and a considerable amount of very good teaching was seen in all three classes. The quality of teaching in the Nursery is consistently very good. The good teaching seen at the time of the previous inspection has improved further. However, in one Reception class, a small amount of unsatisfactory teaching was observed. This teaching lacked challenge, the pace of learning was slow, the organisation of resources was poor, and this was adversely affecting children's learning and progress.
72. The Foundation Stage is led and managed very well. Three of the four teachers and the support staff have a very good knowledge of how young children learn and this is reflected in the very good planning. The team work very well together and planning meetings, as a group, take place each week. Assessment records are in place and these focus clearly on the standards expected nationally and designed for this age group. The new Foundation Stage Profile is being trialed by the staff during this school year. Ongoing assessment is used effectively to guide the planning of future learning except in the small number of lessons where teaching is unsatisfactory. Here, opportunities to assess children's learning are missed. Very good information about progress is available to parents and this is linked closely to what children are learning.

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

73. The level of personal, social and emotional development of the majority of children when they start school is well below that expected nationally. The quality of teaching in this area is very good and children's very good relationships with adults enable them to make very good progress. They are in line to achieve the expected standards in this area by the time they reach Year 1.
74. Children are happy and secure in their Nursery groups, come into school confidently and know the routines well. The majority have the confidence to talk to adults and visitors. Number games, using dice, help children to understand the need to take turns. During shared time, activities, such as testing vehicles on different gradients, role play in the 'bus' and whole-class discussions give good opportunities for participation in a group setting. In the Nursery, two groups are formed for discussions so that children have opportunities to contribute their ideas in a smaller group. During this time they think carefully about the feelings of others, particularly 'Charlie the puppet' who was sad because he was not good at anything. The children told him what they could do well to make him feel better and he then remembered that 'he is good at singing.' This activity helped to build children's self-esteem when they realised that they could all do something well.
75. The children's behaviour is very good and they have very good attitudes to learning. They get on well together and children in the Reception classes are beginning to work in pairs, particularly when developing their ball skills in physical education and when creating their own game of chess with small plastic teddy bears. Children showed a keen interest in the natural world and a concern for

small creatures as they observed frog spawn through a magnifying glass and identified changes accurately. Although the youngest children do not concentrate for an extended period of time, they know that, if they join a small group sharing a book with the teacher, they have to sit in the group until the end of the book. Children know that their ideas and efforts are valued and appreciated. For example, there was good spontaneous support in a Reception class when a child with special educational needs wrote some letters correctly. Nursery children respond very quickly when they hear music being played. They know that this is the sign for clearing away and do this very well without being reminded by the teacher. They know where to put the materials and show good independent skills. They have very good relationships with the majority of teachers and all support staff, and adults and children work very well together, showing impressive respect for each other. When the teaching is unsatisfactory, children's relationships are not as good. They fuss and are not as involved in activities. They shout out instead of putting their hands up and do not settle to tasks as they are unsure what to do.

## **Communication, language and literacy**

76. On entry to the Nursery, a significant number of children have well below average skills in speaking and listening. However, the very good teaching that they receive helps them to make good progress. This is not sufficient, however, to enable them to achieve the standards expected nationally by the time they enter Year 1. Specific difficulties are identified early and many children are found to need additional help. Speech therapists work closely with the teachers to support these children. Many opportunities are planned in activities to extend speaking and listening skills. Children develop these through role-play in the 'bus' in all three classes. They describe what they see through the window as they 'travel' on the bus. They share their ideas about books well in small groups and when working with adults on a one-to-one basis. The Nursery children described what they found out about frog spawn well to others, showing keen excitement and enthusiasm. The very good questioning skills of the staff gave children good opportunities to explain what they thought might happen when trying different gradients to test their cars. For example, one child looked at three different ramps. These ramps were raised using a pencil, a wooden brick and the seat of a small chair. The child's comments were 'that won't work, 'that'll move a bit' and 'that does the job!' pointing to the one resting on the chair.
77. The majority of children recognise their own name and identify correctly the first letter sound and name. Most children in the Nursery make a good attempt to write their name, holding and controlling their pencils successfully. They are given many opportunities to practise their writing in the 'Bob the Builder's Office', when they write lists of materials and the names of the characters in the story of Bob. The writing table provides good opportunities for children to develop letter formation skills. Nursery children enjoy writing their letters and know that when they write the letter 'm' that 'I need to put a curl on it'. They began to understand how to complete a simple sentence when they recorded the results of testing their cars on a gradient. These opportunities improve the quality of their 'emerging' writing. In the Reception classes, children consolidate their understanding of letter names and sounds through playing word games. For example, they started with the word 'song' and changed one letter each time to make new words. They achieved this successfully and showed good understanding of their initial, middle and ending letter sounds. They found the correct letters to make words linked to their train story when working in the water tray and successfully wrote the words 'balloon', 'train', 'farm', 'horse' and 'tunnel'. The higher attaining children showed sound writing skills when writing to a friend about their train ride, which was linked well to their 'big book' work. Children showed sound understanding of rhyming words and identified these correctly when reading 'The Train Ride' book together. For example, they know that 'sky' and 'by' rhyme and one child also identified 'sky' and 'high' correctly.
78. Children in both the Nursery and Reception classes enjoy looking at books. They turn the pages from left to right and enjoy sharing books with adults. Children in the Reception classes are beginning to read individually with increasing confidence. The higher attaining children show good reading skills and enjoy their reading. They are beginning to use their knowledge of letter sounds to build up words correctly. They understand that pictures can help them to read the text. Parents of children in the Foundation Stage appreciate the opportunity for their children to take reading bags home on a daily basis. One of the Reception teachers has organised a successful weekly 'Reading with parents' workshop. Very good materials are available, including a wide range of books and word games, for the

parents to share with their children. The learning mentor works very well with parents to support the development of children's reading skills. Parents who attended were very positive about this project and appreciated the fact that the school valued their own ideas.

## **Mathematical development**

79. Children make very good progress in this area of their learning and are in line to achieve the expected standards by the time they enter Year 1. In the Nursery, the majority of children successfully count numbers from one to ten and many understand 'one more than' and 'one less than'. They 'count on' from a given number up to ten and know how many more they need to make ten. They confidently identify a circle, triangle, square and rectangle when they use these in the water tray or when selecting shaped paper for their paintings. Children were also encouraged to identify shapes when working with a student to create a sandwich for their snack. Opportunities for further developing their understanding of number are maximised in the wide range of activities provided. The youngest children organised their own game using 'The five currant bun' cards and knew that they needed a penny to buy the buns.
80. Many children in the two Reception classes count reliably to 20 and the higher attaining children count beyond this. They count forwards and back in 10's from 10 to 100. They understand 'taking away' and have a very good opportunity to reinforce this understanding when they 'get off the bus', and count how many are left on, during their role play. They also understand how many passengers were on the bus before they reached the bus stop. Activities are graded effectively to meet the needs of different ability groups. The higher attaining children, working with small plastic cars and plastic people, understand how to subtract in a practical situation and are then able to complete the subtraction sum on their work cards successfully. For example, they had 18 people in their cars, took away 7 and found the correct number card to complete the subtraction sum,  $18 - 7 = 11$ . Good use is made of numbered trains to develop an understanding of ordering numbers to 20 and taking numbers away from 20. When asked to take one away from 20, a number of wrong answers were given. The teacher asked how they could find out what the number was and the children's responses were 'guess'!! or 'ask you'!! Eventually they decided that it would be better to count.
81. This activity was adapted well to match the needs of lower attaining children, who worked on train cards using smaller numbers, with very good adult support. Their knowledge of shapes was extended as they began to understand the properties of three-dimensional shapes. Children's attitudes to their number work are very good. They work with a good degree of independence and share their ideas together well.

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

82. Children make very good progress in their knowledge and understanding of the world and, by the time they reach Year 1, achieve the expected standards in this area of their development. Nursery children developed early scientific skills as they looked carefully at frog spawn and knew that 'it will change into tadpoles and then into frogs'. They knew that, when they use a magnifying glass to look at them, 'it makes them bigger' and commented that 'they are growing tails', although another child thought 'it was a wing'. A collection of books is displayed to encourage them to find out more about tadpoles and frogs. Very good questioning by the Nursery teacher helped them to order the way in which the frog spawn changes. They understand that when the tail has grown, the next part to grow is the legs. One child commented that 'they have front and back legs and when they're frogs, they jump'!
83. They use a range of construction materials to create satisfactory models of vehicles. They first drew their sketches of the vehicle and then made it. They tested whether it works well by trying it down a ramp. They measured the distance using string, to find out whose cars would go the furthest. Children in the Reception classes did the same activity but began to predict which of three ramps would send the car the furthest. They began to understand that, the steeper the slope, the further the vehicle would travel. Children have very good opportunities to explore a range of construction materials, both as a focused task and in free exploration. They used collectable materials to create their own vehicles, using cardboard boxes for the body of the vehicle and card discs fastened with brass fasteners as wheels. Nursery children found these difficult to use and this task became much more

adult directed. Simpler fastenings would have enabled the children to achieve more by themselves.

84. In the Reception classes, children began to look at how they could use straws to make axles to hold their wooden wheels. At first they found this difficult, as both ends of the cardboard box are fastened and they cannot see into the box to locate the hole for the axle. This was adjusted quickly to enable children to thread the axle through both sides of the box. They concentrated well for a good period of time in order to finish their models. All children developed early computer skills and showed sound manipulative skills with the mouse and keyboard. They used a simple paint package successfully to create their own picture and understood how to 'pick and drag' items to dress a person. They are beginning to understand how to program a robot so that it moves forwards, backwards and also turns through 90 degrees. In their role play in the 'café', a child showed clear understanding of the need for hygiene when she stated that 'I've got rubber gloves on 'cos it's mucky' when cleaning 'vegetables' in the sink. Reception children are beginning to understand simple mapping skills when they create their own map in the playground.

## **Physical development**

85. Children make very good progress in their physical development and are in line to achieve the nationally expected standards by the time they reach Year 1. The outdoor play areas provide children with a good range of opportunities to develop their physical skills. A wide range of small and large play apparatus is available and children make good use of this. They use space well when riding their wheeled vehicles. They are beginning to work together when they help to unload the logs from the wheelbarrow and when they help to make a bus from large construction materials. They enjoy 'riding on the bus' and take turns to be the driver. Good questioning by the nursery nurse extended learning in many areas as they 'waved' to people standing by and counted the number of children getting on and off the 'bus.' Very good provision encourages children to understand the need to use space carefully as they move through a series of hoops. They developed their throwing skills well when using bean-bags to aim at a hoop and at a net above their heads.
86. In the Reception classes, children have their own outdoor play area and also use the school hall. They have a good selection of wheeled toys and, during the inspection, their focus was to look at wheels. In the one lesson seen in the hall, children used space well and responded well to the teacher's very clear instructions. Good use was made of a traffic light game to encourage children to warm up their bodies ready for the main activity. They understand that 'their hearts beat faster' after a warm-up session. They held balls carefully as they moved in various ways round the hall. Sometimes the ball was held above their head, under their arm or on their tummy. They throw and catch with some degree of accuracy. However, they found it more difficult to pass the ball sideways to their partner. They stood too far apart and threw without looking at their partner first. Stretching and turning exercises were used well to help children to cool down at the end of their lesson. Children took quite a while to undress and dress for their lesson in the hall. This needs to be achieved more quickly so that their physical development sessions use time more effectively.
87. Children's skills in manipulating small scale equipment are developed well through a range of activities. They use rolling pins and cutters when working with play dough, show good brush control when painting and the majority of children hold their pencils correctly. Staff plan good opportunities to develop these skills through the use of different fixing methods when using a range of construction materials, and through model making.

## **Creative development**

88. Children make very good progress in this area of their development and are in line to achieve the expected standards by the time they enter Year 1. Very good provision is made for them to use crayons, pencils, glue and paint on a daily basis. The good learning environment and very good teaching stimulate them to want to express their own ideas in their creative work. Children are given good opportunities to choose where to work in the creative areas and use these opportunities well. They developed their knowledge of shapes further when they printed interesting patterns using shapes. They used collectable materials well to create faces and to look at different fixings, including glue, cellotape and masking tape. They chose their own resources to represent eyes and other features. For example, some chose bottle tops and corks, cut straws for the hair and bent pipe

cleaners for the mouth. They have created their own portrait gallery of morning and afternoon children, making good use of mirrors to help them to position the eyes, nose and mouth correctly in their paintings. They looked carefully at the colour of their skin and tried to mix a colour to match this. Children have good opportunities to develop their observational skills when they look at spring flowers and paint what they see. They match colours well and include stalks and leaves in their pictures.

89. Children extend their observational skills by looking at pictures and photographs of different trains. They paint what they see, including using only black and grey paint if the photograph is black and white. They demonstrated their printing skills well when they used the wheels on small vehicles to print colourful track patterns.
90. The children in the Nursery clapped a steady beat as they listened to an Irish jig. They used different parts of their bodies, for example, clapping their shoulders and knees. They know that the music 'makes them feel happy'. The teacher skilfully encouraged them to make loud and soft claps by asking them to use two fingers instead of their hand and also to use their finger tips. Good links were made to the previous day's group discussions when 'Charley the puppet' remembered that he was good at singing. They sang enthusiastically with him 'The wheels on the Bike,' adding the actions well as they sang. They remembered the words well but found it difficult to sing in tune. The teacher's very positive and sensitive approach encouraged all children to take part and to enjoy their singing.
91. In the Nursery, children develop the skills of rolling and cutting well when they work with play-dough to make shapes, and matched these well to their shape picture cards. They have good brush control when exploring paint, choose and use different shapes of paper and many identify green and orange as well as the three primary colours. Children enjoy 'painting' the outside wall using water. They painted pictures of people showing their eyes, nose and mouth and, after effective prompting, added hair. They identified that their figures are 'taller than me'!
92. Children have a good start to their education overall in the Nursery and Reception classes and make very good progress. Apart from below average skills in communication, language and literacy, they are effectively prepared to begin their work on the National Curriculum when they enter Year 1.

## ENGLISH

93. Since its previous inspection, the school has had mixed success in its attempts to raise standards in English. The majority of pupils enter Year 1 with below average skills in all aspects of language and literacy. However, in Years 1 and 2, progress is good in both reading and writing, so that pupils reach standards which match the national average for all schools and which are good when compared with schools in similar circumstances. This is a good improvement over the standards achieved at the time of the previous inspection. Progress in reading remains good in Years 3 to 6 but, by the end of Year 6, pupils attain standards which are well below the national average in writing and attainment in the subject as a whole falls well below the standards achieved in similar schools. Since the previous inspection, standards have fallen overall in Years 3 to 6 and the high proportion of pupils with special educational needs had an adverse effect on the results in 2002. The school has good strategies in place to raise standards in writing, but they have not yet had sufficient impact by the time that pupils leave the school.
94. Pupils enter Year 1 with below average speaking and listening skills and a significant number of them have special educational needs in this area. They listen well in lessons, however, and teachers encourage pupils to build on the levels that they have reached by taking an active part in question and answer sessions. Pupils do their best to answer the wide range of stimulating questions that their teachers pose and this sets up some very useful short dialogues about what words mean or why characters feel unhappy. Pupils go into role, for example, as one of the 'three little pigs' to answer questions posed by their peers, and they benefit from this aspect of learning from one another. Teachers shape this work with skill so that questions become clearer and sentences more extended. The picture is similar in Year 2 and teachers use a wide range of questions in order to ensure that every pupil answers some correctly. Without undue pressure to respond quickly, most pupils answer appropriately and go on to frame appropriate questions themselves about, for example, why the size of print in a newspaper is so small. By the end of Year 2, pupils reach national expectations and have made good progress against their entry levels.



95. Pupils continue to develop their oral skills as they move through Years 3 to 6, with regular, planned opportunities for them to discuss and plan their work together, both in English and other areas of the curriculum. Teachers continue to challenge pupils' initial responses and encourage them to add extra detail or to be more specific. Teachers also mix the groupings of pupils well so that all pupils are challenged in different ways. Pupils generally listen very carefully and, in Year 3 for example, they absorbed a great deal of information about Viking Gods that they used well later to develop some drama. Speaking and listening continues to improve strongly as long as it is based on topics and themes that pupils feel confident about. In Years 5 and 6, pupils talk with confidence around the school and over the lunch table, but they find it very difficult to articulate the answers to more searching questions, for example, about why they prefer films to books. They struggle to answer formal questions about the difference between slang and Standard English and do not readily volunteer to answer questions about the use of adjectives. Pupils do know the answers to factual questions like this but they do not use the technical vocabulary frequently enough to frame an answer without first receiving an additional prompt. Progress in speaking and listening is good in Years 3 and 4, reflecting the way that the school has decided to prioritise such work with these pupils. However, standards of speaking are unsatisfactory in Years 5 and 6 so that the majority of pupils do not reach the national expectations for pupils at the end of Year 6.
96. Reading skills on entry to Year 1 are below national expectations, but in Years 1 and 2 pupils enjoy reading and want to read in groups. They develop a good understanding of how to use letter sounds to read words that they do not immediately recognise and also use their visual awareness of what familiar words look like. Pupils enjoy reading big books with their teachers in English lessons and teachers select books with care in order to make a range of teaching points. In one Year 2 lesson, the teacher made good links to the work of the artist Paul Klee, and his ability 'to take a line for a walk'. She then used the word 'doodled' in different ways so that pupils were introduced to different possibilities in using vocabulary. Teachers' confident subject knowledge and high expectations for learning bring out the best in their pupils. Most pupils show a lively, imaginative response to books, wondering, for example, whether the first little pig waterproofed the straw on the roof of his house. Pupils know about how the book stock is organised and colour coded, and know where they have reached in the reading scheme. Reading is well supported by parents and the school supports parents in return by putting on weekly 'Language Workshop' sessions. Progress in reading is good in Years 1 and 2 and standards at the end of Year 2 are better than those in schools in similar contexts and on a par with schools nationally.
97. Pupils make satisfactory progress overall in reading as juniors. In Years 3 and 4, they talk about a range of authors with enthusiasm and read accurately. They know all about the main features of a book but, as at the time of the previous inspection, do not have much understanding of the way in which books in a library are organised because the school does not have a suitable library. This inhibits independent work. The picture in Years 5 and 6 is broadly the same except that some pupils talk about using the Internet to access information and show a good degree of familiarity with the websites of different authors and literary characters. They develop some higher-order scanning skills when they skim read non-fiction work in order to undertake research about Victorian toys and pastimes and this is an improvement on the position noted in the previous inspection. The use of additional staff and volunteer helpers to support reading means that most pupils, particularly those with special educational needs, read to an adult frequently. This means that they are challenged regularly about the meaning of different words and ideas and so make sound progress. Pupils talk about owning books at home and seem keen to show that they are all avid readers, if not library users. But in Years 5 and 6, most of them prefer television and film adaptations to the original books themselves and mention very few authors that they have read, beyond the most popular names. The after-school 'Reading Club' represents one lively attempt to redress the balance and this attracts a good number of enthusiastic pupils who are quite clear about the books they like and the reasons why they like them. Evidence from the inspection suggests that, overall, reading skills at the end of Year 6 just about meet national expectations and exceed those in similar schools.
98. Attainment in writing varies considerably when pupils enter Year 1, and ranges from those pupils with special educational needs who make meaningful marks on the page to higher attaining pupils who write a simple sentence correctly. Teachers in Years 1 and 2 provide their pupils with regular opportunities to develop handwriting skills. However, even in Year 2, joined handwriting is uncommon and examples of it in use in displays are not always used as well as they might be so that pupils do

not have consistently good models to copy. Teachers focus on the development of basic English skills relative to the age of the pupils and give them a good range of opportunities to write for different purposes such as giving directions, retelling a story and predicting how a story will end. Pupils consolidate their understanding of the books they have read by discussing and writing letters to different characters in the stories, such as the troll who frightened the Billy Goats Gruff. Work on different books featuring giants gives rise to good use of descriptive language and this work then appears in an anthology for other pupils to share and enjoy. Pupils do a lot of work on worksheets and this is generally quite accurate but it does not always transfer successfully into their other work. There is also some inconsistency in what pupils achieve from page to page in their different books. They use capital letters and full stops in some work and then do not do so in the next and their handwriting is neat on one page but poor on subsequent pages. Teachers use annotations well to show how work was completed and make helpful comments about how well pupils have remembered to use full stops and capital letters. Even with the reservations noted, pupils' progress in writing is good in Years 1 and 2 and attainment is satisfactory by the time the pupils leave the infant classes.

99. Pupils continue to experience a variety of opportunities to use different forms of writing in Years 3 to 6. However, there is more inconsistency across the year groups, particularly with regard to grammar and style, so that it is hard to find examples of a consistent growth in pupils' skills. Pupils demonstrate better skills in discussion than they use in their later writing. Pupils use basic punctuation such as commas and capital letters inconsistently, and some work in Year 3 is more accurate in that respect than work in Year 6, but not across the whole range of work. They complete grammatical exercises well but this formal work still does not transfer fully to other writing.
100. Handwriting continues to receive some dedicated time for its development, but several pupils use a range of poor handgrips; many do not write to a consistent size so that the quality of their handwriting is variable and, in other contexts, it can be untidy and poorly presented.
101. There is little use of pronouns and clauses, whilst connectives and verbs are often unadventurous so that examples of language such as 'I bombed out of the room', in a story, and 'sky-prowler, claw trapper', in a poem, are particularly noteworthy. The use of adverbs and adjectives is limited and teachers do not keep the language of grammar to the fore consistently and regularly enough, even when they ask for better descriptions in pupils' writing. It is rare to find any examples of an extended sentence or consistently accurate spelling, and copying material from an advertising brochure was completed inaccurately in Year 5.
102. The range of different kinds of writing that pupils undertake offers opportunities for them to write newspaper reports, poems in different forms, notes from research, play scripts, letters of complaint and so on. Much of the best work is displayed well around the school and extends the displays created by teachers to highlight important concepts or the new vocabulary introduced as an aspect of science or mathematics. Pupils have frequent opportunities to improve their work together through the use of 'mind maps' and brainstorming as well as by the use of drafting and re-drafting, but there are few opportunities to do so in individual lessons by using computers. There are examples of opportunities being taken in some other subjects, for example, history, to give pupils opportunities to practise writing skills, but there is scope for this to be extended and made more systematic. Standards in writing are unsatisfactory in Years 3 to 6 so that, by the time pupils leave school at the end of Year 6, they are working, on average, at levels that are well below those found nationally and in similar schools.
103. The great majority of the teaching seen in class was good, with a few examples of very good and satisfactory teaching. As a result, attainment in some areas of the subject has improved well. Staff teach to their lesson objectives, keep a sense of time and work hard to involve pupils in their learning, using breaks and changes of activity or approach to re-energise them. The National Literacy Strategy gives shape and direction to teachers' practice and, in the good lessons, they share lesson objectives with pupils at the beginning and end of every lesson, to give structure to pupils learning. Relationships between teachers and pupils are very good and pupils have positive attitudes towards their work, with no observed differences in the attitudes of boys and girls. Pupils with special educational needs are also very positive about their work in English and the careful planning of activities enables them to participate in lessons at an appropriate level.

104. The subject leaders have a clear commitment to raising standards throughout the school and have, in consultation with the education authority, attended to the recommendations about the junior library area. They have put into place a range of strategies to help pupils to make better progress, such as the use of peer marking and a revised marking scheme. The improved use of the full range of materials and initiatives from the National Literacy Strategy is also beginning to make an impact on standards. The renewed focus on speaking and listening rightly addresses a significant problem because, even when pupils have ideas about what they want to convey, they often lack the necessary vocabulary to develop their ideas, despite the good quality of additional adult support within classes.
105. The curriculum is broad and has a good range of learning activities. However, the absence of a proper library and properly developed information and communication technology facilities to support the subject means that pupils are unable to access all the sources of information and inspiration to develop their powers as independent learners. The link between marking and what pupils need to do to improve their standards is not explicit enough in most books. However, the school is now using the National Curriculum level descriptors in English to record pupils' progress over time and this work will, when teachers share it with pupils, provide them with much clearer individual targets for improving their work. There is also a mismatch sometimes between the learning objectives in lessons and the need for a continued emphasis on the use of basic skills that pupils need to employ in order to underpin the new skills that they are developing in lessons.
106. This means that, whilst the daily learning objectives make some impact on pupils in a lesson, the final outcomes are often disappointing because pupils pay insufficient attention to their handwriting and presentation and make careless spelling mistakes and simple grammatical errors. Standards will also improve further when teachers are more uniformly confident and explicit in their use of the technical vocabulary of the subject. Pupils at the upper end of the school are still unsure about the meaning of such terms as 'adjective' and 'adverb' and this not only inhibits their language development but also means that teachers and pupils have to work harder than is necessary to identify areas for development. There is a good deal of hard work going on in this subject but it needs a sharper focus on standards in order to lead to a sustained improvement in attainment.

## **MATHEMATICS**

107. Standards are in line with national averages at the end of Years 2 and 6 and pupils, including those with special educational needs, are making satisfactory progress throughout the school. There is good teaching in all year groups, and one third of lessons have very good teaching. The teachers' good knowledge of the subject and of their pupils' needs, their effective use of support staff during the main part of the lesson, and the very good relationships, which encourage mutual respect and a supportive work atmosphere, promote learning well. Areas for development include occasions when work is insufficiently matched to pupils' different levels of attainment, some teachers' insecure understanding of the nature of learning objectives and the infrequent use of computers to support learning in mathematics.
108. Attainment at the end of Years 2 and 6 is average for pupils aged seven and 11. This is an improvement since the previous inspection. Pupils in Year 2 have begun to develop a good grasp of number patterns such as odd and even. They understand how to share numbers equally between two, three, four or more people and to calculate whether or not there will be a remainder. They use their knowledge well to solve problems, for example, when asked to share out food, drink and gifts for an imaginary party. Pupils have a satisfactory knowledge of the use of addition and subtraction and are developing this into an understanding of the link between addition and multiplication. They know many two- and three-dimensional shapes and are beginning to understand different units of measurement.
109. In Year 6, there is a wide range of attainment, with lower attaining pupils gradually becoming more confident when using different number operations to solve problems. Average pupils successfully calculate percentages from fractions and find the answers to problems such as 'What is the total amount with 20% extra?' or 'What would the cost be with a 15% discount?' Higher attaining pupils identify the key elements within a problem and solve it using a range of different skills, including calculator work. All pupils are developing a good grasp of the different types of angles and most draw angles using a ruler and protractor to a reasonable level of accuracy, with variable adult support.

110. Teaching and learning in Years 1 and 2 are at least satisfactory, with half the lessons being good and one in four being very good. In Years 3 to 6, teaching and learning are at least good, with one lesson in three being very good. Teachers have a secure knowledge of the subject and of their pupils' needs and make good use of support staff during the main part of the lesson. This ensures that pupils are learning the appropriate skills and have good support when they need it. However, there are occasions when support staff are not used effectively in whole class sessions. Relationships within the classroom are very good, which encourages mutual respect and a supportive working atmosphere. Where teaching is very good, teachers have planned work which matches the needs of different groups of pupils in the class and are skilled at targeting questions of varying difficulty when checking pupils' understanding. This ensures that pupils are given work to match their ability and that higher attaining pupils are given work which is appropriately challenging. The practice of dividing Year 6 pupils into three attainment groups for some lessons works well.
111. Teachers' planning methods are not consistent across the school, with some teachers not planning work which matches pupils' different levels of attainment. This results in lower attaining pupils needing a great deal of support and higher attaining pupils being insufficiently challenged. Some teachers do not understand the importance of accurate learning objectives within their planning, which makes it difficult for them to measure how much pupils have learned by the end of the lesson. In all year groups, class computers are not used sufficiently to support and extend pupils' learning.
112. The curriculum is satisfactory, is appropriately linked to the National Numeracy Strategy and is supported by nationally recognised schemes which ensure that there is appropriate coverage of the curriculum. Some teachers carefully amend published guidance to match the needs of different pupils in their class, which is good practice. However, others simply use a photocopy of the original sheet, which does not help them to provide suitable work for pupils of different attainment levels.
113. In almost all lessons, pupils use worksheets, which are kept in a folder. As there is no method of keeping together work covering any one aspect, and pupils do not always remember to write the date on their sheet, it is very difficult for teachers to evaluate what progress has been made. In addition, pieces of paper become creased and scruffy, and there is no encouragement for pupils to take care with the presentation of their work.
114. Teachers make good use of the analysis of the National Curriculum test results to identify weaknesses in pupils' knowledge and try hard to plan extra teaching to address these areas. Although most pupils' work is marked regularly, there are very few comments which give pupils advice about how well they are doing or what they need to do to improve. Where pupils work in exercise books, their targets are inside the front cover. This helps pupils to take a closer interest in what they have learned and how well they are progressing. At present, teachers do not consistently evaluate pupils' progress, although staff development in this area is planned for the near future. Overall, the assessment of attainment and progress is satisfactory. There are some good examples of work in other subjects, for example, design and technology, geography and science, being used to support learning in mathematics.
115. The subject leaders work hard to support their colleagues and have undertaken classroom observations throughout the school. Both subject leaders monitor teachers' planning and samples of pupils' work, which helps them to maintain an overview of standards. They are well supported by the local authority's mathematics consultant, who is helping the school to raise standards. Evidence from this inspection is that the school's strategies for raising attainment are succeeding. The school is aware that the proportion of pupils attaining the higher Level 5 in the National Curriculum tests at the end of Year 6 needs to be increased.

## **SCIENCE**

116. Standards in science are in line with those expected nationally for pupils in Year 2 and Year 6. All pupils, including those with special educational needs, are making good progress throughout the school. Standards are improving following a series of measures taken after the previous inspection to improve the quality of pupils' education in this subject.
117. Standards are rising throughout the school for three reasons. Firstly, teaching has improved since

the school was inspected previously. Overall, it is now of good quality and a number of examples of very good teaching were observed during this inspection. These inspired pupils to achieve well and to make good progress in their learning. There is no unsatisfactory teaching and teachers make good use of assessments of what pupils know, understand and can do. Secondly, a very good balance has now been established between pupils learning scientific information and also undertaking experiments and investigations themselves. Thirdly, the subject is now well led and managed and improved resources enable all teachers to plan investigations and experiments on a regular basis.

118. Pupils start in Year 1 with an average knowledge and understanding of the world about them. They make good progress in the development of their enquiry skills, for example, when predicting outcomes and testing them out. They have successfully tested materials to see if they are waterproof. Pupils in Year 2 have learned about plants and animals in the environment. They have investigated light by carrying out experiments involving the length of shadows and now have a secure understanding of the scientific principles underlying these areas.
119. Pupils in Years 3 to 6 have covered a good range of topics. They have also carried out many investigations to develop their understanding of how to undertake a scientific enquiry. For example, pupils in Year 6 learned about the human skeleton as well as investigating how the surface area of a liquid affects the rate of evaporation. During the inspection, they were observed recording the results of their experiments to investigate the effect of micro-organisms on unprotected food. This led to a very interesting discussion about hygiene in food preparation and was linked effectively to a visit from a local hotel chef who had demonstrated the importance of cleanliness while handling food. Inspection evidence shows that pupils know how to set out and write up an experiment but sometimes simple words are spelt incorrectly and handwriting is not always as well formed as it should be.
120. There is some evidence of numeracy skills being used to produce tables of results and graphs to illustrate scientific findings. However, teachers do not yet provide pupils with sufficient opportunities to use their information and communication technology skills in science. This is because these skills are unsatisfactory owing to a lack of resources in the past. However, resources have recently been improved and pupils in Years 3 to 6 are just beginning to become more confident in the use of computers.
121. The quality of teaching and learning is always at least good and, in almost half of the lessons observed, was very good. Teachers have a good level of subject knowledge and understanding in the subject. This is evident in the good introductory explanations that are given in lessons which capture pupils' interest and attention. Lessons have clear learning objectives, which are shared with pupils so that they know what they have to learn and why. These objectives are referred to at the end of the lesson when teachers assess what has been learned and whether pupils' learning is secure. Very good use is made of well-trained support assistants to ensure that pupils, including those with special educational needs, sustain their concentration during group activities. Pupils who speak English as an additional language are supported well and make good progress in their learning. Lessons are well planned and the skills of enquiry, including observation, are being developed alongside knowledge and understanding. Teachers' marking is satisfactory. Remarks to encourage and praise pupils are made, as well as some points for further improvement.
122. Classes are well managed, and very good relationships between pupils and adults go a long way to explain pupils' very good behaviour and positive attitudes to learning. They work well together in pairs and small groups, sharing their ideas and equipment to complete activities. At the end of lessons, groups of pupils often enjoy explaining their results to the whole class and this helps to develop their speaking and listening skills.
123. The subject leaders are knowledgeable and enthusiastic. They monitor planning and the headteacher has monitored teaching and learning, which has helped to improve the quality of teaching. The school used nationally approved guidelines to help to improve teachers' planning. Good assessment procedures are in place and the information from these assessments is used well to guide future teaching and learning. Resources for learning are good and this is an improvement since the previous inspection. The school is now well set to continue to improve and to raise pupils' knowledge, skills and understanding further.

## **ART AND DESIGN**

124. Standards in art and design have improved since the school's previous inspection. By the end of Year 2 and Year 6, attainment is now above the level found in most schools. During this inspection, pupils were observed in lessons, an analysis of pupils' work was undertaken, discussions were held with pupils and teachers, and many outstanding examples of pupils' artwork on display were evaluated. All these showed that all pupils, including those with special educational needs, attain well and make good progress in their learning.
125. The quality of teaching in art and design is good overall, and there are examples of very good teaching. Teachers now have a very secure knowledge of the subject and plan an appropriate curriculum based on the latest national guidance. As a result, all pupils receive a wide range of artistic experiences and are taught a good range of skills and techniques. Pupils in Year 6 have studied the work of famous landscape artists before designing and painting their own contrasting urban and rural scenes to very good effect. Pupils in Year 2 produced very good pictures in the style of Renoir and could explain how he created his effects. All pupils make good use of their art skills in other subjects. For example, pupils in Year 2 reached a high standard when painting their models of buildings as part of their geography study. Other classes have used collage and clay modelling to good effect. On the day after their exciting visit to York during the inspection, Year 3 pupils enjoyed painting a large Viking ship and Viking shields in support of their history topic. Many pupils said that art and design was their favourite subject and the work of the art club shows that the subject is popular.
126. The leadership and management of art and design in the school are very good. The subject leader is very knowledgeable and interested in the subject. A simple but effective system of assessment has been introduced which helps teachers to know how pupils are progressing. Displays throughout the school bear testament to the good range and high quality of work that pupils achieve. Because the artwork is attractive and well presented, it stimulates other pupils to further effort. Visits to Leeds City Art Gallery, a local church and Otley Chevin have all helped to develop pupils' interest in art. A key feature of some of the work seen was the good emphasis given to direct observation. For example, Year 6 pupils made very good drawings of a variety of objects, from a selection of pinecones to an arrangement of bottles. In Years 3 to 6, sketchbooks have been introduced which show a good progression of skills and provide opportunities for pupils to develop their individual talents before attempting their final work. The resources provided are very good. However, information and communication technology is under used in the subject, although pupils in Year 2 have used a paint programme to make cards and pictures. Art and design makes a significant contribution to pupils' spiritual, moral, social and cultural development.

## **DESIGN AND TECHNOLOGY**

127. Standards are above expectations by the end of Year 2 and in line with expectations by the end of Year 6, and this is an improvement on the standards being attained when the school was inspected previously. This judgement is made on limited evidence from one lesson observation, teachers' planning, scrutiny of work and discussions with pupils. A new policy and nationally agreed scheme of work are in place and the subject leader has monitored the provision by talking to teachers and pupils.
128. Pupils in Years 1 and 2 demonstrate sound understanding of simple mechanisms when they use slides and levers to create moving pictures of characters from fairy tales and storybooks. Pupils learn how to fasten fabrics together when they make simple puppets. They identify the materials that they need and sketch their design before making the puppets. Good use is made of the local environment to encourage pupils to look at playground equipment and then to design and make their own. Using simple materials such as card and glue, they have made small models of slides, swings, climbing frames, roundabouts and seesaws. They particularly remember making roundabouts because 'they turned round.' Their work has good links to work on sounds and materials in science.
129. Pupils have looked at a range of musical instruments and designed and made shakers. They thought carefully about the materials they needed and the order in which they were going to use them. They

are taught a range of fixing skills before they embark on their projects and this helps them to be successful. Pupils use the local environment well when they look at buildings. The class teacher has linked the art unit 'Can buildings speak?' very well with the work on structures in design and technology and this has helped pupils to achieve impressive standards in their finished work. Pupils know how to cut out a window and to score card to create an open door before they make their buildings. They also know how to fix card together. They discuss with confidence the difficulties that they experienced. For example, 'sometimes it moves around 'cos there's too much glue on'. Although the finished work is of a high quality, pupils have limited opportunities to discuss or record the things that worked well and the improvements that they would like to make.

130. In Years 3 and 4, pupils have sound opportunities to investigate pneumatic mechanisms and have used these appropriately to make a part on their moving monster. They showed the ability to explain how the mechanism works and suggested solutions to their problems during the making process. For example, they moved the position of the syringe to the outside of the box to make it work well. They have also designed photograph frames and looked at stable structures. In the work sample, one pupil described how 'I changed my design because it wouldn't stand up', while another commented that 'I learned that everyone has good ideas'. In Year 4, pupils were investigating sliders and box and mouth folds in published books in order to make their own to use in their 'pop-up' books. The work in this lesson was very teacher directed and pupils were not challenged sufficiently either in their use of time or in the finished prototype that they achieved. Many pupils showed a lack of interest and did not concentrate effectively. Pupils need to understand that they can and will make mistakes in their work as this is part of the learning process and encourages them to develop their own thinking and problem solving skills.
131. The sample of work showed that, in Year 5, pupils develop a sound understanding of how cams create movement. They have made cuboids using square section wood as the framework and have successfully incorporated an axle containing a cam. When turned, this moves an object up and down on the top of the box shape. However, the cam and axle have not been carefully fixed so that it does not work successfully every time. Pupils develop sound skills in the safe use of small tools and equipment. Sound opportunities are given for pupils to evaluate their own work and the work of others. Year 6 pupils have designed shelters, linked to their work on World War II. They explain well how they use corrugated card and plain card to make model shelters, and that they have to make sure that no gaps are left for the light to shine through. Some pupils worked with materials straight away while others designed their shelters first. They evaluated their results through discussion but have not recorded these in design and technology sketchbooks.
132. A lack of consistency in approach to this subject is adversely affecting attainment. The subject leader is effective and is aware that not all classes learn the basic skills needed to achieve the finished product, prior to making their models. Pupils need to record the process of designing, making and evaluating in a more systematic way, and sketchbooks would support their work. These would also show how their skills developed through their time in school. Food technology is a part of the work in each year group. Resources for this subject are very good and are supporting learning effectively.

## **GEOGRAPHY**

133. No lessons in this subject took place during the inspection week. However, a close scrutiny of pupils' previous work, including portfolios provided by the subject leaders, indicates that standards are average in Years 2 and 6 and that pupils, including those with special educational needs, are making satisfactory progress. This is the same as the findings of the previous inspection. There is insufficient evidence upon which to make a judgement of teaching and learning.
134. Pupils in Year 2 are developing a secure understanding of the location of the school and its immediate area. They use simple maps and plans, indicating features such as houses, the school, various shops and quiet and busy roads. Pupils know about some people who work in the area, such as the nurse, policeman, dentist and ambulance driver, and understand the importance of knowing their own address. They have made graphs showing the types of houses, different street names and how they travel to school. The samples of work provided show that some aspects of work about the local area have been duplicated in the next class. However, this problem was identified by the

subject leaders and has now been solved. Pupils understand that people live in different places, and they have the opportunity to contrast their area with a home on an island. They also follow the travels of "Barnaby Bear" as he goes on holiday to different places.

135. In Year 6, pupils are building up a wider knowledge of different parts of the world. They investigate a specific country, for example Canada and produce a booklet of useful information for visitors. They begin to recognise how different people use their time and are becoming aware of the importance of leisure time. They also follow the main events in the news, building up their understanding of different countries and their people.
136. An effective curriculum is in place, based upon nationally approved guidelines. This has recently been modified and developed by the subject leaders into a comprehensive resource, providing very useful support to teachers in planning and teaching geography. It ensures that the subject is covered well and that pupils' skills and knowledge develop systematically from year to year. Where necessary, units have been re-written so as to reflect more closely the local area and the needs of the pupils. An appropriate assessment sheet has been introduced which helps teachers to evaluate and record pupils' progress.
137. The two subject leaders are conscientious and hard-working. They do not have any time out of class to monitor their subject, but have devoted a great deal of their own time to providing a high-quality curriculum, monitoring pupils' work and developing portfolios of examples of work throughout the school. Resources are satisfactory overall and are being improved by the addition of local photographs and other materials to support each unit. The school is in a good position to raise attainment further.

## HISTORY

138. Standards in history are broadly satisfactory throughout the school and this is a decline since the school was inspected previously, when standards were above average. There is now some unevenness in different years so that progress depends too much on individual teachers rather than the quality of planned learning opportunities within the subject. However, the pressure on the curriculum from English, mathematics and science and the fact that there are periods in the year when no history is taught to particular groups mean that pupils are unable to develop their skills as historians systematically for a range of different reasons.
139. In Years 1 and 2, pupils learn about the past in a variety of interesting ways that relate directly to their own experiences and sense of time. In Year 1, they look at and write about the toys that they had as infants and toddlers and the toys that they have now. Simple time lines, related to what they have done since they were born, reinforce this work. They also look at toys that children had in the past and learn to ask such questions as, 'How old is it?' In Year 2, work on household objects 'then and now' links to other work in science and highlights the nature of change since electricity became available as a source of energy. A visit to a cottage from Tudor times supports this work well and pupils experience at first hand what it was like to have no lock on the door and to use candles for light. Work on Christopher Columbus and the Great Fire of London develops a more secure sense of the passage of time, and other events, such as the first landing on the moon, provide the opportunity for some lively artwork and model making.
140. In Years 3 to 6, pupils cover a range of more formal topics. In work on the Vikings, they learn to work out which statements are true and which are false about Viking warriors. They show a growing awareness of the main events of that period in time and an appreciation of the value of artefacts to gain an insight into life in the past. The life and times of Henry VIII evoked a good personal response from pupils when they wrote apologies on behalf of Anne Boleyn. The use of materials from the museum service brought the diet of the Tudors alive in a way that a video does not and, as a result, pupils recognised that the diet of the poor was probably healthier than that of the rich people of the time. In Years 5 and 6, pupils know that Florence became a popular name for girls because of Florence Nightingale but are not quite so quick to recognise that 'Vicky Park' is a corruption of Victoria Park, thereby demonstrating their underlying problems in going beyond the literal level of language. Pupils understand that they can use the Internet to support enquiries into the many different aspects of history and those with access to computers outside school are developing skills



in such research.

141. It is not possible to reach any judgement about the teaching of history in Years 1 and 2 because no lessons for these groups were seen. Four lessons were seen in Years 3 to 5 and the quality of teaching in these lessons was good overall. In the lessons seen, teachers used a good range of questions and a variety of approaches to involve their pupils effectively in learning. In one very good lesson, the teacher skilfully whetted her pupils' interest in some old photographs and then talked about the story behind the people in the photographs, who were from different generations of the same family. This excited the pupils' interest and curiosity because the teacher gradually revealed little bits of information and pupils had to listen carefully to keep up with the details as they emerged. This aspect of the lesson demonstrated the use of photographic evidence and thereby set up the rest of the lesson, which was concerned with looking at photographs of local Victorian buildings. As a result, pupils became eager to work with their parents to see whether they had similar sequences of photographs that would help them to investigate their own family histories. Discussions in class and at home contribute to the school's emphasis on speaking and listening skills but also make it difficult to show the level of understanding that a pupil has reached when these discussions are not recorded in any way. Good literacy links have been made when pupils wrote about the beliefs of the Vikings, studied myths and fables and looked at the way that different books handle the same topic.
142. The analysis of pupils' work, a scrutiny of teachers' planning and access to the subject leaders' file, as well as discussions with Year 6 pupils, show that teaching follows the nationally approved scheme of work that provides the basis for learning within the school. There is little evidence for the sustained use of information and communication technology to support the subject and the lack of an adequate library restricts opportunities for additional, independent research. Pupils with special educational needs, and those for whom English is an additional language, are fully included in learning and all members of staff make great efforts to ensure that these pupils share in the excitement that some lessons generate. The subject has made satisfactory progress since the school's first inspection because the scheme of work now gives more shape and structure to the curriculum. The quality of planning varies between year groups and even between classes in the same year, however, so that pupils in each year group do not necessarily receive the same curriculum or the same degree of personal challenge.
143. The subject leaders for the subject are both enthusiastic about history and its place in the curriculum and they have a range of ideas to take the subject forward. They monitor planning, scrutinise pupils' work in order to identify development points and then take action to facilitate the developments needed. For example, they have promoted the use of writing frames with differing levels of demand in order to help all pupils to structure their ideas about a topic. An established series of visits to local places of interest captures pupils' interest in all years and both subject leaders promote the value of first hand experience for creating better understanding. Interviews with pupils in different year groups show that they have an awareness and understanding of history but that the assessment of their knowledge and understanding is variable, especially when they make so many oral responses to topics. Discussions during the inspection also revealed that pupils' awareness of historical enquiry is unsatisfactory so that they cannot distinguish readily between primary sources, such as original documents, and secondary sources, such as videotapes. Work on developing pupils' ability to understand fully and accurately what they read is another important area that needs attention in this subject, as in others. There are a good number of strengths in teaching and learning which can be used as a basis for further improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

144. There has been some improvement in the provision for information and communication technology in the past few weeks. This has partially addressed the weaknesses identified in the previous inspection. Until the appointment of the headteacher, insufficient work had been done in this area and resources were very poor. Staff lacked confidence in their teaching and there was a lack of leadership. As a consequence, standards remained low.
145. Evidence gathered from lesson observations and discussions with teachers and pupils indicate that pupils' attainment at the end of Year 2 is now broadly in line with national expectations, which is good improvement. However, the attainment of pupils at the end of Year 6 is still below that expected

nationally for this age group. This is because the school had so many priorities to address, for example, raising standards in English, mathematics and science. Also, pupils in Years 3 to 6 have not been given sufficient opportunities to cover the full programmes of study of the National Curriculum or the opportunity to practise and develop their skills regularly on high quality equipment.

146. By the time pupils reach the end of Year 2, they are confident in using computers for a range of purposes. A Year 1 class was observed learning the various functions of different icons and how to use them. Pupils in Year 2 successfully operate a programmable toy and use word processing to display their work attractively, adding pictures by using a computer program. However, levels of attainment are below the expected level in Year 6. Although two pupils were observed working independently and completing a spreadsheet, attainment for most pupils is still held back by their lack of prior experience and to some extent, until very recently, by the shortage of reliable equipment. Pupils are not given enough opportunities to use computers to support their learning in other subjects. The school understands that it needs to improve the use of computers as a tool for learning.
147. Lessons were observed being taught by the two subject leaders in Years 4 and 5. Overall, their teaching was good and pupils thoroughly enjoyed their lessons and made good progress in improving their computer skills. These teachers had good subject knowledge and a good rapport with their classes, which helped to boost pupils' confidence. The teachers and support assistants gave good support to all pupils, especially those with special educational needs, and all pupils concentrated on the task in hand as they worked on the new laptop computers. The parallel year groups changed over half way through the afternoon to make the best use of the teachers' expertise. This also saved time as the safe transfer of many computers from one classroom to another takes a considerable amount of time. Most teachers have completed the nationally organised training in computer technology but several still lack the confidence to teach the subject well.
148. Leadership and management of information and communication technology are now satisfactory. The two subject leaders have worked well to review the policy and to provide staff with a scheme of work based on the latest national guidelines. Assessment is in the early stages of development and is not currently effective in developing and extending pupils' knowledge, skills and understanding. The school will continue to lag behind most other schools until pupils have more regular access to good quality computers and whole class teaching takes place on a regular basis without the need to waste time moving the equipment for every lesson. Lack of space in the school is a factor in inhibiting the development of the school's facilities for information and communication technology. Nevertheless, it understands that a solution has to be found if pupils are to be given satisfactory opportunities to succeed in this increasingly important subject.

## MUSIC

149. Standards of attainment are in line with national expectations by the ages of seven and 11. These are an improvement on the standards found when the school was inspected previously. There is a new policy and a nationally agreed scheme of work in place but this still requires further refinement to meet the needs of the school. There is no evidence of information and communication technology being used as part of the composing element of this subject but the school has only recently acquired sufficient lap-top computers for whole-class lessons. Resources include a sound range of untuned instruments, guitars, a set of drums and 15 keyboards. There are insufficient tuned percussion instruments to support learning effectively. Teachers' planning is inconsistent and assessment of pupils' progress throughout the school is variable. Some teachers lack confidence in the subject and need further training to support teaching and learning.
150. Pupils in Year 2 showed a sound understanding of a range of percussion instruments and know how to hold these correctly in order to create a pleasant sound. They know that if they hold the metal part of the triangle, then 'it won't vibrate'. Pupils understand that, when playing the xylophone, the sound goes higher or lower, depending on which end of the instrument they start to play. They identify higher and lower sounds with a good degree of accuracy and use hand signals well to demonstrate this. Good opportunities are planned for pupils to develop more careful listening skills when they close their eyes and identify higher or lower sounds. They achieve this but think 'it is much harder'. Pupils have a sound understanding of rhythm and identify their names when they are clapped. They enjoy their rhythm work and respond with good enthusiasm. They sing a range of songs as part of

their Year group assembly. Pupils know the words quite well but do not always sing in tune. They do not listen sufficiently carefully to the piano. They have not yet developed the confidence to sing back a short melodic phrase when asked to do this individually. Pupils have opportunities to learn about instruments of the orchestra when they listen to 'Peter and the Wolf', for example. Handel's 'Water Music' was used well to encourage them to think about music for special occasions.

151. Older pupils in school have weekly singing lessons as a whole year group and these are well supported by a visiting pianist. They sing a range of songs and these are linked well to their work in history. For example, Year 6 pupils sang World War II songs last term to older people in the community and Year 3 pupils have learned songs linked to their visit to the Viking Centre. They use actions and a small range of percussion instruments effectively to support their singing. The percussionists successfully keep a steady pulse. Older pupils have a sound understanding of pitch but there are a significant number of pupils who still find this difficult to achieve in practice. Teachers emphasise the need for correct breathing and posture and pupils show some confidence to sing parts of a song in smaller groups.
152. All Year 6 pupils learn to play keyboards for one term with a visiting teacher from the local secondary school as part of a community project. They learn how to read music and know the notes on the keyboard. They understand what an octave is and demonstrate this successfully. When they performed in assembly, half the group sang while the other half played and they chose which group they felt more confident to join. They have had opportunities to play a range of instruments from around the world and have seen a performance of 'Joseph and his Technicolor Dreamcoat'. Pupils have had good opportunities to work with a range of visitors in school. These include a Samba group, African drumming, Indonesian music and a steel band. A brass ensemble and a string quartet perform in school as part of music provision. Visiting teachers come to the school to teach guitars and drums and pupils in Year 3 learn the recorder. A group of Year 6 pupils feel that those who have instrumental lessons enjoy music lessons but many pupils think that lessons should be more exciting. They would like their own teachers to teach them and have the chance to practise instruments more at home so that they make more progress.
153. Pupils' knowledge of a range of music and composers is not being developed consistently when music is used in assemblies. Pupils are not always introduced to the title of the music or the composer. There is no focus on 'The composer of the week' and this is not encouraging pupils to extend their musical repertoire or contributing effectively to pupils' cultural development.
154. Overall, pupils have a good range of learning experiences in music. The school is in a good position to raise attainment further.

## **PHYSICAL EDUCATION**

155. Attainment is at the level normally found for pupils at the end of Years 2 and 6, and all pupils, including those with special educational needs and those who speak English as an additional language, make sound progress overall. There are examples of very good progress in individual lessons when specialists are teaching a particular aspect such as dance. By the time that they leave the school, almost all pupils swim the nationally expected 25 metres and attainment in swimming is above average.
156. Pupils throughout the school are aware of the importance of warming up before physical exercise and discuss its benefits with understanding. By Year 2, pupils have a good awareness of the need for others to be allowed space if physical activities are to be safe. Most balance successfully and jump in different ways from a crouched position, showing satisfactory control. Pupils in Year 1 mostly hop successfully and show a sound sense of balance. All jump confidently off a small table, but the quality of landing positions varies.
157. By Year 6, pupils successfully create a range of balances on the floor using different levels and combine these into a sequence of movements. Most perform forward and backward rolls well and some include handstands and cartwheels in their sequence. Most pupils have above average skills at striking a tennis ball with a plastic racquet on the forehand, but only about a half are competent on the backhand. Pupils in Year 3 found the backhand similarly difficult. Pupils in Year 5 were

continuing work on dance supported by a specialist teacher from a local high school which specialises in the creative arts. He was very demanding in terms of the standards he was expecting, and pupils performed a range of difficult stretching exercises before working in groups to develop and refine the movements in their dance sequences. Their work showed a good level of imagination and sound technical competence.

158. Throughout the school, most pupils have good attitudes in physical education lessons and these contribute well to attainment and progress. They work co-operatively in pairs and groups and are capable of working with sustained interest and concentration. Some pupils show good initiative in developing skills and sequences of movements. Most are willing to demonstrate good techniques and the rest of the class responds well to these demonstrations. Pupils are careful to include those with special educational needs or physical impairment in activities and all have good equality of access and opportunity in physical education lessons.
159. The quality of teaching is good overall. Teachers have a good understanding of the needs of the subject and are careful to emphasise the need for safety and good techniques. Very good teaching seeks to develop and refine skills over a sequence of lessons and has very high expectations for pupils' efforts and behaviour. In these lessons, pupils make very good progress in their learning. Where lessons have satisfactory teaching, planning is less rigorous and the degree of challenge for pupils is reduced so that they make less progress. Throughout the school, pupils are managed well in physical education lessons and learning support assistants are effective in ensuring that the few pupils with behaviour problems do not adversely affect the attainment and progress of others.
160. The subject is managed well by an enthusiastic and well-qualified member of staff. The school responded well to comments in the report of the previous inspection and the range of learning activities planned for pupils is now good overall and has improved throughout the school. Pupils' learning is enhanced by coaching from outside specialists in a range of activities including dance, soccer, rugby, tennis and basketball. Pupils have opportunities to experience competition in a number of games, but, to some extent, these opportunities are restricted because the school does not have a playing field. Resources for learning are good overall, and enhance attainment and progress. Pupils' improvement in skills is not tracked systematically through the year groups and the subject leader acknowledges that this is a weakness to be addressed.
161. Overall, pupils in the school have a good introduction to physical education. The school has the capacity to develop its provision further and to improve attainment and progress.

## **RELIGIOUS EDUCATION**

162. Standards are average at the end of Years 2 and 6 and pupils, including those with special educational needs, are making satisfactory progress throughout the school. This is an improvement since the previous inspection, when standards were unsatisfactory. Teaching and learning are good overall throughout the school. However, relatively few opportunities are taken for pupils to record their responses to the subject in writing, so that the subject is not used effectively to support progress in literacy.
163. Pupils in Year 2 know the most important events in the life of Jesus. They recount the story of Christmas and have a general understanding of the Easter story. They know some of the stories told by Jesus and have a simple understanding of miracles. Pupils know that there are different faiths and speak about them respectfully.
164. By Year 6, pupils have developed a satisfactory bank of knowledge about Christianity, Judaism, Islam and Hinduism. They show appropriate respect for different aspects of these faiths and are keen to learn more. They ask sensible questions during lessons, which indicate their developing understanding of the many similarities between faiths.
165. Teaching and learning, in the lessons observed, were good throughout the school. Teachers usually have a secure knowledge and understanding of the subject and are able to convey to their pupils the appropriate respect for all the religions studied. The very good relationships in the classroom support discussions and provide an atmosphere in which pupils can explore their understanding of the meaning of faith. Good use is made of visiting speakers, for example, when learning about the sacred

texts of Christianity and Islam in Year 6.

166. The curriculum is satisfactorily based upon national guidance, although this has not been modified to reflect the particular needs of the school. Teachers' planning varies considerably in quality and there is not yet in use any system of recording pupils' progress. The subject leader has not yet had the opportunity to observe lessons or to have an impact on teaching and learning in the subject.