

# INSPECTION REPORT

## **RAWCLIFFE PRIMARY SCHOOL**

Rawcliffe, Goole

LEA area: East Riding of Yorkshire

Unique reference number: 117892

Acting Headteacher: Mr K Thomas

Reporting inspector: Keith Bardon  
11807

Dates of inspection: 13 - 15 January 2003

Inspection number: 247825

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Ridding Lane  
Rawcliffe  
Goole

Postcode: DN14 8RG

Telephone number: 01405 839282

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Appropriate authority: The Governing Body

Name of chair of governors: Mr S Dransfield

Date of previous inspection: 2 February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                   |                      | Subject responsibilities  | Aspect responsibilities   |
|--------------|-------------------|----------------------|---|---|
| 11807        | Keith Bardon      | Registered inspector | Mathematics<br>Information and communication technology<br>Design and technology<br>Physical education<br>English as an additional language | What sort of school is it?<br>How high are standards?<br>How well is the school led and managed?<br>What should the school do to improve further?                 |
| 13459        | Eva Mills         | Lay inspector        |   | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents? |
| 23290        | Ros Wilson        | Team inspector       | English<br>Art and design<br>Geography<br>History<br>Music<br>Special educational needs   | How well are pupils taught?   |
| 27591        | Madeline Campbell | Team inspector       | Foundation Stage<br>Science<br>Religious education<br>Education inclusion   | How good are the curricular and other opportunities offered to pupils?  |

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## REPORT CONTENTS

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>  | <b>7</b>  |
| Information about the school  |           |
| How good the school is  |           |
| What the school does well   |           |
| What could be improved  |           |
| How the school has improved since its last inspection   |           |
| Standards   |           |
| Pupils' attitudes and values  |           |
| Teaching and learning   |           |
| Other aspects of the school   |           |
| How well the school is led and managed  |           |
| Parents' and carers' views of the school  |           |
| <br>  |           |
| <b>PART B: COMMENTARY</b>   |           |
| <br>  |           |
| <b>HOW HIGH ARE STANDARDS?</b>  | <b>12</b> |
| The school's results and pupils' achievements   |           |
| Pupils' attitudes, values and personal development  |           |
| <br>  |           |
| <b>HOW WELL ARE PUPILS TAUGHT?</b>  | <b>15</b> |
| <br>  |           |
| <b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>                         | <b>17</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>  | <b>19</b> |
| <br>  |           |
| <b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>                                      | <b>20</b> |
| <br>  |           |
| <b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>  | <b>21</b> |
| <br>  |           |
| <b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>  | <b>25</b> |
| <br>  |           |
| <b>PART C: SCHOOL DATA AND INDICATORS</b>   | <b>26</b> |
| <br>  |           |
| <b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b> | <b>31</b> |

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

### **INFORMATION ABOUT THE SCHOOL**

Rawcliffe Primary is a small junior and infant school situated in a village to the north west of Goole in the East Riding of Yorkshire. Most of the 114 pupils on roll live close to the school, in an area with broadly average social and economic indicators. Some larger houses have recently been built on the outskirts of the village but the housing in the area is mainly of an average size and owner occupied. The number of pupils has grown by over a quarter since the last inspection, partly because of new housing but also because the school is drawing more pupils from surrounding areas. Twelve pupils are eligible for free school meals, which is an average proportion. Twenty-nine pupils have special educational needs, mainly for learning difficulties, and two pupils have statements of special needs. These figures are broadly average for a school of this size. A very small proportion of pupils are from mixed ethnic backgrounds and all pupils speak English as their mother tongue. Although there are similar numbers of boys and girls overall, in some years there is a marked gender imbalance. Since the last inspection the school has moved to new, purpose built premises on the edge of village and has acquired Beacon school status. The headteacher has been continually absent with illness since April 2002 and was intermittently absent for the two previous terms. An acting headteacher was appointed at start of this academic year and will remain in post until at least the end of the spring term. Most children start school with the expected range of basic skills and their attainment on entry is broadly average.

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

Rawcliffe Primary provides its pupils with a satisfactory standard of education in a calm and pleasant atmosphere. It has come through a troubled period in which the headteacher was frequently absent, but is now showing clear signs of improvement. Staff and pupil morale are high and parents' confidence in the school has been renewed. Pupils attain standards which meet national expectations, the teaching is good in most classrooms and the school is led well. Although the cost of educating pupils at the school is above the national average, spending is not excessive for a small school and represents satisfactory value for money.

#### What the school does well

- By the end of Year 6 pupils attain standards in writing that are above the national average.
- Reception children are given a good start to school life which is built on effectively in Years 1 and 2.
- Staff help pupils to develop positive attitudes to learning and successfully promote their good behaviour.
- The school makes good provision for pupils' personal development.
- Links with parents are well established and pupils benefit from the help they receive from the many adults who voluntarily work in classrooms.
- Good leadership is providing the school with clear direction and the capacity to improve.

#### What could be improved

- The teaching in Years 3 and 4 has weaknesses and is not as effective as in the rest of the school.
- Many subjects lack a clear programme for teaching and learning and some lessons are too long.
- The quality and quantity of books in the library and in classrooms is unsatisfactory.
- Girls, particularly those in the older classes, make too little contribution to class discussion.

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

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

Since the school was last inspected in 1998 it has made satisfactory improvement. However, the headteacher's long absence has adversely affected development and it is only recently, and particularly

since the appointment of the acting headteacher, that the school has started to move purposely forwards. Test results have fluctuated over the past five years but overall standards have been maintained at the level reported in 1998. Pupils' speaking and listening skills have been raised and are at the levels expected. The school has employed more teachers and this has given teachers with senior management roles more time to fulfil their responsibilities. The new building and grounds are a major development that has significantly improved the environment for both pupils and staff. The move to new premises has helped the school to address several of the issues from the last inspection; the provision the school is able to make for information and communication technology and physical education is much enhanced and registers and hazardous chemicals are stored in appropriately designated areas. Although uncertainty over the leadership of the school is making long term planning somewhat difficult, school development is gaining momentum and this bodes well for the future.

## STANDARDS

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

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

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

As the table above shows the performance of Year 6 pupils in the 2002 national tests was generally below average and much lower than that of pupils in similar schools to Rawcliffe. The school missed its performance targets in both English and mathematics by considerable margins. There were some problems which caused disruption to pupils' education last year, mainly the long absence of the headteacher and the move to new premises part way through the term, but the school accepts that results were not as good as they should have been. Changes have been made which are bringing about the required improvement and although it is still early days, pupils' progress is accelerating. Currently standards in Year 6 meet national expectations in English, mathematics and science and pupils' attainment in writing is above average.

The number of pupils who take the national tests each year is often very small and care must be taken when interpreting the results. However, in the last two years the trend in Year 2 has been for pupils to attain broadly average results in reading and writing, but below average results in mathematics. As with the older pupils, the initiatives the school has taken are beginning to raise standards and by Year 2 pupils' attainment meets national expectations in English, mathematics and science. Across the school as a whole pupils' achievements are satisfactory.

Standards in most other subjects meet expectations by both Year 2 and Year 6. In design and technology and physical education Year 2 pupils attain above average standards for their age. Most children enter the reception class with generally average basic skills. They maintain a good rate of progress while in reception and most children enter Year 1 having attained the targets for the age group. Pupils with special educational needs are given work at an appropriate level and maintain a similar rate of progress to that of other pupils, that is, good in the reception class and in Years 1 and 2 and satisfactory overall in Years 3 to 6.



## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment  |
|--|--|
| Attitudes to the school                | Good. Pupils enjoy learning new things, show interest during lessons and readily participate in class activities.  |
| Behaviour, in and out of classrooms    | Good. Most pupils behave well at all times, pay attention in class and address adults and each other in a polite and friendly manner. Occasionally in lessons a minority of boys show insufficient consideration for others and behave immaturely. |
| Personal development and relationships | Good. Pupils take a pride their own achievements and readily take on responsibilities around school. They respect the rights of all to have their say but in the older classes boys tend to dominate discussions.                                  |
| Attendance                             | Good. Levels of attendance are above the national average and there is very little unauthorised absence.   |

## TEACHING AND LEARNING

| Teaching of pupils: | Reception | Years 1 – 2 | Years 3 – 6  |
|---------------------|-----------|-------------|--------------|
| Quality of teaching | Good      | Good        | Satisfactory |

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

Well structured teaching in the reception class provides the children with a range of interesting and stimulating activities. Children are encouraged to carry out tasks for themselves and to talk about what they are doing and why. This promotes their self confidence and increases their ability to communicate effectively.

Teachers in Years 1 and 2 build on this good start, planning activities that are challenging but enjoyable so that pupils' learning moves at a good pace. Care is taken to ensure that pupils of differing levels of attainment have work that is suitable, including the small minority who show high abilities. The teaching in Years 3 to 6 is variable. In Years 3 and 4 there are weaknesses in teaching which occasionally result in unsatisfactory lessons. Pupils' behaviour is not managed well enough and teachers expectations of what pupils can achieve are too low. The quality of teaching picks up again in Years 5 and 6 with lively, well constructed lessons which encourage pupils to think for themselves.

The teaching and pupils' learning of literacy and numeracy follows the pattern described above. Most teachers have good knowledge of English and mathematics and teach the subjects confidently, making good use of the national strategies that were introduced some time ago. Teachers in Years 3 and 4 have less understanding of how to teach these two key subjects and consequently pupils learn less in their lessons. Across the school as a whole, teachers make good use of other subjects to extend pupils' learning of literacy but opportunities to develop numeracy are not used as well.

In most lessons teachers pay particular attention to pupils' who find learning difficult and who have special educational needs. This ensures that these pupils are fully included and that all pupils have equal opportunities to learn. Where the teaching is good, positive relationships between pupils and staff provide an atmosphere in which pupils readily put forward ideas, concentrate well and work until they have achieved the goals they were set.

## OTHER ASPECTS OF THE SCHOOL

| Aspect  | Comment   |
|---|---|
| The quality and range of the curriculum   | Satisfactory. Pupils are taught all subjects of the National Curriculum and religious education and appropriate amount of time is spent on each. The school lacks teaching and learning programmes for some subjects and this can result in weaknesses in pupils' knowledge. The range of extra-curricular opportunities provided for pupils is good for a school of this size. |
| Provision for pupils with special educational needs   | Satisfactory. The support pupils receive is carefully planned and their progress is monitored regularly. The teacher with responsibility for this aspect of the school's work has too little time to monitor all aspects of the provision, something the school is about to remedy.   |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. The school makes good provision for pupils' spiritual, moral and social development and satisfactory provision for their cultural development. Pupils' understanding of the multi-cultural nature of modern Britain is not promoted as well as other aspects of their personal development.   |
| How well the school cares for its pupils  | Satisfactory. Staff know pupils well and provide a good level of day-to-day care. However, it is some time since staff had any training in child protection issues. The monitoring of pupils' academic progress is satisfactory and continuing to develop.  |
| How well the school works in partnership with parents                                       | Good. Parents' opinion of the school has improved considerably in recent times. There is regular and constructive contact between school and home and a good number of parents frequently help in classrooms.   |

## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The acting headteacher is providing the school with a stronger sense of purpose and clearer direction than it has had for some time. Senior staff have welcomed the responsibilities they have been given and have begun to contribute effectively to decision making. |
| How well the governors fulfil their responsibilities             | Good. Governors provide the school with strong support and monitor its work closely. They have a clear understanding of its current position and of the direction it needs to take in the future. The governing body meets its statutory responsibilities well.              |
| The school's evaluation of its performance                       | Good. The information the school receives from outside sources plus that data it obtains through its own monitoring procedures is carefully analysed and the information used well to guide school development.  |
| The strategic use of resources                                   | Good. Careful financial planning enables senior staff and governors to make best use of the funds available. Factors such as the value for money the spending represents and the gains pupils will make as a   |

|  |  |
|--|--|
|  | result are taken fully into consideration when decisions are made.   |
| The adequacy of staffing, accommodation and learning resources | Satisfactory overall. The school has an adequate number of qualified teachers and support staff. The accommodation is good, although storage space is at a premium. In general, learning resources are satisfactory but there are insufficient up-to-date books. |

## 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>• Parents feel that the school is well managed and that their children are taught well.</li> <li>• Children enjoy school and behave well.</li> <li>• The school has high expectations of its pupils and of what they can achieve.</li> <li>• Staff are very approachable and parents feel comfortable raising issues or discussing any problems.</li> <li>• The school helps children to develop a sense of responsibility.</li> </ul> | <ul style="list-style-type: none"> <li>• Many parents would like more information about the progress their children are making and feel that the school does not work closely enough with them.</li> <li>• A significant number of parents have concerns about the amount of homework their children are given.</li> </ul> |

Inspectors share the positive views parents hold of the school and of the provision it is making for their children's education. Parents are made welcome in school and their contact with staff is valued and appreciated. The quality of information parents receive is improving and the school is aware of the need to continue developing this. The amount and content of the homework pupils receive is appropriate and typical of many primary schools.

## **PART B: COMMENTARY**

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

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

1. By Year 6 pupils attain standards that are broadly average in English, mathematics and science and in most other subjects of the curriculum. This represents satisfactory achievement.
2. Children's attainment on entry to the reception class is broadly that expected of four year olds and most have a typical range of basic skills. Children enjoy their time in reception and settle to school life well. They make clear progress and almost all children move from reception to Year 1 having attained the national targets for their age in the different areas of learning.
3. For the last two years Year 2 pupils have attained broadly average results in the national reading and writing tests, but results in the mathematics test have been below the national average. In 2002 almost all pupils attained the generally expected level in all three tests. However, few pupils attained at an above average level. Subsequently Rawcliffe's test results were below those of similar schools in writing and well below in reading and mathematics. The number of pupils in each year group is small and care must be taken when drawing conclusions from national test results. What is clear is that with one notable exception in 2000, tests results have rarely been better than satisfactory and the school's performance has often not been as good as that of schools with a similar intake of pupils.
4. In the more recent past a number of factors combined to affect adversely the pupils' achievements and subsequently depress test results. The most significant of these were low staff and pupil morale, instability caused by the long absence of the headteacher and a move to new premises mid way through the school year which did not go as smoothly as was hoped.
5. From this low point the situation in school has improved significantly. Staff and pupils have settled into their new environment, morale has risen and the school is benefiting from the leadership of an acting headteacher with considerable experience. Although it will take some time for the benefits to be fully reflected in pupils' attainments, things are changing and pupils' progress is starting to accelerate. The improvement is particularly evident in mathematics, where Year 2 pupils are working at a better level than was previously attained in the national tests with a higher proportion producing work of an above average standard. Year 2 pupils are currently attaining standards in English, mathematics and science that are solidly up to expectations for their age and on a par with the national average. Pupils' ability to speak clearly and confidently has improved since the last inspection and is now at the level expected. Most pupils read common words accurately and write in sentences that are correctly punctuated with capital letters and full stops. They have a solid grasp of the basics of number and are developing an appropriate range of scientific ideas.
6. In 2002, the performance of Year 6 pupils in the national tests was a little below average in English, below average in science and well below average in mathematics. Again, it was a lack of pupils attaining the higher level that depressed the science and particularly the mathematics results. The school's performance was well behind that of similar schools with the mathematics result showing up particularly badly. In addition to the school's general problems described earlier in this sections, there were additional

factors that adversely affected the overall statistics: throughout their time in school this had always been a lower attaining group; some pupils had significant learning difficulties and others who were expected to do well were on holiday; the Year 6 class teacher was acting headteacher for two out of the three terms leading up to the tests and the class had several different teachers. However, even when all the mitigating factors are taken into account, the school accepts that this level of performance is not good enough, and there is a strong determination that it will not happen again.

7. One further problem was that the information about the school and pupils' performance was not shared fully with teachers and therefore to a large extent they were unaware of the seriousness of the situation. This has recently changed. Staff, particularly senior teachers, are now much more aware of the school's position and what must be done to raise standards and improve test results. Initiatives such as setting pupils individual targets for improvement and closely tracking their attainments have started and there are clear signs that pupils' rates of progress are beginning to accelerate. Standards in Year 6 are better than they were last year and currently similar to the national average in English, mathematics and science, with writing a strength of pupils' attainment. Standards of speaking and listening which were judged below average at the time of the last inspection are now in line with national expectations and this key issue has been addressed. The achievements of pupils across Years 3 to 6 varies depending on who is teaching them. Pupils make faster progress in Years 5 and 6 than they do in Years 3 and 4 because the teaching is better focused and more effective.
8. Despite the significant dip in results in 2002, the school's overall performance in the national tests for 11 year olds has mirrored the national trend since the last inspection, although progress has been consistent only in English. After meeting or exceeding the targets it had set for pupils' performance in 2001, the school fell well short of both its English and mathematics targets in 2002. Next year's targets require a significant increase in performance in both English and mathematics and represent a high level of challenge for the school. Standards are improving but a sustained effort will be needed from both pupils and staff if the targets are to be met. Currently the school is on track to achieve its English target but is a little short of the mathematics target.
9. At the time of the last inspection pupils' attainment in information and communication technology was below average and their progress was limited. There has been satisfactory improvement and pupils' attainment is now at the standard expected in both Year 2 and Year 6. There are, however few pupils who achieve at a high level and this is something the school needs to consider.
10. Year 2 pupils attain standards in design and technology and physical education which are above expectations for their age and they attain well. They have a good understanding of what a design should show and make products of good quality. In gymnastics pupils move with confidence and skill and control their actions well. By Year 2 and Year 6 pupils attainments meet expectations for their age and their achievements are satisfactory in art and design, geography, history, and religious education. Year 6 pupils attain average standards in design and technology. Insufficient lessons were seen in music in Years 2 and 6 and in physical education in Year 6 to make a judgement about the standards pupils attain at these ages.
11. In the period since the last inspection the performance of boys and girls has been very similar and no difference in attainment between the two sexes became evident during the inspection. There is however, a tendency for boys to dominate discussions in the older classes and the contribution made by girls in this respect is often quite limited. However, this does not appear significantly to affect girl's attainment overall and their

written work is comparable with that of the boys. The issue is more one of personal development, which is discussed later in this report.

12. The progress made by pupils with special educational needs follows a similar pattern to that of other pupils; good in most classes but slower in Years 3 and 4 where the quality of teaching is lower. Pupils with statements of special educational needs receive effective support which enables them to maintain a good rate of progress. The school makes appropriate provision for pupils who are gifted with high attainment in particular subjects and this enables them to achieve at a satisfactory level in relation to their abilities.

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

13. The school has maintained the strengths in pupils' good attitudes, behaviour and relationships identified at the time of the last inspection. This has a significant and positive impact on their learning. Nearly all the parents who returned the questionnaire agreed that their children like school and that pupils of all ages behave well. This reflects the strong ethos of care and concern for one another and the good provision for pupils' moral and social development.
14. Pupils of all ages are interested in their lessons and relate well to each other, to their teachers and to other adults. They listen well to their teachers, concentrate hard and persevere even when they find tasks difficult. Pupils take pride in their work. This was very evident in a design and technology lesson in Years 1 and 2 in which pupils were making puppets. They paid close attention to detail, listened carefully to the instructions they were given and showed considerable pleasure in the results. Pupils in all classes work well in pairs or groups, cooperating with each other and sharing ideas. In whole class discussions, older girls are often less willing to contribute than boys even though they may have as much to contribute. Although, overall, pupils' personal development is good the reticence of older girls to speak out and put forward their ideas has a negative effect on their progress in this area of learning.
15. In the majority of lessons pupils of all ages respond well to the high expectations staff have of their behaviour. From reception onwards pupils are aware of school routines and follow these well. Pupils file in and out of assemblies without noise or fuss. They are polite and courteous to adults, hold doors open for each other and show respect for each other, for adults and for equipment. Only where teaching is less effective does behaviour deteriorate. In these lessons, a number of pupils are noisy and restless, calling out when not appropriate and this sometimes adversely affects the learning of the class. Around school at playtimes and lunchtimes behaviour is very good, even when pupils are not directly supervised. Pupils, parents and midday supervisors comment that there are very few instances of bullying or inappropriate behaviour. Pupils appreciate the need for rules and conduct themselves sensibly and responsibly. There have been no exclusions from the school this year.
16. Relationships are good throughout the school. Pupils work, play and socialise together amicably. Pupils with special educational needs work well alongside their peers. They work hard because their self esteem is successfully promoted by the school and they feel valued. Older pupils set a good example in how they get on with each other and in their care for younger pupils. They help to look after younger pupils in the dining hall and carry out their tasks as monitors and prefects diligently. Duties include setting up equipment, acting as librarians and organising team points. Younger pupils often volunteer to help teachers and other staff. In lessons, however, pupils often have too

little opportunity to organise and take responsibility for their own learning or decide how things are to be done.

17. Attendance at the school is good with rates higher than those achieved nationally. There is very little unauthorised absence. Pupils are prompt to school and lessons begin on time.

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

18. At the last inspection teaching was judged to be satisfactory and often good. This standard of teaching has generally been maintained although there are wide variations in quality, with the teaching in Years 3 and 4 being less effective than in the other classes. When the weaknesses in Years 3 and 4 are taken into account, the teaching across the school as a whole is satisfactory.
19. All teaching in the reception class is good. The teacher and support staff use language well to ensure that all children make good progress in speaking and listening skills. They give clear instructions and demonstrations so that children acquire basic techniques skills such as holding and using pencils, scissors and paint brushes safely and effectively. They encourage children to work independently, to make their own decisions and to work with each other in co-operative ways. Children feel safe and valued because adults treat them with respect, and they work hard because they enjoy the interesting and challenging activities planned for them. Adults plan well together and establish good routines that ensure the children can complete their chosen activities and gain maximum benefit from them. Teachers make good use of both indoor and outdoor facilities to ensure that pupils have a balance of appropriate activities.
20. The quality of teaching and pupils' learning in Years 1 and 2 is consistently good and on occasions it is very good. Teachers use the national strategies for literacy and numeracy well to provide lessons that are well structured and productive. Handwriting and expressive writing are particularly well taught, so that most pupils become confident and effective writers by age seven. Good opportunities are planned for pupils to talk with each other, exploring their understanding of what they have been taught, and discussing their own ideas. This enriches pupils' learning, and has helped to improve pupils' speaking skills since the last inspection. Teachers in Years 1 and 2 plan lessons carefully and vary the content so that pupils of different levels of attainment have equal opportunities to learn. Lesson plans contain clear objectives for their lessons, which teachers explain carefully to pupils so that they all understand what is expected from them. Lessons are lively and teachers use a good range of books, artefacts and other resources so that pupils stay alert and interested throughout.
21. While in most lessons in Years 3 and 4 the teaching is broadly satisfactory, basic weaknesses reduce its effectiveness and adversely affect pupils' learning. On occasions pupils' progress is very limited and in these lessons the teaching is unsatisfactory. Teachers use a range of resources and plan interesting activities, but the objective of the lesson is not always clear enough in the lesson plan and pupils are unsure about what is to be learned and which skills they are developing. When teaching is less than satisfactory it fails to hold pupils' attention or does not provide sufficient challenge. Higher attainers often suffer most when this occurs. In one such lesson the activity prevented pupils from achieving as well as they might, because they were told to record only in pictures and single words. Teachers try hard to provide activities in which pupils can involve themselves. However poor strategies for managing pupils' behaviour reduce the quality of these experiences. In some lessons

teachers have insufficient control and lack the strategies for keeping pupils focused and on task. When this happens noise levels rise above an acceptable level and pupils' concentration wanes. In other lessons poor technique and over strict discipline places a straitjacket over the pupils reducing their confidence and producing a reluctance to answer for fear of making mistakes.

22. Good quality teaching in Years 5 and 6 picks up the pace of learning once again and continues the good work started in reception and in Years 1 and 2. Teachers plan exciting and challenging work for pupils, and in some lessons make good use of humour and dramatic impact so that pupils are motivated and enjoy learning. Teachers have clear objectives for their lessons, which are explained carefully so that all pupils know what they are to do and how they can be successful. Pupils' behaviour is very good in this class, because teachers have high expectations and treat them with respect. This ensures that lessons are calm and orderly, so that pupils can concentrate and learn well. As with younger pupils the teaching of writing, particularly its creative aspects, is a strength.
23. The national strategies have been successfully implemented in Years 3 to 6. However the teaching and learning of English and mathematics in these classes follows the general pattern previously described, with weaknesses in Years 3 and 4 counter-balanced by strengths in Years 5 and 6. Because of this variation in teaching quality, the reorganisation of the older classes for the daily literacy and numeracy lessons has not proved as successful as the school had hoped. In Years 1 and 2 this is not the case because both groups are taught well.
24. Throughout the school teachers are making good use of pupils' individual targets in literacy and numeracy, reminding them how they can improve these skills when they are working. Teachers make effective use of the opportunities different subjects present to extend pupils' skills of reading and writing, such as writing explanations and evaluations in design and technology. For example, one pupil in Year 6 writes, 'I am not as pleased with my mask as I thought I would be.' In the Year 1 and 2 class pupils write about the listening walk they went on in a science lesson, and in information and communication technology they choose their own fonts to word process the counting rhymes they have written in a literacy lesson. Opportunities to extend pupils' numeracy skills are less effectively utilised.
25. Most teachers establish good relationships with their pupils, treating them with respect and raising their self-esteem so that pupils work hard and are proud of their achievements. The number on roll is small and classes often contain pupils of different ages. This mix of ages is generally managed well by teachers, who plan work carefully to make sure that each year pupils receive a new and varied range of learning opportunities. The teaching assistants in the school work confidently and effectively to support pupils in their learning. Pupils with special educational needs work in small groups within the class and are well supported by both teachers and support assistants, so that they make systematic progress towards the targets in their individual education action plans. Girls in the junior classes, however, do not take an active enough part in class discussions. This is something that teachers are only just becoming aware of and they have yet to devise strategies for ensure girls' full participation.
26. There is a consistent approach to assessment throughout the school, with teachers judging pupils' attainment at the end of each unit of work. Teachers mark pupils' work thoroughly, and usually give them positive feedback with suggestions for how it could be improved. Pupils who attain higher than most are identified and teachers are



beginning to plan work that is more demanding, although this good practice is not yet established in all lessons. Homework is set regularly and provides a productive extension of what pupils are learning in class.

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

27. The school provides satisfactory learning opportunities in almost all subjects of the National Curriculum and religious education. The exception is in music where the provision for pupils' learning is unsatisfactory. The curriculum provided for the children in the reception class is good. Since the last inspection the school has made satisfactory improvement to the provision for information and communication technology and physical education, successfully implemented the national strategies for literacy and numeracy and introduced the national guidance for the Foundation Stage which in this school means the pupils in the reception class.
28. An appropriate proportion of time is allocated to each subject. However, the time pupils in the reception class and in Years 1 and 2 spend in lessons in a full week is well over the recommended minimum and staff report that younger pupils get very tired towards the end of the school day. Some individual lessons are also too long. For example, a mathematics lesson in Year 2 lasted for 60 minutes when the recommendation in the national strategy for numeracy is for lessons of between 45 and 50 minutes duration. Similarly a science lesson in Years 3 and 4 extended for most of the afternoon and pupils were unable to sustain their interest and concentration for this length of time.
29. The national strategies for literacy and numeracy are used effectively to provide a framework for the teaching of English and mathematics. Pupils' literacy skills are extended well in other subjects but the extension of numeracy is less effective. In other subjects, the curriculum is not as securely based and guidance for teachers on what pupils should be taught and when is very patchy. In most subjects, such as religious education and information and communication technology local and national guidance provides some help but in many instances teachers have had to make their own decisions about what to teach and in some cases purchased their own curriculum materials. While in most lessons pupils are provided with worthwhile learning experiences there is no guarantee that these are building on what they learned when they were younger or that they are laying the appropriate foundations for further learning.
30. The curriculum provided for pupils with special educational needs is good in the reception class and Years 1 and 2 and satisfactory in Years 3 to 6. This variation reflects differences in the quality of teaching which are reported in the previous section. The provision made for pupils who have statements of special educational needs is good because they receive regular support from classroom assistants. The school recognises the link between the level of support and the quality of learning opportunities for pupils with special educational needs and has already advertised for additional support staff.
31. The school provides a good range of extra-curricular activities. These include different sports as well as recorders, drama, chess and sewing for younger pupils. There are also opportunities for pupils to take specialist musical instrument tuition in percussion, woodwind and guitar. Pupils have opportunities for visits and the school enriches the curriculum well by inviting people into school. Theatre groups, a circus group, a puppet show and a drama group have all visited and older pupils have a planned trip to a theatre to see a version of A Midsummer Night's Dream.

32. Provision for personal, social and health education is satisfactory and important issues, such as those surrounding the misuse of drugs, are raised and addressed in a sensitive manner throughout the school. Class discussions provide valuable opportunities for pupils to explore difficult issues in a supportive and secure environment. The school has an appropriate sex education policy in place and this is taught mainly to the older pupils. Care is taken to ensure that all pupils have access to the curriculum and to the learning opportunities the school provides.
33. Positive and useful links with the community have been maintained and contribute well to pupils' learning. The school is well regarded in the local community. Pupils take part in the annual Rawcliffe Gala and have good links with a local residential home. Harvest Festival is held in the local church and a member of the Gospel Hall visits the school weekly to lead an assembly. Older residents of the village talk to pupils about their childhood and the toys they had. The locality is used well in geography and history and pupils regularly visit the nature reserve at the local power station as part of their studies.
34. The school has particularly good links with pre-school groups and visits are made by the headteacher and other members of staff. Records are passed on, leading to a smooth induction to school for these children. The school also hosts a pre-school group for children during the two terms before their entry to school, gathering information from parents and building up a good knowledge of the children. There are also constructive links with the local secondary school.
35. The school provides good opportunities for pupils' spiritual development through assemblies, lessons and the day-to-day life of the school. In assemblies, pupils are given time to reflect on prayers and stories. For example, in a whole school assembly, pupils reflected on the notion of impressions, the outward image we portray to others. In a Year 2 class, pupils were amazed when they succeeded in lighting a small bulb as part of an electrical circuit and these pupils also discussed why certain things were precious to them, for example, a special toy. The teacher shared some of her precious things with the pupils including the beauty of a pearl and the sound of her children laughing. In the best lessons, difficult issues are delivered in a sensitive way in order to raise the awareness of the feelings of others. The whole climate of the school promotes personal growth and pupils' respect for themselves and one another well.
36. Provision for moral development is good. The school's code of conduct emphasizes care and respect. Most staff make their expectations of pupils' good behaviour clear and the school has an effective behaviour policy which is recognised and understood by all. As a result, behaviour is mostly good in the classrooms, playground and in the dining hall. Pupils know right from wrong and are set good examples by all staff. In a minority of lessons, standards of good behaviour are not promoted well and teachers do not make pupils sufficiently aware of effect they are having on others. Staff in the reception class create a calm and pleasant atmosphere in which children learn to cooperate with each other and to get on well. The expectation that pupils and staff will respect the views of others pervades the school and the headteacher provides good leadership in this area.
37. Provision for pupils' social development is good. Social values are promoted well by adults throughout the school and pupils are encouraged to care and take responsibility for themselves and others. Pupils often work productively in pairs or in small groups in class, sharing their experiences and ideas. Older pupils care for younger ones, with some Year 6 pupils designated specifically to watch over the infants at playtimes.

Pupils willingly accept responsibilities, such as preparing the hall for assemblies, tidying the library or tidying the reception class's outdoor play area. Special assemblies celebrate pupils' achievements and this helps to raise their self-esteem when the school shows how much it values their efforts. Activities that take place after school encourage pupils to work and play together. The inclusion of pupils with special educational needs in all activities supports their social development and promotes positive attitudes towards school and other pupils.

38. The provision made for pupils' cultural development is satisfactory. The curriculum effectively supports pupils' understanding of their own culture and visits from drama groups, circus and puppet groups help broaden pupils' experiences. The school provides some opportunities for pupils to encounter and understand the traditions and values from different cultures in art, religious education and geography. For example, in religious education, pupils learn about faiths such as Islam and visit a multi-faith centre in Bradford. However, the strong emphasis the school places on pupils' learning about their own culture leaves little time for them to explore and appreciate the diversity and richness of other cultures. The local community supports the school well but the school could do much more to raise the profile of the multi-cultural nature of British society in all areas of the curriculum.

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

39. As at the time of the last inspection the school provides good personal care for its pupils. Teachers have a good knowledge of pupils' personal circumstances and genuinely care about their well-being. The pleasant and friendly learning environment has been maintained. The school is welcoming and staff ensure that pupils are looked after well. Parents of pupils new to the school report that staff are skilful in helping their children to adapt quickly and settle in. Pupils report that teachers and other staff are caring, supportive and want them to do well.
40. The health and safety concerns raised in the last inspection have been mostly addressed. The storage of cleaning materials has been improved but safe areas within the school for this equipment are limited and they are currently stored in a wooden building. Regular checks are made of the building and equipment with the involvement of governors and the site supervisor. Safe practices are promoted throughout the school and staff take great care to ensure the safety of pupils on visits out of school. However, the necessary risk assessments for visits and in subject areas are not yet documented and therefore the school does not comply with legal requirements in this matter. Procedures for dealing with accidents are in place and are effective. The school follows local education authority child protection guidelines but it is some years since staff received training and they need to be brought up to date with current practices.
41. The school successfully promotes good behaviour and has measures in place to record rare instances of poor behaviour. Where behaviour is causing concern, pupils' conduct is carefully monitored and their good behaviour is recorded and rewarded. Parents are fully involved and appreciate this. Bullying is not tolerated and any rare instances are dealt with swiftly. Pupils' attendance is carefully monitored and staff contact parents quickly if the school has not been notified of the reason for absence.
42. The assessment of pupils' attainment and progress is satisfactory. Until very recently weaknesses in the school's systems for monitoring pupils' academic progress caused problems for both teachers and parents. Although pupils were tested periodically, the information was not used effectively by the school and not passed on to parents as well

as it should have been. This has now changed. A combination of periodic tests and teacher assessments has been established for monitoring pupils' progress in English and mathematics and each pupil is set individual targets in reading, writing and numeracy. A clear picture of the gains pupils are making is beginning to appear and teachers are receiving much better information to aid their planning. Procedures for analysing the data the assessments provide are being set up on the office computer and the English and mathematics coordinators are analysing test results carefully to identify where standards need to be raised.

43. Assessment in other subjects is not as well developed and while it does take place a general lack of guidance of what teachers in each of the classes should be looking for reduces the quality of the information acquired. For example, there is no whole school list of the skills pupils should develop in information and communication technology as they move through the school, which makes judging whether a pupil has reached the level he or she should have very difficult. This weakness is closely linked to the lack of teaching and learning programmes in many subjects.
44. Assessment in the Foundation Stage is good. Teachers use the national guidelines well to build a profile of pupils' development. When this is combined with information from the tests pupils are given at the start and end of their reception year a clear picture of progress emerges.
45. The school has effective procedures for identifying pupils with special educational needs and for assessing their difficulties. Pupils' development is closely monitored and information is used well to set targets for pupils' learning. These are reviewed regularly to ensure that they reflect current need.

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

46. The school continues to work well with parents. They are supportive of the school and take a keen interest in the education of their children.
47. Parents' views of the school are mostly positive. They are pleased that their children enjoy coming to school, make good progress and behave well. Most parents feel that the school is led well, that teaching is good and that teachers' expectations are high. Some parents have reservations about the amount of work pupils are expected to do at home, information provided to parents and the number of extra-curricular activities provided. A few feel that the school could work more closely with parents. A number of parents raised some concerns about the disruption caused by the long term absence of key staff and the move to new premises but feel that the school is now well placed to succeed.
48. The inspection team largely agree with the positive views of parents although teaching in Years 3 and 4 is in need of improvement. The homework pupils are set is adequate and relevant. Extra-curricular activities are good for a school of this size. Parents seen at the parents' meeting and during inspection expressed the view that the level of information provided for parents has increased in recent months and that communication between home and school has improved substantially. Inspectors found that information provided is good.
49. Good links between home and school are established early in children's school life. Parents of children due to start school are invited to attend a pre-school group led by a nursery nurse, for two terms prior to their entry. This is particularly useful, not only to staff who can begin to assess children's capabilities, but also for parents and children

who become familiar with the school and the staff. This makes entry to school less stressful, as is demonstrated in the reception class where children are settled and happy.

50. The school has an active Parent, Teacher and Friends Association which raises valuable funds for resources and to subsidise out of school visits. A small group of committed parents are involved in the organisation of fundraising and social events and these events are well attended. The Association has recently provided funds to provide outdoor play equipment and books. A notable feature of the support of parents is the high level of assistance in classroom activities. During the inspection a number of parents provided very valuable help in lessons and their expertise was used well.
51. Information for parents is generally good. It has improved of late and parents are now provided with a clear picture of what their children are doing in school and how they are progressing. The headteacher and class teachers make themselves available to speak to parents informally and there are good opportunities to discuss progress in termly consultation evenings. Reading records are used well in some classes as a means of communication between home and school. However, in other these records are in very poor condition and do not promote effective home/school links or give value to pupils' reading. Parents of pupils with special educational needs are involved in the planning of programmes for their children, in their reviews and in the setting of targets. Annual written reports are satisfactory.
52. Overall the school has established a good partnership with parents, who support the school in many ways, not least by bringing their children to school on time and instilling in them a respect for teachers and a willingness to learn. This makes a positive impact on pupils' learning.

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

53. The school is currently managed by an acting headteacher who is providing the school with good leadership. For much of the last school year the headteacher was absent and the school was lead by a senior member of staff. While this arrangement helped maintain daily routines and kept the school ticking over it did not allow sufficient development to take place.
54. Since his appointment at the beginning of the school year, the acting headteacher has added much needed impetus and the school is again moving forward. He has injected new ideas and is the stabilising influence the school has lacked for some time. Although only in post for a little over a term he quickly grasped what the school needed and moved decisively to instigate change. These changes have been handled with tact and skill and staff, parents and governors are very positive about the direction the school is taking. Most importantly, the results of the developments that are taking place are beginning to show positively in pupils' learning and achievements. On balance, the school has maintained the position found at the time of the last inspection.
55. The acting headteacher, with the help of senior staff, is evaluating the school's performance very thoroughly and using the information to identify how best to use resources to improve educational provision and raise standards. The school development plan is clearly written and structured well. The contents accurately reflect the school's most pressing priorities, initiatives are fully costed and the intended outcomes provide measurable criteria for success. Better systems for measuring and monitoring pupils' progress have recently been introduced and the data these are

providing is analysed carefully to help the school measure the effects of the developments that are taking place.

56. The school is managed satisfactorily by senior staff. A team of experienced teachers has recently been formed and is beginning to establish itself at the heart of the school's decision making procedures. This delegation of responsibilities and sharing of decision making and strategic planning is something that has been lacking in the past and represents a major and very positive change in management strategy.
57. As a consequence of the headteacher's absence the regular cycle of appraisal and professional development interviews for teachers has broken down. The acting headteacher is aware that this needs to be re-established as quickly as possible to ensure that teachers have clear direction for their development. The monitoring and evaluation of teaching and learning takes place regularly. The atmosphere in which this is carried out is very positive and all those involved regard it as an important part of the school improvement strategy. It is a measure of the increasing staff morale that such procedures can take place in a constructively manner.
58. The school has a pleasant atmosphere, a positive ethos and a strong sense of community. Relationships throughout the school are good and well established routines help ensure that the school runs smoothly on a day-to-day basis. The commitment of the staff and the clearly defined school policies provide all pupils with equal opportunities to learn and enable them to participate fully in the life of the school.
59. Subject management is satisfactory. Coordinators, particularly those with responsibilities for the core subjects of English, mathematics and science have recently begun to monitor subject provision more rigorously and to evaluate its effect on pupils' achievements. As a result they are becoming much better informed about what is affecting standards of attainment.
60. It is some time since the curriculum underwent a thorough review and the acting headteacher has found it necessary to update quickly many of the subject policies. These provide a sound foundation but further revision is needed to ensure that the policies and the school's schemes of work give sufficient guidance to teachers and provide the framework coordinators need to monitor their subjects effectively. Related to this, to some extent, are problems with the timing of lessons, which in some instances are too long to enable pupils to remain focused and attentive.
61. The management of the provision for pupils with special educational needs is satisfactory. The coordinator has a good understanding of her role and responsibilities and provides effective support for teachers, pupils and parents. Up to now, too little time has been allocated from the budget for the management of this area. This has limited the opportunities the coordinator has had to monitor the provision made for pupils' learning and for keeping up-to-date. The acting headteacher is aware of the problem and has plans to provide more time for the coordinator to carry out her responsibilities. Clear procedures are in place for identifying pupils' needs and support staff are deployed effectively.
62. Although the school has had Beacon status for some time, little had been done to instigate the action plan submitted with the application. As with many other aspects of the school, the acting headteacher has found it necessary to restart the process and appropriate initiatives involving Rawcliffe and several other schools are now under way. It is too early to evaluate how successful these will prove but the writing partnerships,

which are part of the programme, are already receiving positive comments from participating schools.

63. The governing body is well organised, supports the school well and performs its role diligently. Governors have good links with the school which provide them with solid understanding of its strengths and areas for further improvement. Communication between members of the governing body is good and this provides cohesion and commonality of purpose. They play an active part in monitoring the school's performance and are able to use this insight to help determine its future direction. Governors have a clear understanding of their responsibilities to parents and the local community and make every effort to report to as wide an audience as possible.
64. Financial planning is good and is closely linked to the school's priorities for development. Much work has been required in recent months to ensure that systems are fully in place to track funding and monitor spending. The school has good support from the local authority as well as expertise within school and on the governing body and has now formalised procedures for allocating funds. A well structured three year financial plan enables any changes in the school's circumstances to be quickly taken into account. Staff and governors carefully consider their spending decisions and have recognised the need for additional resources in some areas. The implications and outcomes of any decisions are closely evaluated to ensure that the benefits pupils derive represent full value for money.
65. The school makes effective use of specific grants. Funds allocated as a result of the school's Beacon status have recently been separated from the budget and the plans for the spending of these funds are clear. The administrative officer controls and monitors the day-to-day finances efficiently and regularly reports to the acting headteacher and governing body. The school had a large budget surplus at the end of the last financial year but has utilised much of this to enhance the staffing and help stabilise the school.
66. The school has an appropriate number of qualified teachers and support staff. There is a good match of qualifications and experience of teachers to the age groups they teach and the subjects they manage. The number of teachers has been increased since the last inspection, giving the school far more options in the way lessons are arranged. All teachers have the opportunity for professional development and staff new to the school receive good support from other teachers.
67. The accommodation is good. The new building has provided the school with far more facilities than it had in the past and enabled the accommodation related issues from the last inspection to be addressed. There are extensive outside play areas and space to extend the school should this be found necessary. Pupils particularly like the well appointed hall and the fact that they no longer have to do physical education outside in the rain. Storage space, however, is inadequate and the school has found it necessary to purchase wooden sheds in which to store the caretaker's chemicals. This keeps them safely out of the way of the children but makes them vulnerable in cases of fire or vandalism.
68. Resources are satisfactory overall. The school now has the apparatus it needs to teach the full range of National Curriculum PE activities. There are a good number of modern computers and other ICT equipment which are in regular use by pupils. However, resources for geography, history and religious education are unsatisfactory and this adversely affects pupils' learning in these subjects. Many of the books in the library and in classrooms are old and, in too many cases, contain inappropriate

material. Consequently they do not encourage pupils to read for pleasure and limit the scope for independent research.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. The headteacher, staff and governors should now address the following key issues:

- (a) raise the quality of teaching in Years 3 and 4 to at least the level of that in the rest of the school;  
*(paragraphs 7, 18, 21, 23, 94, 103, 109, 142)*
- (b) establish clear teaching and learning programmes for all subjects which reflect the specific needs of the pupils and enable them progressively to increase their knowledge, understanding and skills;  
*(paragraphs 29, 43, 60, 121, 126, 131, 137, 139, 148)*
- (c) review the length of all lessons and make the alterations necessary to ensure the best and most productive use of the time available;  
*(paragraphs 28, 60, 105, 109)*
- (d) increase the quality and quantity of books in the library and in classrooms by purchasing new stock and disposing of out-of-date and inappropriate books;  
*(paragraphs 68, 96)*
- (e) develop strategies to involve girls fully in class discussions.  
*(paragraphs 11, 14, 25, 90, 136)*

The governors should also consider the following additional issues for inclusion in their action plan and:

- (i) re-establish performance management procedures; *(paragraph 57)*
- (ii) formalise and document risk assessments; *(paragraph 40)*
- (iii) raise awareness of child protection issues and provide training for staff;  
*(paragraph 40)*
- (iv) increase pupils' awareness of the multi-cultural nature of modern society.  
*(paragraphs 38; 131)*

## PART C: SCHOOL DATA AND INDICATORS

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

|  |    |
|--|----|
| Number of lessons observed   | 30 |
| Number of discussions with staff, governors, other adults and pupils | 35 |

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number     | 0         | 9         | 11   | 8            | 2              | 0    | 0         |
| Percentage | 0         | 30        | 37   | 27           | 7              | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll   | YR– Y6 |
|---|--------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 114    |
| Number of full-time pupils known to be eligible for free school meals | 12     |

FTE means full-time equivalent.

| Special educational needs   | YR– Y6 |
|---|--------|
| Number of pupils with statements of special educational needs       | 2      |
| Number of pupils on the school's special educational needs register | 29     |

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

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 10           |
| Pupils who left the school other than at the usual time of leaving           | 6            |

### Attendance

#### Authorised absence

|             | %   |
|-------------|-----|
| School data | 4.6 |

#### Unauthorised absence

|             | %   |
|-------------|-----|
| School data | 0.1 |

|                           |     |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

|                           |     |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

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

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 7    | 6     | 13    |

| National Curriculum Test/Task Results       |          | Reading | Writing  | Mathematics |
|---|----------|---------|----------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | -       | -        | -           |
|   | Girls    | -       | -        | -           |
|   | Total    | 12      | 13       | 13          |
| Percentage of pupils at NC level 2 or above | School   | 92 (87) | 100 (87) | 100 (87)    |
|   | National | 84 (84) | 86 (85)  | 91 (90)     |

| Teachers' Assessments                       |          | English  | Mathematics | Science  |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above   | Boys     | -        | -           | -        |
|   | Girls    | -        | -           | -        |
|   | Total    | 13       | 13          | 13       |
| Percentage of pupils at NC level 2 or above | School   | 100 (87) | 100 (87)    | 100 (80) |
|   | National | 85 (84)  | 89 (88)     | 89 (88)  |

Percentages in brackets refer to the year before the latest reporting year. The number of girls and boys as individual groups is small so their results have been omitted from the table. The results of the group as a whole (girls and boys together) have been included.

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

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
|  | 2001 | 8    | 5     | 13    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | -       | -           | -       |
|   | Girls    | -       | -           | -       |
|   | Total    | 9       | 7           | 11      |
| Percentage of pupils at NC level 4 or above | School   | 69 (73) | 54 (91)     | 85 (91) |
|   | National | 75 (75) | 71 (72)     | 87 (85) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | -       | -           | -       |
|   | Girls    | -       | -           | -       |
|   | Total    | 9       | 9           | 10      |
| Percentage of pupils at NC level 4 or above | School   | 69 (73) | 69 (82)     | 77 (82) |
|   | National | 72 (70) | 74 (72)     | 82 (79) |

*Percentages in brackets refer to the year before the latest reporting year. The number of girls and boys as individual groups is small so their results have been omitted from the table. The results of the group as a whole (girls and boys together) have been included.*

**Ethnic background of pupils****Exclusions in the last school year**

| <b>Categories used in the Annual School Census</b>  | <b>No of pupils on roll</b> | <b>Number of fixed period exclusions</b> | <b>Number of permanent exclusions</b> |
|---|-----------------------------|--|---------------------------------------|
| White – British                                     | 112                         | 0  | 0                                     |
| White – Irish                                       | 0                           | 0  | 0                                     |
| White – any other White background                  | 0                           | 0  | 0                                     |
| Mixed – White and Black Caribbean                   | 0                           | 0  | 0                                     |
| Mixed – White and Black African                     | 0                           | 0  | 0                                     |
| Mixed – White and Asian                             | 1                           | 0  | 0                                     |
| Mixed – any other mixed background                  | 1                           | 0  | 0                                     |
| Asian or Asian British – Indian                     | 0                           | 0  | 0                                     |
| Asian or Asian British – Pakistani                  | 0                           | 0  | 0                                     |
| Asian or Asian British – Bangladeshi                | 0                           | 0  | 0                                     |
| Asian or Asian British – any other Asian background | 0                           | 0  | 0                                     |
| Black or Black British – Caribbean                  | 0                           | 0  | 0                                     |
| Black or Black British – African                    | 0                           | 0  | 0                                     |
| Black or Black British – any other Black background | 0                           | 0  | 0                                     |
| Chinese   | 0                           | 0  | 0                                     |
| Any other ethnic group                              | 0                           | 0  | 0                                     |
| No ethnic group recorded                            | 0                           | 0  | 0                                     |

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

### **Teachers and classes**

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

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 6.2  |
| Number of pupils per qualified teacher   | 18.4 |
| Average class size                       | 28.5 |

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

|   |     |
|---|-----|
| Total number of education support staff | 5   |
| Total aggregate hours worked per week   | 103 |

### **Financial information**

|  |         |
|--|---------|
| Financial year                             | 2001/2  |
|  | £       |
| Total income                               | 335,926 |
| Total expenditure                          | 324,061 |
| Expenditure per pupil                      | 3,001   |
| Balance brought forward from previous year | 23,654  |
| Balance carried forward to next year       | 35,519  |

### **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   | 3 |
| 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 | 112 |
| Number of questionnaires returned | 73  |

### Percentage of responses in each category

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 58             | 36            | 7                | 0                 | 0          |
| My child is making good progress in school.  | 44             | 47            | 5                | 3                 | 1          |
| Behaviour in the school is good.   | 47             | 48            | 0                | 0                 | 5          |
| My child gets the right amount of work to do at home.                              | 35             | 45            | 15               | 3                 | 1          |
| The teaching is good.  | 55             | 36            | 4                | 0                 | 5          |
| I am kept well informed about how my child is getting on.                          | 41             | 34            | 22               | 0                 | 3          |
| I would feel comfortable about approaching the school with questions or a problem. | 62             | 29            | 10               | 0                 | 0          |
| The school expects my child to work hard and achieve his or her best.              | 59             | 38            | 1                | 0                 | 1          |
| The school works closely with parents.   | 53             | 27            | 15               | 0                 | 4          |
| The school is well led and managed.  | 52             | 41            | 3                | 0                 | 4          |
| The school is helping my child become mature and responsible.                      | 51             | 44            | 3                | 0                 | 3          |
| The school provides an interesting range of activities outside lessons.            | 33             | 48            | 11               | 0                 | 8          |



## **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. Since the last inspection the school has successfully implemented the national guidance for the age group and continued to make good provision for children's learning. Teachers provide learning opportunities that are interesting and of a good quality so that all children, including those with special educational needs, are motivated to learn well. All children in the reception class have experiences that provide a solid basis for future learning. Overall the attainment of children on entry to the reception class is as expected for their age. They generally achieve well and move into Year 1 having attained the goals for their age in all areas of learning.
71. Teaching is good overall in all the areas of learning and on occasions it is very good. The reception class teacher is supported well by an experienced nursery nurse and the Foundation Stage team provide activities which are well focused to the needs of the youngest children in the school. Where the teaching is at its most effective, teachers provide stimulating, high quality learning activities for the children ensuring that the development of language is uppermost whatever the subject. Well informed parent helpers add to the quality of the provision as does the experienced classroom assistant who supports a child who has difficulties with learning. Children's learning and behaviour are managed well and they are given ample scope to make choices. Accommodation is spacious and the secure outdoor area is accessed from the classroom. However, this area is quite small and children often have to transfer to the playground to use large toys. Certain safety features of the outdoor facilities were brought to the attention of the acting headteacher, for example the lack of fencing.

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

72. All children, once they are settled into school, work well with adults and learn to share with others. They are given ample opportunity to take decisions and to make choices, such as which resources they want to use. Well organised class routines and clear teacher expectations have a positive influence on the children's behaviour and responses. For example, the children willingly tidy up at the end of a lesson because they have been taught that this is the correct thing to do and that working together makes the task easier. Children quickly realise that good behaviour is expected because the staff take care to give praise and calmly explain why certain actions, such as running in the classroom and being unkind to others are not acceptable. Enjoyment and growing enthusiasm as learners are evident as children immerse themselves in writing name labels for their bears, using the outside play area, counting teddy bears or salt dough modelling. They dress up for charity fund raising activities and learn to play and work together. Children gain confidence which allows them to make good progress and are on course to achieve the early learning goals (the national targets for children by the end of reception), in this area of learning.

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

73. Pupils' attainment in communication, language and literacy is sound. By the end of the reception year, most children are likely to have achieved the early learning goals this area of learning.

74. When they first enter the reception class many pupils are not yet communicating confidently. Reception staff engage in almost continual, friendly conversation with the children. This promotes children's confidence and their ability to communicate effectively quickly grows. Staff further this development by encouraging children to extend what they say, asking them questions and listening carefully to the answers, gradually widening children's vocabulary. Children listen well to class stories such as 'This is the Bear' and 'The Very Hungry Caterpillar' and readily choose books to 'read' and to share with others.
75. Staff take every opportunity to reinforce children's recognition of letters and of the sounds they make. Children are able to make appropriate links between the two and derive considerable pleasure for saying the sounds out loud. Teachers encourage children to 'write' regularly and give them good support in developing early writing skills. Most children grip a pencil correctly and are able to copy letters and words with reasonable accuracy, for example when making labels for their teddy bears.

### **Mathematical development**

76. Children's attainment in mathematics is satisfactory. They experience many opportunities to use numbers in practical ways and all children make clear progress. Teachers make learning mathematics fun so that children enjoy working with numbers. Children learn to count by clapping hands, slapping knees, patting heads and tummies. Nearly all reception children count up to five with confidence. They match teddies to number cards, counting as they go. Higher attaining children know how to get from 5 to 4 and from 4 to 5 by adding an object or taking one away. Children undertake simple balancing activities using teddies and toy bears. Some children who have difficulty maintaining their attention in other activities are fascinated by this and work for long periods to try and discover how it works. More able pupils make size comparisons of their teddy bears, using appropriate language such as biggest, smallest and they use arbitrary units to make first attempts at measuring. The class teacher and nursery nurse have different expectations of each child, according to ability and plan activities accordingly. Most children are likely to achieve the early learning goals in this area of learning by the end of the reception year and a small minority may surpass it.

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

77. Children learn about the world around them in a variety of ways. They experiment with wet and dry sand and are able to grasp why they behave differently as they run through a sieve. They go a listening walk around school and hear the gate squeaking, birds singing and the computer printing and have found out that sound can be made in a variety of ways.
78. A visiting speaker tells the children about the toys she played with when she was a child and they begin to appreciate how things change over time. They bring their favourite teddy or soft toy to show others and take 'Barnaby Bear' to learn about the geography of the place in which they are spending much of their time. They are able to make moving toys based on poems such as 'Incy Wincy Spider' using card and simple techniques and sort fruit and vegetables into simple groups.
79. The children's technological skills are developed as they work with a range of materials. The classroom has good computer provision and children make good use of it to operate simple programs. Parent helpers support children's learning as they use the mouse effectively to dress a teddy figure on the screen. They are able to use art and design programs to draw a snowman and paint daddy. Pupils make solid progress in

this area of development and most will meet the early learning goals by the end of reception and some pupils will exceed it.

### **Physical development**

80. Children make good progress in this area using the well equipped indoor and outdoor provision. Indoors, they use building blocks and other construction materials with satisfactory control to assemble models. Using smaller equipment they build roads and towns and create situations appropriate for role play. In the physical activities in the hall, reception children make good use of space, moving in and out without bumping into each other but most, as yet, are unable to skip and hop.
81. When using the secure outside play area, children investigate the properties of sand and other building materials. Using appropriate techniques with plastic tools and piping they create a 'Bob the Builder' scenario. They are able to ride, move and control large toys such as tricycles, a tractor, a trolley, a pram and scooter with the skill and stamina expected. The children's abilities to use implements such as pencils are satisfactory. They are taught to use them correctly and are given frequent opportunities to practise. By the end of reception most children are likely to have reached the early learning goals in this area of learning.

### **Creative development**

82. Staff provide many opportunities for creative development and there is evident enjoyment in the way children respond to these activities. As a result they make good progress in this area of their learning. The role-play area is frequently changed but is somewhat cramped and children need to be shown how to make the most of it when playing.
83. Children are given opportunities to work with a variety of materials. They paint large pictures of themselves to the expected standard, create collage figures using a variety of textiles and print with leaves, shapes and hands. Most know that mixing paints creates different colours and are able to create 'teddy brown'. Reception children join with a visiting teacher for music activities. They make different, appropriately timed rhythmic sounds by clicking tongues and fingers, stamping feet and tapping knees. They guess the sounds made on a listening tape and match pictures to the noise. Children are working at a level which indicates that they are likely to meet the early learning goals for creative development by the end of the reception year.

### **ENGLISH**

84. By Year 6 pupils attain standards in English that meet national expectations and their achievement is satisfactory. Since the last inspection, standards have been maintained at a similar level overall and the school has addressed the weaknesses in pupils' speaking and listening. The national strategy for literacy has been successfully implemented and there has been satisfactory improvement in subject provision.
85. In the 2002 national tests, most Year 2 pupils attained the broadly expected level for their age in reading and all attained it in writing. Overall the school's results were close to the national average but below those of similar schools because a significant proportion attained at the lower end of the expected level. Currently, standards in Year 2 are similar to the national average in both reading and writing, with a good proportion of pupils working securely at or above the expected level. There are signs that the improvements to the school described earlier in this report are having a positive effect.

Pupils' attainment is strengthening but it may take time before this makes a significant difference to test results, particularly when the school has such small numbers in each year group.

86. Year 2 pupils speak and listen with the skills expected of the age group. They listen carefully to their teachers and most pupils answer questions confidently and clearly. They are given many opportunities to discuss their ideas with their friends, and this helps them to explain themselves in ways that go beyond simple answers. Lower attaining pupils sometimes have difficulty finding the words they need to express themselves fully while higher attainers give full and detailed explanations when asked about their work.
87. The majority of Year 2 pupils read with the fluency expected for their age. They recognise many words on sight, and are able to work out what most unfamiliar words are saying by breaking them into small parts, by sounding the letters and by using clues in the pictures and the text. Lower attaining pupils have to pause more when they are reading and work out words that other pupils already know. Teachers plan interesting opportunities to develop pupils' knowledge and enjoyment of books, including studying the lives and work of famous children's authors such as Beatrix Potter. However, many pupils do not read with great enthusiasm and only the higher attainers have started to use expression when reading aloud. Pupils' knowledge of how books are organised and how to locate information is under-developed. Most pupils have difficulty naming favourite stories and authors, other than those recently taught in literacy lessons.
88. Pupils in Year 2 attain similar standards in writing to those attained nationally. Most pupils write in simple sentences with correctly positioned full stops and spell many common words correctly. Higher attaining pupils are able to write with more detail, using words and phrases to describe people and settings, and making their writing lively and interesting. For example, one pupil writes, 'January sounds like crunchy ice.' The majority of pupils join sentences in different ways and are able to express their ideas through poetry, although lower attainers have still to acquire many of these techniques. Some pupils are beginning to structure their sentences in very interesting ways. For example, one pupil writing a poem about frost says, 'White icing on the grass that in summer is green.' They are joining their handwriting and it is usually neat and well formed. Teachers provide interesting and enjoyable opportunities for writing, both in literacy lessons and in other subjects. For example, pupils write instructions for making a glove puppet in design and technology, and in geography they make comparisons between life on a remote Scottish island and life in their village. In some lessons, however, the use of worksheets limits opportunities for more able pupils to extend their writing skills.
89. The performance of Year 6 pupils in the 2002 national tests was a little below average and well below that of similar schools. Problems beyond the control of the school plus a cohort of pupils who had always been lower attaining combined to depress results. However, the school reacted positively to a set of results that teachers found disappointing. As in the younger classes there are strong indications that pupils' progress in English is beginning to accelerate and currently standards in Year 6 are around the national average.
90. By Year 6 most pupils are confident and fluent talkers who are able to express themselves fully and give concise answers to questions. However, in general class discussions, girls often make fewer contributions than boys, something teachers have yet to address. While this does not appear significantly to affect other aspects of girls' English and both boys and girls achieve equally well it reduces the richness and

breadth of debate and does not promote girls' personal development. In Years 5 and 6, discussion makes an important contribution to pupils' learning, although there are not enough opportunities in the curriculum for drama and role play. The teaching in Years 3 and 4 does not promote these important skills as effectively because lessons are not organised and managed as well.

91. By Year 6 most pupils can read confidently and clearly and with understanding. They recognise the majority of words on sight, and have a wide range of ways to work out what unknown words say. However, few pupils choose to read for pleasure, and only the higher attainers read in a lively way and with expression. Lower attaining pupils read simpler texts because they do not have the understanding of words or phrases of other pupils. Pupils make satisfactory use of the books available in the classroom to find information for their studies, for example when learning about the voyages of Christopher Columbus. Only a minority of pupils can name a range of preferred books and authors, and most do not understand how a library is organised or how to quickly locate a book for a particular purpose without adult help.
92. By Year 6, most pupils are confident writers and their attainment in this aspect of English is above average. They use interesting language to describe characters and settings in writing, and a range of punctuation, including speech marks, exclamation marks and ellipses to give sense and life to their writing. Lower attaining pupils write simpler texts, with less ambitious words and a narrower range of punctuation. The majority of Year 6 pupils have a wide range of strategies for extending their sentences, including the use of connectives such as also, after, whilst and although, and many organise their work appropriately in paragraphs. These pupils use their skills in writing well for different purposes, including recording information, reporting events and writing biographies. Teachers have high expectations for the quality of pupils' writing by Year 6, and provide many interesting and stimulating opportunities for pupils to develop their understanding and skills, such as studying books by J.K.Rowling in order to understand characterisation better. Good use is made of visiting theatre groups to enrich pupils' learning and through such experiences pupils learn to express opinions and to justify them.
93. Pupils with special educational needs are supported well through the careful match of work to their needs and through good adult support, including the work of teaching assistants when they are available. The progress they make relates directly to the quality of teaching in the school; good in Years 1 and 2 and satisfactory overall in Years 3 to 6.
94. The quality of teaching in Years 1 and 2 and in Years 5 and 6 is consistently good and on occasions very good. The teaching in Years 3 and 4 is much less effective and in lessons varies between satisfactory and unsatisfactory. Most teachers make good use of the national strategy for literacy to teach skills and to develop pupils' understanding of English. They provide good feedback through their marking of work and give constant praise to raise pupils' self esteem and make them eager to succeed. In lessons that are unsatisfactory, pupils are not provided with appropriate opportunities to use and extend the skills that they are being taught and the work is insufficiently challenging. When behaviour is not well managed, some pupils do not work hard enough and make too little progress. This is in contrast to pupils' attitudes and behaviour in the majority of lessons which are good and at times very good. In lessons where pupils are not given the confidence to try out their ideas, are not praised enough for their efforts, and are not given enough opportunities to develop their own ideas, they do not achieve well.

95. The co-ordinator provides good leadership for English. She monitors pupils' work and observes lessons, using the information to advise teachers on ways they can develop the subject. The splitting of classes into groups for the daily literacy lessons works well in Year 1 and 2, but not as well in the older groups because the teaching is not of sufficiently good quality for the groups containing mainly Year 3 and Year 4 pupils.
96. There is a good range of resources for teaching most aspects of English, although the range of books for group reading requires more development. The library is unsatisfactory. There is a limited range of books, many of which are outdated and some of which are inappropriate. There is currently no systematic classification system for the books the library contains and no planned access for pupils to a library facility. These weaknesses adversely affect pupils' attainment and link directly to the lack of interest in reading that some pupils show.

## **MATHEMATICS**

97. Standards in mathematics meet national expectations and pupils' achievements are satisfactory. This is a similar judgement to the one made by the last inspection team in 1998. Only a small number of pupils sit the national tests each year and this causes marked variations in results over time. However, even allowing for the small cohort, the school's results in 2002 were too low, particularly in Year 6.
98. Staff and governors accept this and have set about making improvements. The coordinator has been given more opportunity to manage the subject effectively, pupils' progress is monitored better and what pupils need to learn in order to improve is being identified more clearly. The school is more stable than it has been for some time and has recovered from the disruption of moving premises. Consequently standards are rising and, through effective teaching in the majority of classes, pupils' achievements have been brought up to an acceptable level. However, the headteacher and coordinator are aware that there is more still to do. While Year 6 pupils are on track to attain broadly average results in next May's national tests it is less likely that the school will achieve its target of 83% of pupils at or beyond the expected level. Since the last inspection the school has constructively implemented the national strategy for numeracy and other initiatives, such as providing booster support for specific groups of pupils, have been started. All things considered there has been satisfactory subject development since the last inspection, mainly due to the improvements that have taken place more recently.
99. The teaching in Years 1 and 2 is good. Pupils make clear gains in their learning during lessons although this does not yet show fully in pupils' overall achievement, which is satisfactory. Most pupils have the expected knowledge of how numbers relate to each other and can break down two and in some instances three digit numbers into component parts to help their calculations. Through well taught strategies pupils are developing an understanding of multiplication and division to put alongside their ability to add and subtract. Higher attaining pupils have started to solve simple division problems, such as *If two children share twenty sweets, how many do they have each?* A small but significant proportion of pupils find working with numbers difficult and have yet to fully grasp the principle of tens and units. Although the groups that are put together for mathematics are smaller than a full class, there is still a wide spread of ability within them. On occasions the lower attaining group, which includes pupils with special educational needs, are unable to work independently because the work is too difficult and the attention they need is not readily available. When this happens these pupils make satisfactory progress but not as much as other pupils. The school

recognises that it has some pupils of particularly high aptitude and promotes their learning by grouping them with older pupils of similar abilities. This works well as it ensures that the gifted pupils have work that is appropriate and are able to share ideas and discussions with others who have the same level of understanding.

100. A little over half of the Year 6 pupils who took the tests in 2002 attained the nationally expected level, whereas nationally almost three-quarters of pupils attained this level. Throughout their time in school this had always been a lower attaining cohort of pupils but the results attained were well short of the school's targets and even when all factors are taken into consideration, represent under-achievement. To a large extent the results have acted as a wake up call for both staff and governors. The acting headteacher has made clear to everyone the implications of the results, something that had not always been done in the past, and there is a strong determination that this year's results will be much better. Indications are that this will be the case. Approximately three-quarters of Year 6 pupils are on track to attain or exceed the nationally expected level by the end of Year 6 with about one quarter on line to attain the above average level.
101. The teaching for the oldest group of pupils, made up of Year 6 and higher attaining Year 5 pupils is good. Pupils enjoy the challenge that the teacher builds into lessons and are prepared to think for themselves. Most Year 6 pupils understand the importance of identifying patterns in numbers and of deciding for themselves how to arrive at an answer. Higher attaining pupils in particular are becoming adept at identifying and using number patterns to help them solve problems and make accurate calculations. In a lesson in which pupils were investigating the occurrence of numbers when dice are thrown, higher and some average attaining pupils quickly grasped the relationship between the possible number permutations and the regularity with which they appeared. Most pupils have a breadth of skills, for example they are able to measure angles accurately, can present numerical data they have collected as a graph and use a sorting tree. The encouragement pupils receive from the teacher to investigate and experiment makes for lively lessons which make pupils think and stimulates their interest. Pupils' response is very positive. They concentrate well, discuss what they are doing sensibly and constructively and readily offer answers to question and solutions to problems. As a result, the majority of pupils have a solid grasp of number relationships and use their knowledge confidently when making a calculation.
102. Lower attaining Year 6 pupils do not have the same range of strategies at their finger tips and cannot recall number facts as quickly as other pupils. They try hard but tend to lack the same confidence and give verbal answers rather reticently. The teacher encourages their participation in class by asking questions at an appropriate level and openly praising their efforts and achievements. This is particularly effective with pupils who have special educational needs. As a result of the teacher's careful structuring of work, pupils with special educational needs are able to participate fully in lessons and subsequently make good progress.
103. The teaching in the two lower junior groups, which are mainly made up of Year 3 and Year 4 pupils, is less productive than in other groups and pupils do not learn as much as they could. Lessons often have significant weaknesses which adversely affect pupils' progress. In some lessons the teacher does not use effective techniques for attracting and retaining pupils' attention and for keeping the noise at an acceptable level. Time is wasted as the teacher struggles to draw pupils' attention to key points and loud voices adversely affect the concentration of all. In other lessons the teacher controls the class too rigidly and fails to promote pupils' thinking and to develop the creativity inherent within the subject. The tasks pupils are set reflect a lack of

understanding of their capabilities and the work given to higher attaining pupils in particular is insufficiently challenging.

104. The whole school programme for teaching mathematics in the daily lessons is satisfactory but there is a lack of clearly defined opportunities for developing pupils' numeracy through other subjects. While pupils do get some opportunities to use their mathematics in different subjects, for example handling data in some science investigations, others are missed. Similarly with information and communication technology; there are some activities that link mathematics and the computer, particularly through the use of spreadsheets, but generally this is an under-used resource.
105. A system by which pupils in Years 1 to 6 are set into one of five groups for daily mathematics lessons started at the beginning of this school year. Without the weaknesses in teaching in Years 3 and 4 this may have worked well. However, the weaker teaching is causing uneven learning and slower progress in the lower junior groups than in the rest of the school. An additional issue arose in a lesson observed in Year 2. This extended over 70 minutes, which proved much too long for these young pupils. They tried hard to maintain their concentration but the last 20 minutes or so of the lesson were far less productive than the rest and could have been more efficiently used.
106. Since the coordinator has been given the responsibilities this important post warrants, subject management has become effective. The coordinator has a clear understanding of what information is available and how it should be used to promote high standards. There is a recognition that the school cannot do everything itself and help from outside sources is being organised to help make further improvements. The coordinator has a sound understanding of the subject's strengths and weaknesses and is planning for its development accordingly. Well balanced systems of assessment have been put in place and these are beginning to enable the school to monitor pupils' academic progress closely.

## **SCIENCE**

107. At the end of Year 6 the pupils' attainment in science broadly meets national expectations. At the last inspection standards were judged to be satisfactory and progress was sound. These standards have been maintained.
108. By the end of Year 2 most pupils have the knowledge expected at this age across the different aspects of science. Their grasp of some ideas, such as those surrounding electrical circuits and insulators and conductors is particularly secure. This is the result of good teaching in Years 1 and 2 which places due emphasis on pupils discovering things for themselves. Pupils in Year 2 thoroughly enjoyed experimenting with wires, batteries and bulbs and were highly delighted when they were able to construct a circuit and make a bulb light. Year 1 pupils make good use of a range of musical instruments to discover how sounds can be made in different ways.
109. Pupils' progress in Years 3 to 6 is variable because the teaching is inconsistent. Weaknesses in basic technique reduce the effectiveness of the teaching in Years 3 and 4, too much of which is unsatisfactory. Although teachers provide interesting practical activities, poor class management prevents pupils from getting to grips with the key ideas under investigation and high noise levels adversely affect pupils' concentration. This is aggravated by some lessons being overly long and pupils having considerable difficulty maintaining their interest from start to finish.



110. The quality of teaching in Years 5 and 6 is much better, never less than satisfactory and at times good. Consequently pupils' rate of progress picks up again, so that by the end of Year 6 the majority have a sound understanding of the key ideas of science and are able to attain the expected level when they sit the national tests. In a lesson on Earth and Space pupils derived a range of information from a video they watched as a class. Such experiences provide pupils with a bank of factual data but overall pupils have insufficient opportunities in lessons to ask their own questions and this is preventing more pupils attaining at the higher level.
111. As they move through the school the experiences teachers provide allow pupils to steadily build their enquiry skills so that by Year 6 they understand how a scientific investigation should be conducted and have acquired basic techniques such as fair-testing and drawing inference from information. Most pupils have started to draw logical conclusions from their findings but lower attaining pupils find this difficult.
112. Pupils with special educational needs generally make good progress in learning the ideas and skills of science. This is especially noticeable where teaching is at its most effective and where classroom assistants have a clear understanding of their role and what to do to support learning.
113. Where the teaching is at its most productive, pupils are given opportunities to use a wide range of resources and encouraged to learn and use correct scientific vocabulary. Higher attaining pupils are challenged by the activities and given extension work to stretch their thinking, such as "What happens if a motor is added to an electrical circuit?" The teacher has high expectations of the pupils' behaviour and levels of work. As a result pupils carry out practical work systematically and record their findings clearly which allows productive discussions of what has been discovered to take place.
114. The outcomes of the variations in teaching are evident in the pupils' attitude to the subject. In science lessons where teaching is at least satisfactory, most pupils are keen to learn, enthusiastic and interested. However, where teaching falls below this standard pupil attitudes towards learning are unsatisfactory and they have difficulty working together productively. Most pupils take considerable pride in their work and try hard to present findings in a neat and accessible way. However, where teaching is unsatisfactory, pupils take little care with presentation and the quality of their recording is much lower. This is especially noticeable where pupils work on loose leaf paper which is stored untidily in folders.
115. Teachers' use of science to extend pupils' learning of literacy and numeracy is satisfactory. Although some use is made of sensing equipment to measure temperature, information and communication technology features infrequently in science lessons there is too little use of computers and other technology to aid pupils' investigations and research.
116. The science coordinator has been in post for some years but due to heavy workloads elsewhere in the school, has had limited time to devote to science. However, she is committed to the development of practical, investigative work and understands clearly how it underpins the rest of the science curriculum.

## **ART AND DESIGN**

117. Standards of attainment in art and design meet national expectations in both Year 2 and Year 6. This is similar to the findings of the previous inspection. Pupils make satisfactory progress throughout the school, and enjoy their work in art and design.
118. Teachers plan a good range of art activities for pupils, which include drawing, painting, use of pastels, fabric, a range of materials for collage, papier maché, clay and other modelling media. All pupils make satisfactory progress in developing the ability to draw what they see. In Years 1 and 2 pupils draw themselves and their friends, and make studies of objects in subjects such as geography, history and science. For example, they draw toys from the past carefully, and with due attention to detail, as part of their history lesson. Year 2 pupils use a range of media and methods effectively when etching winter scenes in association with their literacy work and compose collages to make their own books in design and technology.
119. Most Years 3 and 4 pupils make sufficiently detailed drawings of things they see, although lower attaining pupils have difficulty giving dimensions to their drawing through the use of shading or perspective. Pupils in Years 5 and 6 pupils use their sketchbooks well to try out techniques and ideas, and to collect information. They make detailed studies of fruit and vegetables using a range of media that includes pencil, paint and felt. Pupils in Year 6 study the traditions of other cultures, for example they make Aztec masks in papier maché, with traditional designs applied through mosaic techniques.
120. The quality of teaching is satisfactory and sometimes good or very good. Teachers' planning is linked to the national guidance and provides good experiences that excite pupils. Pupils are helped to evaluate their own and others' work constructively. In Years 5 and 6 the teacher expects pupils to comment on their work, both orally and in writing, to suggest how it might be improved and, often, to make adaptations. For example, one pupil writes, 'I thought my mask was pretty hard to make, especially the eye detail. I think if I did it again I would....' Pupils are keen to talk about their work, but they do not all have the artistic vocabulary to do so confidently. They have limited knowledge of the work of famous artists, and have had few opportunities to investigate the techniques and ideas of others. Most teachers place great value on pupils' work and display it well, so that pupils are proud of their achievements. A weakness in the teaching is the lack of opportunities pupils are given to make choices for themselves.
121. The recent difficulties in staffing led to the subject being without a manager for a period, but the recently appointed coordinator has a clear plan for how the subject will be developed in the future. The school needs to develop a balanced teaching programme that enables pupils to learn all skills in an appropriate sequence. There is a good range of resources, although there are insufficient books and other sources of information about the lives and work of other artists.

## **DESIGN AND TECHNOLOGY**

122. By the end of Year 6 standards meet national expectations and pupils' achievements across the school as a whole are satisfactory. These are similar judgements to the ones made by the last inspection team and show that pupils' attainment and the position of the subject within the curriculum have been maintained.
123. The teaching in Years 1 and 2 is good and consequently pupils achieve well. The school is fortunate to have a group of volunteers from the local community who regularly come into school and help in class. The teacher has established very productive relationships and working practices with this group and between them they help pupils develop a range of skills and techniques that are good for their age. The

current project is the making of glove puppets with papier-maché heads and fabric clothes. These have been made to a very good standard and quite rightly are the source of much pride on the part of the pupils. Year 2 pupils have the confidence to make decisions about type of puppet they will make and the fabrics they will use. They appreciate the importance of designing and know that this guides the making stage. Close correlation between pupils' designs and the end product show that this is put into practice well.

124. The teaching in other classes is satisfactory and pupils make steady progress. By Year 6 pupils have extended their range of skills and knowledge and working far more independently. The work set often links to other subjects. For example, pupils have recently made masks in the style of the Aztecs linking their design and technology work to that they were doing in history. The masks are well constructed and attractive. The action plans associated with them show clearly the progressive nature of the construction process and evaluations give an indication of pupils' sense of achievement. However, most pupils are only just beginning to understand the purpose of evaluation as an analysis of product strength.
125. Teachers make good use of the opportunities the subject provides for literacy development. They encourage pupils to employ their writing skills effectively when labelling designs, constructing action plans and evaluating their products. Less effective use is made of the opportunities designing and making presents for numeracy development and there is too little reference to measurement and scale, for example. Firm links between ICT and design and technology have yet to be established.
126. Although the subject has many satisfactory features it is prevented from developing further by the lack of a clearly written and progressively structured programme for teaching and learning. While thoughtful teaching in Years 1 and 2 enables pupils to acquire basic designing and making skills there is nothing in school to guarantee that these are built on systematically as pupils grow older. Linked to this lack of a teaching programme is the absence of clear criteria against which pupils' development can be assessed.

## **GEOGRAPHY**

127. Throughout the school pupils make satisfactory progress, and by Year 6 attain the standards expected nationally. These findings are similar to those of the last inspection.
128. The quality of teaching is satisfactory. Teachers plan a range of interesting areas of study for pupils of all ages. In Years 1 and 2, pupils study life on a remote Scottish island, and make good comparisons between this and their own lives. For example, one pupil writes, 'You can play bat and ball in Rawcliffe you cannot at Struay. You cannot do this in Struay because your ball might go in the sea.' This work gives good opportunities for pupils to develop their writing skills, using linking words such as because and opening sentences in different ways, such as, 'In Struay you have to...' Pupils have good knowledge of their own community, and use this to make comparisons with other places. For example, one pupil writes, 'Rawcliffe has old terrace houses around the green. It has two new housing estates where a lot of people live in detached houses.'
129. Pupils in the Years 3 and 4 study the seasons, and weather across the United Kingdom and around the world. In these studies, they use thermometers to measure the temperature in different parts of the school, and study temperature and wind speed in other countries from data published in books, newspapers and the internet. They use

this as a good opportunity to develop their skills in mathematics, drawing simple conclusions from the information they have collected, such as which places are warmest and which are coldest. Pupils learn the points on a compass and use this knowledge to describe wind direction.

130. By Year 6 pupils have good understanding of how to find out about places and environments, and can recall facts about places around the world. They are beginning to explain how and why we should look after our world, but their understanding of ways human and natural activities change environments is not well developed. Pupils in the Year 5 and 6 class study the water cycle. They use maps and plans in their history studies, and find information in a range of sources including books, videos and the internet. The teacher plans good opportunities for pupils to develop their literacy skills in geography. For example, while watching a video on the life of the Inuit on Baffin Island, they take notes confidently and use them to write a comparison between life in that locality and their own lives. Pupils are challenged to think deeply by the teacher's use of questions. For example, they were asked, 'Food is very much more expensive on Baffin Island than in the rest of Canada. Why might this be?' Pupils were then given time to discuss their ideas before offering suggestions.
131. The curriculum gives satisfactory opportunities for studying other cultures and citizenship in other places; however opportunities for addressing important aspects of our multi-cultural society are not well developed. There are sufficient resources for the subject but some are in poor condition and need replacing. The subject has been without a coordinator for a period of time, and the school needs to develop a programme that ensures pupils learn geographical skills and knowledge in an appropriate planned sequence and gives them more opportunity to develop techniques of independent research and enquiry.

## **HISTORY**

132. Pupils make satisfactory progress in history throughout the school, and by Year 6 reach the standard expected at their age. These findings are similar to those of the last inspection.
133. Younger pupils have good understanding of the language of time and can talk about ways life was different in the past from life today. For example, a pupil in Year 1 identified that an old spinning top was made of tin, and when asked what it might be made from today answered, 'Plastic'. They learn about the past in exciting ways, such as the study of Victorian toys, the history of teddy bears and the life of Beatrix Potter. They sort things by different criteria, and compare similarities and differences such as the materials objects are made from and the lives of rich and poor children in the past. Their skills of deduction are developed from handling old things. For example they are given squares of fabric from Granny's quilt and asked to suggest what it had been before it was cut up for quilting, using clues in the colour, pattern and feel of the fabric.
134. Older pupils study a range of cultures from the past, including the Ancient Egyptians, and the Aztecs. They use books, videos and the internet to find information and discover facts. For example, Year 5 and 6 pupils research the voyages of Christopher Columbus. They devise questionnaires to find out about the lives of a family member in the past; including the ways schools have changed. By Year 6 pupils are able to recall a range of facts from their studies, but their sense of chronology is not well developed. They are unable to discuss confidently why different sources of the same information may vary in content or viewpoint or ways in which research can be used to investigate questions and ideas.

135. Across the school as a whole the teaching is satisfactory. Lessons are usually planned carefully, and teachers make good use of the resources available to bring history alive for pupils. Pupils are generally interested in learning about the past and enjoy handling old artefacts. Teachers provide good opportunities for pupils to develop their literacy skills in history, and make constructive use of information and communication technology for research and presenting work. For example, pupils in Year 6 word-process a play script about the discoveries of Christopher Columbus. Teachers make good links between studies in history and geography, so that by age eleven higher attaining pupils are able to make links between ways life in the past relates to life in that country today. However, the opportunities for pupils to develop good understanding of the traditions and lives of people in other cultures, and relate this to life in a multi-cultural society today, are not well developed.
136. Pupils with special educational needs make good progress because they are well supported and the work is usually well matched to their needs. However, opportunities for pupils with higher attainment to achieve well are not always planned into lessons. There are good opportunities given for pupils to discuss work and develop their ideas. However, older girls do not play an active enough part in class discussions.
137. The acting headteacher has recently taken leadership in history as the subject has had a period with no management. He has good understanding of the way the subject needs to move forward, and of the need for a detailed scheme of work to ensure that pupils develop the skills of the subject and a sense of the sequence and changing cultures through the centuries. Resources for the subject are unsatisfactory and in need of development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

138. Satisfactory improvements have been made to the provision the school makes for pupils' learning in ICT (information and communication technology) since the last inspection. Resources are much better and pupils have more regular access to a wider range of technology. The new school building incorporates a computer room with up-to-date equipment, there are additional computers in classrooms and equipment such as digital cameras and sensing equipment are available to teachers and pupils when appropriate.
139. What limits the improvement to satisfactory rather than good is the lack of development of a cohesive programme for teaching and learning. National guidance plus materials purchased by individual teachers form the basis of lessons. While these provide pupils with worthwhile experiences they do not constitute a whole school framework that ensures progressive and systematic development of pupils' skills, knowledge and understanding. Consequently, while standards broadly meet national expectations by the end of both Year 2 and Year 6 and achievements are satisfactory, very few pupils show above average skills. A high proportion of pupils have computers at home which they use regularly and this is helping to ensure average standards. Pupils with special educational needs receive equal opportunities to learn and maintain a satisfactory rate of progress, similar to that of other pupils.
140. Year 2 pupils have keyboard and mouse skills appropriate to their age. They type words and sentences on the computer using the correct keys to space words, start a new line and correct mistakes. They are able to follow instructions on a program set up for them by the teacher and use the mouse to pick up, move and accurately drop objects into the correct position. As part of their science lesson on electricity pupils came to

the computer in pairs and used a simulation program to test which objects would complete a circuit and light a bulb. They did this quickly and were then able to instruct the following pair of pupils as to they had to do. They know how to change the size and style of the font they are using and can select the correct icon from the toolbar when printing out their work. Most pupils show a similar level of skill and understanding although a small proportion have less experience and need more support to achieve the tasks described. The attitudes pupils show are very good. They follow instructions carefully, take turns when working together and readily help each other. The teachers are able to trust them to behave sensibly and to care for the equipment they are using.

141. By Year 6 most pupils know how to operate all parts of the computer system, call up programs they want to use and retrieve work they have saved on their own floppy disk. They know how to use a spreadsheet and can write formulae for specific purposes. Their word-processing skills reflect good standards in writing and pupils construct lengthy pieces of text which they enhance with clipart graphics. Pupils have recognised the wealth of information the Internet and CD ROMS can provide and used these extensively when searching for information about the Aztecs as part of their history topic. They are also aware of the dangers of the Internet and the need to use it correctly. Lower attaining pupils need more reminders of the procedures they need to follow, for example to locate a particular program, and tend to work more slowly because they are not as familiar with the equipment or confident in its use. Pupils' learning is enhanced by their positive attitudes to the subject. They appreciate the opportunities the new facilities present and are keen to take full advantage of them. Sometimes their enthusiasm for working on the computer leads to a lack of attention when the teacher is speaking, but overall pupils' behaviour is good.
142. The amount of direct teaching seen was limited, but pupils' achievements suggest that the quality of teaching across the school as a whole is satisfactory. Pupils are clear about what they have been taught although some of the work they have been asked to do lacks challenge. For example, older pupils have received instruction in the use of the digital camera to take photographs, but not taught how to transfer these images to the computer. Procedures for assessing pupils' attainment and monitoring their development are not fully established and this prevents teachers from making clear evaluations of pupils' capabilities. In some instances this is leading to a lack of expectation, particularly for higher attainers. In one lesson seen the teacher exhibited good subject knowledge and set interesting tasks for the pupils to complete. However, problems with class management prevented this good knowledge from being fully utilised and time ran out before pupils had completed all that had been planned for them.
143. Pupils are provided with a broader curriculum than at the time of the last inspection although the links between ICT and some subjects is yet to be firmly established. For instance there is little use of art programs to provide pupils with alternative media or music programs which allow pupils to compose their own arrangements. The school still has work to do to establish the role of ICT within pupils' learning. Most pupils recognise the advantages computers provide for research, presenting and enhancing written work and helping mathematics but they have not yet become accustomed to using it naturally as an aid to learning.
144. The coordinator is relatively new to teaching and has not yet established a clear plan for the subject's development. Getting the new facilities fully operational and ensuring that resources for teaching were available have taken up much of his management time, but establishing exactly how well the subject is being taught and learned and what development is needed to raise standards further should now be seen as a priority.

## **MUSIC**

145. No lessons were observed during inspection, and no music was performed. Evidence is based on the singing of pupils in assemblies and hymn practice, teachers' planning and discussions with pupils and the acting headteacher. By Year 6 pupils achieve satisfactory standards in singing and playing percussion instruments. There is insufficient information to make judgements of standards overall or the quality of teaching.
146. Teachers plan interesting activities for pupils. For example in Years 1 and 2 pupils set their story of Peter Rabbit to music and in Years 3 and 4 pupils discuss extracts from the works of Vivaldi, and respond to them through dance. Pupils in Years 5 and 6 learn through a range of media that includes radio broadcasts, cassette tapes, ICT programs and the internet. However, their understanding of music, particularly of the language of music and of musical notation is under-developed.
147. There is a good range of instruments that are used frequently and with enthusiasm throughout the school. A specialist music teacher teaches percussion instruments to pupils in small groups, and a small number of pupils attend lessons with the specialist teachers of woodwind, guitars and recorders who visit the school. However, many pupils have too little knowledge of the works of musicians and of the families of instruments that make up an orchestra.
148. The school has been without a co-ordinator for a period, but the acting headteacher is taking leadership in the subject, and is already improving the quality and range of musical experiences and teaching available for pupils. The school needs to develop a detailed scheme of work to ensure all pupils make good progress through a planned sequence of appropriate activities.

## **PHYSICAL EDUCATION**

149. Insufficient lessons were seen to make a judgement about standards in Year 6. Standards in Year 2 are above average and pupils' achievements in the infant classes are good. The move to new premises has solved the accommodation problems the school was encountering at the time of the last inspection and the school is now able to teach the whole of the National Curriculum programme of study. The strengths found at the time of the last inspection have been maintained and good improvement has been made in subject provision.
150. Teachers are taking full advantage of the new facilities, as the gymnastics lessons in Years 1 and 2 clearly showed. A strong element of the teaching is the manner in which, from an early age, pupils are given responsibilities for getting out and putting away the apparatus. Techniques for doing this in a safe manner are taught very well and pupils respond by acting very sensibly and responsibly. The pleasure pupils derive from their lessons is very evident and all try hard to perform to a good standard. Most Year 2 pupils are able to move with control in different ways and maintain their level of activity for a good period. A minority of lower attaining pupils show less fitness and quickly start to breathe heavily. The majority can combine movements into sequences of actions with higher attaining pupils putting together quite complex arrangements of spins and travels. They use large apparatus confidently, climb safely and dismount with control. The good quality of the teaching ensures a high level of activity throughout the lesson, with all pupils fully involved. Teachers use individual pupils' performance effectively to set standards for all, but opportunities for pupils to evaluate for themselves are sometimes missed.

151. The one lesson seen in Years 3 to 6, which involved dance, was taught well. However, while pupils' bodily control and variety of actions were at the level expected for their age many had problems interpreting the music effectively. The music, Vivaldi's Four Seasons, was a good choice and provided plenty of opportunities for pupils to express themselves. A minority of higher attaining pupils were able to put together and sustain a series of appropriate actions which faithfully interpreted the music. However, in most groups there was too little variation of movement and some pupils lost sight of what they were doing as the music progressed. The problem was not so much a lack of physical ability but rather one of poor musical appreciation. One very positive aspect of the lessons was the way in which pupils worked constructively together and readily involved less able pupils in all activities. This inclusion helped pupils with special educational needs to maintain the same level of progress as their class colleagues.
152. The role of classroom assistants during physical education lessons is not clearly enough defined and this can result in the assistants sitting and watching for long periods rather than being actively involved in pupils' learning. For its size, the school provides pupils with good opportunities for extra-curricular sports activities which include the use of outside providers such as Leeds United Football Club. Pupils are encouraged to represent the school in competitions, something they do readily and with considerable pride.

## **RELIGIOUS EDUCATION**

153. By the end of Years 2 and 6 standards are in line with the expectations of the locally agreed syllabus. Pupils, including those with special educational needs, make satisfactory progress across the school. These are similar findings to those of the last inspection team.
154. By the end of Year 2, pupils know and have an understanding of stories from the Christian tradition and can recall them in detail. In Years 1 and 2 pupils study Special Places and are able to identify why these are special to them. They undertake extensive work on light in its many aspects including warning lights and special lights such as fireworks. As part of this work they study the Hindu festival of light, Divali, as well as darkness and are able to appreciate the peace and relaxation that light, such as that from a candle, can bring. This culminates in the study of Advent, the Christian festival of light.
155. By the end of Year 6, pupils have a deeper understanding of the importance of religion in the lives of many people. They become increasingly tolerant and reflective about their own behaviour and feelings and those of others. Much of this work is undertaken in personal, social and health education lessons where pupils feel at ease in discussing what can be sensitive issues.
156. Pupils look in depth at the beliefs and traditions surrounding Christian festivals such as the Harvest Festival and Christmas. They look at special books such as the Bible and its place in the Christian church and they consider the Rites of Passage that the Christian faith demands. By the end of their time in primary school, most pupils have gained a secure understanding of the customs, practices and festivals of Christianity and also have some knowledge about Judaism, Islam and Hinduism.
157. Due to the organisation of the timetable during the inspection period, no religious education lessons were observed so no judgements on teaching and learning can be made. The subject makes a strong contribution to the school's good provision for



spiritual, moral and social development. All pupils, including those with special educational needs, benefit from the subject, in which teachers emphasize a practical approach and the importance of discussion.

158. The subject coordinator is new to the post and has still to determine the direction subject development needs to take. The school's own learning resources are unsatisfactory but improved by books and artefacts loaned by the local secondary school.