

# INSPECTION REPORT

## **KIRKBY AVENUE PRIMARY SCHOOL**

Bentley, Doncaster

LEA area: Doncaster

Unique reference number: 131341

Headteacher: Mrs S Creighton

Reporting inspector: John J Williams  
22516

Dates of inspection: 11 – 14 November 2002

Inspection number: 252098

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: County

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Kirkby Avenue  
Bentley Road  
Doncaster

Post Code DN5 6TF

Telephone number: 01302 782953

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Appropriate authority: The governing body

Name of chair of governors: Ms V Caswell

Date of previous inspection: 8 June 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22516	John Williams	Registered inspector	Educational inclusion English as an additional language Mathematics Physical education Religious education	What sort of school is it? How well are pupils taught? What should the school do to improve further?
19366	Bill Walker	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
21193	John Lea	Team inspector	Design and technology Information and communication technology Science	How good are curricular and other opportunities offered to pupils?
22274	Vera Rogers	Team inspector	Special educational needs English History Music	
22291	Keith Saltfleet	Team Inspector	Foundation stage Art Geography	How high are standards? a) The school's results and achievements

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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	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>17</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>18</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>27</b>

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

### **INFORMATION ABOUT THE SCHOOL**

Kirkby Avenue Primary School is a 3-11 Primary school located in Bentley, in north Doncaster. It serves an area of older mixed owner-occupied and local authority housing. With 274 pupils on roll in the main school and 35 attending the nursery on a part-time basis, the school is larger than average. Nevertheless, the number of pupils is gradually declining; there were 321 pupils on roll at the time of the last inspection. A below average number of pupils (11 per cent) has been identified as having special educational needs. These range from specific learning difficulties to developmental delay. Seven pupils (2.5 per cent) have Statements of Special Educational Need, which is again below average. An unusually high number of pupils transfer into and out of the school during the course of the school year. Currently, 19.6 per cent of pupils are entitled to free school meals, although there is some evidence that a number of parents do not claim their entitlement. One pupil is at an early stage of English language acquisition. Attainment at entry to the reception class is broadly average.

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

The school has been through a period of considerable change. Nevertheless, it is now providing a sound education for its pupils and has the capacity to improve. The new headteacher has a very clear idea of which direction the school should take. Parents and governors are now looking forward to a settled period. There are some areas for further development, for example, in English and mathematics, where the school does not always meet the targets it sets itself. The school's ethos is good and pupils are well cared for. The quality of teaching in the nursery, reception and infants is good; it is satisfactory in the juniors. There are positive links with parents. Taking into account the effectiveness of the school in areas of pupils' attainment, attitudes and personal development, the quality of teaching and the leadership of the headteacher, the school provides satisfactory value for money.

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

- Teaching is good in the Foundation Stage and Years 1 and 2
- There is clear educational direction
- Children settle well into school and make good progress in the Foundation Stage
- Provision for pupils' spiritual, moral, social and cultural development is good
- Pupils show very good attitudes and behave very well
- The school is an inclusive community where all are welcomed and valued
- The curriculum is enriched by a wide range of visits to support pupils' work

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

- Standards in English and mathematics by:
  1. Making better use of information gained from assessment
  2. Ensuring that the curriculum is more balanced
- Monitoring by subject leaders of standards and provision in their subject areas
- Review and implement a policy to ensure that teachers mark pupils' work in a consistent way
- Opportunities for pupils to take responsibility for their own learning
- The monitoring of teaching and sharing of good practice
- A policy to develop speaking and listening skills
- Attendance

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

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

Since the last inspection in 1998, there have been considerable changes, most particularly in the leadership of the school. The newly appointed headteacher is already making an impact and has a clear idea of which direction the school should take in the future. For example, much work has been done to improve the school's facilities to provide an attractive learning environment. Overall standards have risen in line with the national trend. The recent focus on writing has resulted in improvements. The school development plan is more effective in ensuring that budget management takes into account the school's

priorities and that any surplus is used to best effect. There has been some progress in addressing the key issues from the last inspection. The school now has a coherent policy for assessing pupils' progress and the role of governors and their involvement is much improved. However, the role of subject co-ordinators still needs to be further developed and the school still does not provide pupils with enough opportunities to take responsibility for their own learning. When all these factors are taken into account, the school has made satisfactory improvement.

## STANDARDS

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

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

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

The table shows that attainment at Key Stage 2 in the 2002 tests, when compared nationally and with similar schools, was below average in English, and well below in mathematics and science. However, in English an increased number of pupils attained the higher level compared with the previous year. There has been some fluctuation in standards from year to year caused by variations in the numbers of pupils with special educational needs. An increasing number of pupils leave and join the school during the course of the school year and this has a depressing effect on standards. All this being said, since the last inspection, overall attainment in English, mathematics and science has improved in line with the national trend.

Inspection evidence shows that the children in the Foundation Stage make good progress and by the end of the reception class, most are likely to achieve the Early Learning Goals. Pupils in the infants, are attaining the expected levels, overall, in English and science (with some reaching a higher level of attainment) but not in mathematics. In the assessments made in the end of Key Stage 1 National Curriculum tests in 2002, attainment was judged to be well above average but the inspection team and the headteacher consider these to have been over-estimations, which were not based on secure evidence.

In the juniors, pupils currently attain below the expected levels in English and mathematics although, again, some reach a higher level. Overall, this represents unsatisfactory achievement for these children. The school recognises that there is room for further improvement in pupils' reading and writing skills and in mathematics. Standards in science are in line with the national average and for the current group of pupils this represents satisfactory achievement. Pupils in all classes achieve the expected standards in art, geography, history, information and communication technology, and music. In the infants, pupils attain the expected standards in physical education. There is insufficient evidence to make secure judgements about attainment in the junior classes in physical education, or in music and design and technology throughout the school. Attainment for pupils in religious education is in line with the requirements of the agreed syllabus. Most pupils with special educational needs, make satisfactory progress.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils show very positive attitudes to learning. They are proud of their school and appreciate the efforts of their teachers to provide the best for them.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and move around the school in an orderly way. They are polite and friendly and show respect for the school and other people's property.
Personal development and relationships	Satisfactory. The school still needs to provide pupils with more opportunities to show initiative and to take responsibility. Relationships between pupils and with staff are good.
Attendance	Current rates of attendance are below the national average.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and 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.*

Pupils learn well in the Foundation Stage and in the infants and satisfactorily in the juniors. This relates directly to the quality of teaching. The overall quality of teaching is satisfactory in the juniors. In the Foundation Stage and in the infants, where there is a greater element of good and very good teaching, it is good, overall.

Throughout the school the teaching of literacy in English lessons and numeracy in mathematics lessons is satisfactory. However, there are weaknesses in the way that the strategies have been implemented and they are not yet fully effective. Some lessons are too long and pupils lose concentration. In the more effective literacy lessons pupils share interesting texts and teachers challenge them by offering work relevant to their needs. Good numeracy lessons have good mental warm-up sessions directly focused on improving pupils' mental agility.

In the better lessons, teachers have higher expectations of what pupils can achieve and use a wider variety of teaching strategies. A major strength of the teaching is the way in which staff throughout the school manage the pupils' behaviour. Classroom support staff give teachers good support. In response to this quality of teaching, most pupils work hard, with interest and concentration.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for children in the Foundation Stage is good. The curriculum for older pupils is broad and enhanced by an interesting range of visits. Personal, social and health education is taught, although currently lacking the support of a written policy.
Provision for pupils with	The provision for pupils with special educational needs is satisfactory.

special educational needs	Teachers' planning ensures that work is satisfactorily matched to pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, good. Pupils develop a set of values, principles and beliefs and an ability to distinguish right from wrong. They are well prepared for life in a multicultural society.
How well the school cares for its pupils	Staff know and understand the pupils very well and offer good levels of personal support. The school monitors pupils' academic progress effectively. Teachers do not always use the results of assessments to match the work to pupils' varying needs. Child protection procedures are satisfactory.

The school has positive relationships with parents.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and purposeful leadership. The school now needs to define the role of the senior management team and to develop the roles of subject leaders in managing their subjects. All staff and adults make a good contribution to pupils' learning.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities satisfactorily. Their role has improved since the last inspection.
The school's evaluation of its performance	The school is developing effective procedures for evaluating its performance. It knows its strengths and areas that require development. Procedures for monitoring the quality of teaching need to be developed further.
The strategic use of resources	There are sufficient well-qualified staff with good classroom support. Whenever possible, teachers' strengths are used where they are most effective. The school's accommodation is generally spacious although some classrooms have outlived their useful life and one class is taught in a corridor. Resources are good.

The school applies the principles of best value.

### 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>• That their child is making good progress in school</li> <li>• That they are kept well-informed about how their child is getting on</li> <li>• That their child likes school</li> <li>• That the school expects their child to work hard and achieve his or her best</li> <li>• That they would feel comfortable about approaching the school with questions or a problem</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work their child gets to do at home</li> <li>• The range of activities the school provides outside lessons</li> </ul>

Thirteen parents attended the meeting with the Registered Inspector prior to the inspection and 54 questionnaires were returned. The inspection team agreed with the overwhelmingly positive views expressed by parents. Inspectors agree that homework provision could be improved and the school is reviewing its current arrangements. The school provides a limited range of activities outside lessons; however, the programme of educational visits is good.

## **PART B: COMMENTARY**

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

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

##### **Foundation Stage**

1. Children begin in the nursery when they are three after some pre-school experience in local playgroups. Their attainment when they first enter the school shows a lower profile from the previous report, particularly in their language and literacy skills, and they are below average for their age. However, as a result of consistently good teaching and a wide range of interesting activities they catch up and make good progress. Most are on course to attain the Early Learning Goals and ready to begin the Programmes of Study of the National Curriculum by the time they leave the reception class.

##### **English, mathematics and science**

2. Results of the 2002 national tests and tasks suggested that, when compared with schools nationally, the percentage of pupils aged seven reaching Level 2 or above in reading and writing was well above the national average, and in mathematics above. As a result of teacher assessment it was reported that attainment in science was also above the national average, and in the investigative element, very high. The percentage of pupils attaining Level 2B or above in reading, writing and mathematics was said to be well above average. The percentage of pupils reaching Level 3 was also well above the national average in writing, mathematics and science, and in line for reading.
3. There was a similar picture when a comparison was made with schools with roughly the same background as Kirkby Avenue. From 1999 to 2002 pupils' attainment in reading, writing and mathematics showed a consistent performance, which exceeded that nationally. There appear to have been no major differences in the performance of boys and girls. However, a close examination of the work produced by the present Year 3 reveals little evidence of the higher levels of attainment recorded in last year's tests.
4. Inspection findings reflect much of the previous report. Achievement in the infants is satisfactory in reading, writing, and science and most pupils are on course to attain the expected level for their age. However, in mathematics, pupils struggle with mathematical language and with basic mathematical concepts. They lack the confidence to develop their own strategies to perform calculations. Their achievement is unsatisfactory and standards are below that expected of pupils of this age.
5. The targets set in 2002 for pupils to attain Level 4 and above in English and mathematics were broadly in line with the national average. However, the percentage of pupils achieving Level 4 or above in the 2002 Statutory Assessment Tests showed that when comparisons were made nationally pupils' attainment in English, mathematics and science was well below average. In both reading and writing the percentage of pupils attaining the expected Level 4 or above was below that nationally. On a more positive note, 38 per cent of pupils attained Level 5 in reading, which equals the national percentage and 25 per cent in writing, above the benchmark figure of 17 per cent. The percentage of pupils attaining Level 5 was well below in mathematics and below in science. Comparisons with similar schools were largely the same, although the percentage of pupils attaining Level 4 or above in science was very low.

6. Comparisons of National Curriculum test scores nationally and with similar schools, based on the average points scores, show that even with the higher than average number of pupils attaining Level 5, English was below average, whilst mathematics and science were well below. Over the five years 1998 - 2002 the performance of pupils in English, mathematics and science has been consistently below the national average for their age group. Interestingly, the overall trend in English, mathematics and science for this period is broadly in line with that nationally.
7. In the juniors, evidence from the inspection supports these conclusions in English. Pupils attain below the expected levels in reading and writing. Although standards in speaking and listening are satisfactory they should improve if given more formal emphasis in teachers' planning and subsequent assessments. Overall, in English, achievement is currently unsatisfactory but is improving. There is a similar picture in mathematics. One of the reasons for this being the large number of pupils who transfer into the school. However, although standards vary from year to year there are signs of improvement, with year groups such as the current Year 5 showing improved standards. Learning in all lessons is now at least satisfactory. Standards in science are in line with the national average and this represents satisfactory achievement.
8. The last inspection report mentions that in English, mathematics and science high attaining pupils do not always make the progress of which they are capable. To a large extent this is still the case. This was noted by a parent at their meeting with the Registered inspector, '*none of them is learning at their own pace.*' There is a need for teachers to use the information gained from assessments more precisely by planning sharp learning targets for individuals and groups of pupils and involving them more in their own learning.

### **Foundation subjects**

9. Pupils in all classes achieve the expected standards in art, geography, history and information and communication technology. In the infants pupils attain the expected standards in physical education. There was insufficient evidence gathered to make secure judgements about attainment in the junior classes in physical education, and music and design and technology throughout the school. Attainment for pupils in religious education is in line with the requirements of the agreed syllabus. This contrasts with above average attainment at the last inspection, throughout the school, in art and religious education, and information and communication technology in the juniors.
10. Throughout the school, pupils who have been identified as having special educational needs are set clear and appropriate targets and make steady progress towards meeting them. Their achievement is satisfactory in relation to their prior attainment, particularly in developing early reading and writing. There is one pupil for whom English is an additional language. His needs are well provided for and he makes similar progress to his peers.

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

11. Very positive attitudes and high standards of behaviour continue to be strengths of the school. As at the time of the previous inspection, pupils are well motivated, interested in their work and find most of their lessons enjoyable. They are proud of their school and appreciate the efforts of their teachers to provide the best for them. Relationships are good and pupils collaborate well in the classroom. They are keen to help but find limited opportunities to take responsibility for their own learning. Rates of attendance have fallen since the previous inspection and although they have risen in the past year they are still below the average for primary schools nationally.
12. Kirkby Avenue is a happy school. Pupils enjoy being here. Children in the nursery and reception classes make a good start to their education. Their confidence is boosted by the facility afforded to parents to stay and share their activities with them when they first arrive. Many older pupils arrive early and settle down to work in their classroom immediately, eager to make good use of their time. In lessons they listen well and are quick to put up their hand to answer questions or make suggestions. They collaborate effectively with their colleagues and, when opportunities

arise, they listen and show much interest in the views of others. They smile readily and have the confidence to discuss their work with visitors.

13. In classes behaviour is rarely less than good, and often, in all year groups, it is very good. This has a positive impact on the learning environment. Pupils know what is expected of them and respond well to the consistent system of rewards and sanctions. They are familiar with the rules for school, classroom and playground, and speak with enthusiasm about their part in preparing them. Pupils move in a purposeful way. They respect the conventions of school life and always seem ready to hold open doors, take turns, offer precedence to adults and help to those who are unsure of their destination. At play they mix readily across age and gender groupings, older pupils often helping and supporting their younger colleagues. Year 6 pupils, for example, spoke of how they enjoy reading to the infant children during wet play periods, or entertaining them with impromptu concerts. Pupils show no concerns about bullying. A few parents have expressed concern about boisterous behaviour in the playground. The problem seems likely to relate to small children, used to the small, dedicated play area for the nursery, having to cope with the very different environment of the main playground. This is an understandable reaction but no oppressive or intimidating behaviour was seen nor any incident to warrant the concern expressed. Only one pupil has been excluded in the last academic year.
14. Pupils with special educational needs generally show positive attitudes to their work and good levels of concentration as they are well supported within group or individual tasks. The majority try hard and take a pride in their achievements, particularly when working in small groups.
15. Teachers and other adults in the school build good relationships with the pupils and this has a very beneficial effect on pupils' attitudes to school and to each other. Pupils respond well to being treated fairly (in the words of a Year 6 pupil, "When we discuss something we often have a vote"), and they show much consideration and understanding in their dealings with their colleagues. In the early years of schooling children develop good levels of independence; they are able to look after themselves, get what they need, and help to keep the class routines going for the benefit of all. At all levels, pupils are willing to tidy up their classrooms and take on monitorial duties, such as collecting registers, sharpening pencils, etc. Older pupils assist with library duties and operate electrical equipment in assemblies. They sustain their enthusiasm for school and are very willing. Recently they have become more involved in decisions affecting the school, such as the purchase of play equipment and they exercise an element of choice about their playtime activities. However, their investigative skills are underdeveloped and they take little responsibility for their own learning. This is a weakness which had been identified in the previous inspection report and was a key issue for action.
16. The overall rate of attendance has fallen from the satisfactory rate recorded at the time of the previous inspection. It is now below the national average, although it has improved over the past year. Some of the absence is unavoidable, such as that due to genuine sickness. Some unnecessary absence is condoned by parents who take their children on holiday during term-time, or keep them at home during the week without good reason. This absence has a detrimental effect primarily on the education of the pupils concerned, but it also places other pupils at a disadvantage as the teachers have to divert teaching time to support pupils who have missed lessons. A few pupils are often late for school and miss the valuable opportunity provided at the start of each day to develop literacy and numeracy skills.

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

17. In the last inspection teaching was judged to be satisfactory or better. Two thirds of teaching was good or better. The quality of teaching and learning is now good in the Foundation Stage and Years 1 and 2 and satisfactory, overall, in Years 3 to 6. Just over half of the lessons observed during the inspection were good or better, with a larger proportion of good teaching in the Foundation Stage and in Years 1 and 2.

18. Throughout the school, the teaching of literacy in English lessons and numeracy in mathematics lessons is satisfactory. However, there are weaknesses in the way that the national strategies have been implemented and they are not yet fully effective in raising standards. Lessons, particularly in mathematics, tend to be too long. They lack pace and rigour. Pupils lose concentration and fail to make the progress of which they are capable. There are notable exceptions. In an excellent literacy lesson, a class of Year 3 and Year 4 pupils were constantly challenged with timed targets. The teacher had very high expectations of what pupils could achieve and they rose to the challenge by producing high quality work. In the more effective literacy lessons, interesting texts and a good range of carefully selected guided reading books have ensured that lessons are challenging and relevant to the needs of the pupils. Good numeracy lessons have good mental warm-up sessions in which the vast majority of the pupils are engaged and clearly focused on improvements in their mental agility.
19. The teaching of literacy and numeracy supports learning in other curriculum areas. For example, in science lessons the pupils have the opportunity to measure accurately and to record the results of their experiments, explaining what the results show. Teachers begin to promote good links between subjects so that the pupils can begin to see the relevance of their learning and the way it develops. Teachers are beginning to use information and communication technology as a tool in other subjects; however, there is room for this aspect to be usefully developed. The quality of teaching in foundation subjects shows many strong features. Teachers are knowledgeable about their subjects and enhance their lessons with practical activities. They make good use of educational visits and visiting experts, particularly in geography and history.
20. Throughout the school, the teachers show commitment in their drive to improve their teaching. The headteacher has begun to monitor teaching carefully in order to assess strengths and weaknesses and to share good practice. All staff are keen to improve their own practice and provide the best possible teaching for their pupils. The support and assistance that the teachers give to each other has a positive impact on the quality of teaching within the school.
21. Teachers usually have sound knowledge and understanding of the subjects they teach. They use the correct language to develop pupils' knowledge and understanding of each subject. This is particularly evident in English, mathematics and science.
22. In the most successful lessons, teachers place a significant level of demand upon all individuals, to ensure that they are fully involved. In weaker lessons, the work given to pupils with different abilities is not sufficiently different to challenge them all. Pupils are unsure of what it is they are to do and lose interest in the tasks, with a subsequent drop in the pace of learning. However, in most lessons, pupils listen carefully to the good instructions they receive and know exactly what they are expected to do. Most work hard and learn at least satisfactorily.
23. Teachers' planning is satisfactory. In the best literacy and numeracy lessons the teachers plan closely to the structured frameworks. They usually plan their lessons carefully and, at the beginning of each lesson, recap and revise previous learning effectively. Most share the learning objectives for each lesson with the pupils. They return to the aims at plenary sessions to ensure that the objectives have been met. In other lessons the best learning occurs when teachers have a very clear idea of exactly what it is they want their pupils to learn.
24. Teachers' expectations of the pupils and their work are usually appropriate but there are instances when they could be higher. Teachers usually question pupils well to establish what they know and understand and to help them to think for themselves. All staff have high expectations that pupils will behave well and work hard. The majority of pupils live up to these expectations. Teachers praise and encourage them so that they give a good performance. This ensures that most pupils are involved in their lessons, work hard and concentrate well. As a result, pupils often achieve well.
25. Teachers manage the pupils very well. They constantly strive to find ways to reward and encourage good behaviour and work. They are sympathetic and positive with the minority of

pupils who find sustained concentration difficult. Lessons are well organised. Although some lessons are too long, in the best lessons teachers use time and resources effectively and, as a result, lessons move along at a good pace. The learning support staff give good support to pupils and considerably enhance their learning. They are appreciated by the school as a very valuable resource.

26. The quality of day-to-day assessment is usually satisfactory but the quality of marking varies from class to class. Marking is best when it focuses clearly on what pupils need to do to improve their work. Teachers monitor the pupils' work satisfactorily and give support and advice, as needed. However, there is not a consistent approach, throughout the school, to assessing pupils' attainment and progress and using the outcomes to inform planning in all subjects. The school also needs a policy to ensure that homework is given on a regular basis in order to fully support the work done in school.

27. The teaching of pupils with special educational needs is satisfactory, overall. The support that these pupils receive is guided by appropriate education plans. Pupils are well-integrated into the life and work of their class groups. Although they are able to participate in all lessons as they receive good support from teaching assistants, the tasks that they are given are not always sufficiently well matched to their ability levels. The school makes satisfactory provision for pupils who are gifted and talented.

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

28. The quality and range of learning opportunities throughout the school meet the requirements of the National Curriculum. In the Foundation Stage, the curriculum is based on the Early Learning Goals with full coverage of the areas of learning, ensuring an easy move to the National Curriculum Programmes of Study. Religious education is taught in line with the locally agreed syllabus. At all stages the curriculum is socially inclusive, allowing good equality of access with a range of opportunities planned to meet the interests and aptitudes of pupils.
29. Policies and schemes of work are in place for all subjects, although the comprehensive development plan recognises that some policies are in need of urgent review. Schemes of work are supported by informative medium-term plans. Time allocations are appropriate for the range of subjects taught. Work is differentiated, to some extent, through teachers' medium- and short-term planning but more use should be made of assessment information to identify pupils' needs more specifically. Short-term planning identifies clear learning objectives with opportunities for teachers to assess what pupils have learned. Daily timetables are in need of urgent review as they lack balance. Many lessons are too long and pupils lose concentration.
30. The provision made for pupils with special educational needs is satisfactory. The Code of Practice has been fully implemented and the policy is clear and informative. Individual Education Plans are in place with realistic targets. The school has strategies in place for teaching literacy and numeracy but these need to be reviewed as a matter of priority if standards are to be raised. Pupils needing extra help in literacy are identified and given additional support. Planning in both key stages follows the relevant framework guidelines and meets the needs of the majority of pupils. Nevertheless, the quality of planning for different ages in the same class is not always consistent. In addition, some of the higher-attaining pupils have yet to benefit from a programme of more challenging work. These were issues at the last inspection and have yet to be properly addressed. The use of information and communication technology is making an increasing impact on pupils' learning through, for example, planned links with English, mathematics, history and geography.
31. Although football and some aspects of music take place outside lessons, the overall provision for extra-curricular activities needs further development. Homework, although given, is not consistent. This reflects the views of most parents. The recent Home-School agreement together with the planned review, should help to improve current provision. Visits out of, and visitors to, school play an important part in pupils' learning. For example, all pupils regularly visit the local environment and further afield to gain relevant first-hand experience, especially in science, history, geography and religious education.
32. The school has a programme of personal, health and social education including drugs awareness, although it currently lacks the support of a written policy. Some aspects of health education are covered in the school's science curriculum. In sex education values are dealt with sensitively and appropriately as they arise.
33. There are some useful links with local business, Peglers brass foundry, for example, who supported the recent technology challenge; but, overall, this is an area in need of further development. However the Don Valley pyramid, and working links with secondary schools, are good and enable the smooth transfer of pupils at the end of the junior stage. Parents, through the



- 'friends of the school' make a substantial contribution to the school in terms of financial support through fund-raising and social events. This has been particularly useful in improving resources.
34. Provision for pupils' spiritual development is satisfactory. Assemblies play an important part in the life of the school with an emphasis on Christian values and beliefs. They give pupils a sense of belonging to a whole-school community, celebrating and appreciating each other's contributions and achievements. Pupils are given opportunities to reflect, for example, in an assembly linking Remembrance Day with the twin towers tragedy and the great depression in America.
  35. The school's promotion of pupils' moral development is good. All staff and adults in the school work very hard to reinforce the school's high expectations of behaviour. Pupils are given many opportunities to develop values such as honesty, fairness, and respect. They are taught to respect differences in others, how to learn from their mistakes and to be responsible for their own behaviour. They can clearly distinguish right from wrong. Parents value the school's approach and believe that the school is helping their children to become mature and responsible.
  36. Provision for pupils' social development is also good. During the inspection this was seen in the positive relationships between pupils themselves and between the adults with whom they work. Older pupils look after younger pupils at lunch-time and in the playground. Teachers provide good opportunities for collaborative and individual work during lessons. For example, the school's investigative approach to science encourages pupils to take responsibility and use their initiative.
  37. Pupils' cultural development is good. They are taught to appreciate their own cultural traditions and recognise and respect social differences and similarities in the wider world. In geography, they compare the lives of people in less prosperous countries in the developing world with those of their own. The use of visits and visitors give pupils good first-hand experiences in this aspect; for example, the visit of an African dancer to the school who worked with the pupils. In religious education they study Judaism and Sikhism. The school has plans to renew its links with the Gurdwara Temple and a synagogue.

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

38. The school continues to provide a safe and supportive environment for those in its charge. All members of staff work hard to ensure pupils' welfare. The health and safety policy is currently being reviewed but the provision is satisfactory. Proper procedures are in place for child protection. Improvements have been made since the last inspection to the assessment procedures, but there is still a weakness in the use of assessment to guide curricular planning.
39. Teachers are very sensitive to the needs of all, but particularly the more vulnerable, pupils. The trusting relationship that pupils enjoy with their teachers gives them the confidence to share any concerns they might have and helps them to cope with the problems that arise in everyday life. The headteacher arranged for the local authority to conduct an audit of health and safety provision shortly after her appointment. The several recommendations contained in the ensuing report have now been implemented. She is currently redrafting the school health and safety policy but this has yet to be finalised and agreed by governors. The school complies fully with child protection procedures. The designated person has received proper training and liaises effectively with the relevant authorities. Good guidance is provided for members of staff but there has been no recent training to update their knowledge and advise them on how to use the curriculum to raise the awareness of pupils.
40. The need for a whole-school approach to behaviour management was given a high priority in the school development plan during the past year. Effective procedures are well established. All are very familiar with the school rules, which were agreed at an assembly, and some pupils are able to recite them from memory. They have also agreed rules for classroom behaviour and for playtimes. Pupils appreciate the opportunity they were given to be part of the review and express particular satisfaction with some of the strategies such as the "Worker of the Week" award. Teachers have high expectations of behaviour and demonstrate the effectiveness of the policies

- through the good learning environment which they maintain in lessons. Pupils know that bullying and any form of oppressive behaviour is not tolerated. Any incidents of misbehaviour that do occur are dealt with promptly and properly, as are any complaints received from parents.
41. The school puts much effort into encouraging regular and prompt attendance. In this, good support is provided by the education welfare officer. Individual pupils whose irregular attendance or unpunctuality are a cause of concern are carefully tracked and the local authority follows a well-structured schedule of enforcement, culminating in prosecution of the parents. The school plans to introduce a computerised system of recording as soon as the appropriate program is available, so that it will be able more accurately to match pupil performance to attendance.
  42. The school's procedures for assessing pupils' attainment are satisfactory, overall, but there is scope for improving the use of assessment data to inform lesson planning more precisely. The school assesses pupils' attainments in English, mathematics and science, each term against the levels of the National Curriculum. The school uses the information it gathers from base-line assessments, made soon after the children start school, along with the results of regular standardised tests in English and mathematics, to make predictions for individual levels of attainment at the end of each year group. More recently the school has started to use this information to set individual targets in writing, which are shared with the pupils. At the time of the last inspection, inspectors noted that the school '*needed to bring the procedures for assessment together in a more cohesive and informative system*', so that '*it could be used more productively to decide on the educational needs of all pupils and act as a basis for making improvements to teaching and learning*'. Since then, the school has started to bring together the results of these assessments in a more cohesive manner and has now amassed a bank of information regarding pupils' performance in the standardised tests.
  43. Teachers are now beginning to use the assessment information they have gathered to help inform future planning, for example, responding to the weaknesses identified in narrative writing by putting in place a training programme to assist teachers in these lessons. This aspect of the school's work is sound. Based on the assessment information available and teachers' day-to day assessments lower-attaining pupils are identified for additional support in literacy and mathematics. This aspect of the school's work, in using the assessment information available, is satisfactory but is less successful with regard to raising the attainment of the average and higher-attaining pupils within lessons, as it is not used consistently across the school. In subjects other than English, mathematics and science, teachers assess informally at the end of each unit of work. The school has very recently introduced procedures for keeping a systematic check on what all pupils have achieved within these subjects and what they still need to achieve.
  44. The procedures for assessing pupils' special educational needs are satisfactory. The class teachers are now involved in writing pupils' Individual Educational Plans and setting appropriate targets for their learning. This is done with the help of the co-ordinator. Parents are consulted and informed of their children's progress and what they can do to help. Pupils' progress is reviewed regularly and the plans adjusted accordingly. The pupils receive good levels of support from the teaching assistants and the pupils who have Statements of Special Educational Need receive appropriate support.

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

45. The school has undergone a period of turmoil in the last eighteen months. There have been several staff changes, a major refurbishment of the building, and a substantial investment in learning resources. Whilst a small number of parents have expressed dissatisfaction with the changes, the overwhelming view of those who have chosen to make their opinion known is that they are pleased with the developments. In particular, they indicate that their children are happy at school, work hard, make good progress and are helped to become mature. They regard the teaching as good, find the school approachable and feel well-informed about their children's progress. The great majority have faith in the leadership and management of the school and their experience is that the school works closely with them. The inspection evidence tends to support these positive views of parents. It is also consistent with the reservations expressed by a

significant minority about the homework provision and limited range of extra-curricular activity. A small number of parents are clearly unhappy about the mixed-age classes. This situation

presents an additional challenge for teachers but one that most of them cope with very well. Mixed-age classes are very common in primary schools, and in a case like this, unavoidable, if class sizes are to be kept equitable.

46. The quality of information provided for parents is good, an improvement on that found at the time of the previous inspection. The prospectus and governors' annual report are informative and well presented. Letters to parents and information on the notice boards serve effectively to keep parents abreast of events and reminded about requirements. In the early years much additional information is by word of mouth. Parents have many opportunities to talk with their child's teacher, both at group meetings and on a daily basis when they are encouraged to spend time sharing activities with their children. As pupils progress through the school, teachers, including the headteacher, continue to make themselves readily available at the end of the school day. Parents confirm that individual appointments can be made to discuss privately any areas of concern.
47. Throughout a pupil's time at the school an individual record of achievement is compiled, providing an interesting insight into the child's progress from year to year. These are available for parents to peruse at the formal consultation evenings held each term and provide a good basis on which to discuss their child's personal progress and academic development. Annual reports on pupils are variable in quality but all have good features. For example, they incorporate a self-evaluation by the pupil of what they have enjoyed, what they have achieved and how they feel they need to improve. Many of them list targets to aim at and dates for review. This is good practice, which is currently being refined by the school to focus more closely on literacy and numeracy levels of achievement.
48. The school tries hard to ensure that the parents of pupils with special educational needs are consulted regularly about their children's needs and the progress they make. Parents are kept well-informed and invited to attend review meetings. They are also made aware of targets set in pupils' Individual Education Plans.
49. Parents have spoken warmly about the school's efforts to involve them in a partnership to support the development of their children. They appreciated, for example, being consulted about the school aims and development plan. However, many parents are unhappy about the provision of homework. It is a mixed picture but there is some good practice. Parents of children in the nursery and reception classes are given much guidance on how they can share books with their children and how they can help them with mathematical skills. Across the school pupils are encouraged to take reading books home and Year 6 pupils have spoken with enthusiasm about the good quality, interesting books which are now available to them. They are given specific tasks to learn spellings and table facts at home and sometimes they are asked to do further research into work they have been doing in class. However, there is no consistency between classes and opportunities are lost to use the Home-School diaries and "planners" as a medium of communication between school and home. The headteacher has already recognised the need to review the homework policy and give further guidance to parents on how they can support their children's learning skills.

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

50. The school is well led and managed. Progress in resolving the issues raised in the previous inspection of June 1998 has been uneven but thanks largely to the sterling efforts made by the headteacher, governors and staff over the last fifteen months, it is now satisfactory. Since her appointment in September 2001 the headteacher has shown very positive leadership and provided for the school a clear educational direction. Her initial evaluation of the school's priorities, followed by the school development plan drawn up in consultation with the whole school

community, represents very good practice. There is still much work to do but there is now good evidence of a commitment shared by staff and governors to move forward in unison.

51. The personal leadership of the headteacher has been firm and decisive. She quickly recognised that weaknesses which had been identified at the time of the previous inspection had not been resolved, nor had appropriate action been planned to improve the situation. She reacted by establishing a working group of staff and governors, supported by the local education authority, to diagnose the problems and draw up a detailed development plan for a two-year period. Still in its second academic term of implementation, much progress has already been made and a review of progress published and circulated to governors and all members of staff. The style of management is very open, the recognition of strengths and weaknesses very explicit. In terms of key issues from the previous inspection the success has been:-

- The establishment of a coherent, whole-school assessment policy through which teachers can regularly and consistently identify strengths and weaknesses in all skill areas.
- The development of the role of governors, enabling them to make a greater contribution towards the school development plan and to become more effective in monitoring the performance of the school.

Partial success has been achieved in: -

- Developing the role of subject co-ordinators to enable them to become more involved in monitoring their subjects. Towards this objective, training has been provided and individual guidance given. A monitoring cycle has been established, but to date only the numeracy and literacy co-ordinators have had opportunity to carry out lesson observations. There remains a recognised need for further training on planning and assessment.

Insufficient progress has been made in: -

- Providing more opportunities for pupils to be responsible for and to evaluate their own learning.

52. The very personal leadership role assumed by the headteacher has thus been effective in moving the school forward. The role and function of other members of staff with management responsibilities are still being developed. There is not, at present, an effective senior management team. The headteacher has agreed with members of her staff, job descriptions which reflect the post-holder's role and recompense according to the salary structure. Delegation of relevant responsibilities, however, has been confined to the deputy headteacher and the teacher currently taking responsibility for special educational needs, both of whom make a positive contribution to the leadership and management of the school. The situation, however, is not satisfactory. It has been identified by the headteacher as an area needing urgent attention and is a priority in the school development plan.

53. The governors' faith in their new headteacher has been justified. They have worked closely with her and have learned a great deal about the school's strengths and weaknesses during a difficult period of change. Their good sub-committee structure helps them oversee the work of the school and they are becoming increasingly involved in shaping the future direction of the school. They have agreed with the staff a clear and focused set of aims for the school. There is a need for these now to be reflected in a longer-term development plan setting out the school's educational priorities and budget plans for at least the next three years, and showing how the use of resources is linked to the school's goals. Governors also need to extend their involvement in curriculum matters.

54. The school has an adequate number of teachers who are suitably qualified and experienced to teach the National Curriculum and religious education. Some classroom monitoring by the headteacher has led to good opportunities for the professional development of staff. This is having a beneficial effect on teachers' competence and confidence. However, the school is not yet making the best use of the expertise that exists amongst its own staff to support colleagues in

their work. For example, only the numeracy and literacy co-ordinators have had the opportunity to monitor classroom practice and give feedback to individual teachers. A performance management policy for all teachers has been agreed but is not yet fully effective. The school benefits from a generous number of classroom assistants who are experienced and have had sufficient training and guidance to enable them to make a good contribution to

learning in the classroom. The caretaker and cleaning staff maintain the school to a good standard. Lunch-time supervisors and catering staff make a valuable contribution to provide effectively for pupils' welfare at lunch-times. All members of staff have job descriptions.

55. The induction procedures for newly qualified teachers are good. The local education authority provides effective support and the school's mentor is well qualified and suited to the role.
56. The school's finances are in good order. The school administrator manages them very efficiently and provides the headteacher and governors with up-to-date information, facilitating their ability to monitor expenditure efficiently. The unusually large balance in the budget was inherited from the former regime. Detailed records are maintained on specific grants and the school is able to demonstrate that they are used appropriately. All persons concerned with finance show an understanding of the principles of best value. For example, they compare unit costs and academic results with national data, save money by employing support staff directly instead of through an agency, invest in training for office staff to find more efficient methods of working, and have consulted parents and pupils regarding the school aims, the school rules and lunch-time arrangements. The administrator and clerk work very well as a team. They make good use of modern technology, maintain good systems for day-to-day routines and liaise well with parents and other visitors. This support leaves teachers free to concentrate their energies in the classroom.
57. The accommodation is adequate for the number of pupils on roll and allows the curriculum to be taught effectively, although two temporary classrooms have outlived their useful working life. Good use is made of a communal area to teach literacy and numeracy to Year 5 pupils but the long, narrow shape of the area, and its use as a thoroughfare by other pupils, inevitably detract from the learning environment, despite the good quality of teaching that was seen there. Overall, pupils and their parents greatly appreciate the efforts that have been made in recent months to enhance the school's physical environment and provide a light, bright and tidy appearance that is stimulating to learning. The school community is right to be proud of their school. It looks well. Resources for most areas of the curriculum are also good, and for the teaching of information and communication technology they are very good. Older pupils expressed particular pleasure in the good range of books now available to them in the library.
58. Overall, the school has taken very positive steps over the last fifteen months to resolve its shortcomings and create a community with a common purpose and commitment; pupils benefit from a good quality learning environment; there is evidence that standards are improving; the school's leadership and management are good and the school has the potential to move forward. The school is giving sound value for money.
59. The management of special educational needs is currently led by an acting co-ordinator. She manages this well and has given due regard to the introduction of the new code of practice. Although the current management is effective in maintaining good levels of provision for pupils with special educational needs, the pupils in Years 1 and 2 are not yet identified soon enough to enable them to enjoy the support that they need. There is clear communication between teaching and support staff which underpins much of the work. Procedures are systematic, organisation thorough and records carefully maintained. Annual reviews for pupils with Statements of Special Educational Needs are carried out appropriately and meet requirements. The school's management take pride in the emphasis they place on including all pupils, no matter what their background or ability.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve the quality of education and standards achieved, the headteacher, staff and governors should:

- (1) Raise standards of attainment in English and mathematics by:
  - improving the use of the information gained from assessment to provide sharp learning targets for individuals and groups of pupils
  - reviewing curriculum provision and time allocations, to ensure that the curriculum is more balanced and that lessons have more pace and rigour  
*(paragraphs 8, 18, 19, 22, 24, 25, 30, 44, 74, 84, 87)*
- (2) Continue to empower subject leaders to monitor provision and standards of work in those areas for which they are responsible.  
*(paragraph 51)*
- (3) Continue to monitor teaching and learning on a regular basis, and take opportunities to share good practice, to help teachers to improve their professional skills.  
*(paragraph 20, 55)*
- (4) Develop a consistent policy so that marking shows pupils exactly what to do next in order to improve.  
*(paragraphs 26, 83,93)*
- (5) Provide pupils with opportunities to be responsible for and to evaluate their own learning.  
*(paragraph 18, 101)*
- (6) Devise and implement a policy to improve speaking and listening skills throughout the school.  
*(paragraphs 75, 77)*

In addition to the key areas for improvement the following less significant, but nevertheless important, aspect should be considered by governors in the action plan:

- (1) continue to work with parents to improve attendance.  
*(paragraph 17)*

*These areas for improvement are all outlined in the school development plan.*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	42

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	18	24	0	0	0
Percentage	2	17	35	46	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	18	274
Number of full-time pupils known to be eligible for free school meals	N/a	50

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	47
Pupils who left the school other than at the usual time of leaving	23

### Attendance

#### Authorised absence

	%
School data	93.1

#### Unauthorised absence

	%
School data	0.3

National comparative data	94.1
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*



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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	19	23	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	23	23	23
	Total	41	41	41
Percentage of pupils at NC level 2 or above	School	98 (92)	98 (95)	98 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	18
	Girls	23	23	23
	Total	41	41	41
Percentage of pupils at NC level 2 or above	School	98 (92)	98 (100)	98 (97)
	National	85 ([85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	34	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	15
	Girls	20	19	24
	Total	32	31	39
Percentage of pupils at NC level 4 or above	School	57 (64)	55 (61)	70 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	16
	Girls	22	22	25
	Total	36	34	41
Percentage of pupils at NC level 4 or above	School	64 (76)	61 (76)	73 (91)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	192	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	37	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)	12
Number of pupils per qualified teacher	22.8
Average class size	27.4

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

Total number of education support staff	10
Total aggregate hours worked per week	244.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	9:1

*FTE means full-time equivalent.*

## **Financial information**

Financial year	2001/2002
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	£
Total income	741,412
Total expenditure	751,337
Expenditure per pupil	2,319
Balance brought forward from previous year	67,177
Balance carried forward to next year	57,252

## **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	5

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	292
Number of questionnaires returned	54

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	44	4	2	0
My child is making good progress in school.	48	50	0	0	2
Behaviour in the school is good.	26	57	13	4	0
My child gets the right amount of work to do at home.	22	33	37	4	4
The teaching is good.	52	41	6	0	2
I am kept well informed about how my child is getting on.	44	52	0	4	0
I would feel comfortable about approaching the school with questions or a problem.	52	39	4	6	0
The school expects my child to work hard and achieve his or her best.	50	44	4	0	2
The school works closely with parents.	41	46	7	6	0
The school is well led and managed.	37	48	7	6	2
The school is helping my child become mature and responsible.	37	50	4	0	9
The school provides an interesting range of activities outside lessons.	19	43	19	11	9

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

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

61. Children begin in the nursery when they are three after some pre-school experience in local playgroups. At present, there are thirty-five children in the nursery who attend half time, and thirty-seven children of reception age. Most of these children are in a separate year group, with the exception of a small number of older children who started in nursery a term earlier, who work with Year 1. Children's attainment when they first enter the school shows a lower profile from the previous report, where they were judged to be average. Their attainment is now below average, particularly in language and literacy. However, as a result of consistently good teaching and a wide range of interesting activities, they catch up and make good progress in all areas. By the time they leave the reception class most are on course to attain the Early Learning Goals and ready to begin the Programmes of Study of the National Curriculum.

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

62. Children make good progress in this area. Both classes start their days with parent-sharing time, which allows for good opportunities for teachers and parents to share information. From these sessions children move easily into their lessons. They are encouraged to be independent and keen to participate in activities and discussions on the carpet. In the nursery, children play happily with each other in the home corner and in the sand and water areas. Only the very young periodically prefer to play individually. They are quick to dress up and role-play, wearing clothes and hats for a party, pouring drinks and eating jelly and ice cream and readily invite others to join them. All children have very good attitudes and show a willingness to learn. As a result, they soon develop positive relationships with each other and with their teachers, nursery nurse and learning support assistants. They share and tidy equipment away and wait their turn patiently and this helps them to learn to respect others. Children in reception play a full part in school life and the daily routines and rules help them to develop an understanding of living in a wider community.

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

63. As a result of effective teaching of the basic skills of literacy children make good progress with their reading and writing skills and by the time they leave reception are likely to have achieved the early goals expected for their age. In the nursery, children love listening to stories and enjoy the characters such as the Little Hedgehog. In free choice, they sit in the reading corner and look at the pictures. Good opportunities are created to develop their speaking and listening skills and the nursery teacher uses the 'Star of the Day' activity for letter recognition and sounding out the letters in the star's name. This good progress continues in the reception classes. Children recognise a growing number of words and most develop a satisfactory grasp of simple letter sounds. The most able children know all these sounds and follow the text with an adult and use book language. By the end of reception, children have made a good start as emerging readers and one or two pupils are working well within the early stages of the reading scheme of the school. Most children make good progress from overwriting or copying given sentences to writing their names with reasonable accuracy. Lower attainers are less secure in writing their names.

#### **Mathematical development**

64. Daily opportunities to count and use mathematical language help children make good progress in understanding number so that by the time they start in Year 1 most have reached the early learning goals in this area of learning. Children in nursery use a variety of small toys for sorting and colouring activities. They begin to have an understanding of size when they play with a range of containers in the water tray. Children in reception feel at ease with the number work they encounter and most can count reliably up to ten and some beyond. Most can write

numbers 0 to 6 and make comparisons, such as the difference between short and tall. They have a clear recognition of two-dimensional shapes, such as circle, square, triangle and rectangle, and make colourful and interesting pictures using these shapes

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

65. Children achieve well in this area. In the nursery they are finding out about the world around them, for example, by using small-world characters, using blocks to construct buildings and roads, and through imaginative role-play. They look at the properties of different objects and materials by using their senses such as, by kneading and rolling clay to make hedgehogs, and decorating biscuits to resemble their eyes and spiky back. They learn the rudiments of forces by pushing and pulling toy cars and work with their teacher to control a floor robot. Children in reception are familiar with the computer. They show good eye-hand co-ordination and use the mouse confidently to move the cursor around the screen and to click, drag and drop an object of clothing when dressing teddy. They are given opportunities to develop problem-solving skills and to make decisions. A good example was seen when they were encouraged to look closely at the properties of balloons. 'It flies and squeaks; stroking it makes rubbery sounds.' Outside visits are made from time to time within the immediate locality. They learn about important events in the Bible through listening to stories both in the classroom and during assembly

### **Physical development**

66. Children make good progress in their physical development. In nursery, children move with confidence and exuberance and try hard to use space well when hopping, running, and jumping, changing direction and stopping on command. When working with a variety of mobile toys on the large road map they skillfully manoeuvre their vehicle in the chosen direction. In the outdoor play area they show developing gross motor skills; balancing on beams, throwing and catching a 'sticky' ball, and pushing and pedalling a variety of wheeled vehicles. Reception children, as a result of regular opportunities to paint and make models, further develop their fine motor skills when using brushes to paint, scissors to cut and glue to stick. Teachers also plan plenty of opportunities for children to work with coloured dough, which they roll, squeeze, push and knead into recognisable shapes, for example, when making birthday cakes.

### **Creative development**

67. In both nursery and reception classes, a wide range of interesting creative activities is planned in which children can explore colour, texture, shape and music. These link well with developing their literacy and numeracy skills so by the end of the reception year they have made good progress. Children enjoy being creative and are proud of their efforts. In the nursery they enthusiastically use paints when printing, and paste and glue glitter on their birthday cards. They use tools to make holes for the eyes in their clay hedgehogs and use pine-cones to give the effect of their spiky coats. In the reception classes children listen carefully to music and join in with action rhymes and songs, for example, 'Mulberry Bush'. They develop an understanding of rhythm by clapping names and note that this varies according to the name. There are good opportunities for imaginative play; they have lively conversations and take on a variety of roles. Good opportunities are provided to experiment in their art and design work using a variety of tools and materials and mixing the ingredients to make party cakes. Large construction kits, joining pieces with nuts and bolts, give children useful opportunities to make and build their own designs.
68. The quality of teaching and learning is good in both nursery and reception classes, in all aspects, with a high proportion of very good teaching. Children are given a good range of opportunities to develop their self-confidence and independence. Lessons are planned using the guidance of the Early Learning Goals and the stepping-stones. Recording of children's day-to-day progress and more formal assessment procedures are an important element.

69. All staff consistently support positive behaviour and friendly relationships with other children. They have high expectations and, subsequently, the attention and concentration of children increase at a good rate. Instructions are explained clearly so that children know exactly what is expected of them and, as a result, there is a busy working atmosphere in classes.
70. The nursery teacher has the support of an experienced full-time nursery nurse. They are developing a good understanding and work well together. Other classes have the part-time support of learning support assistants and other adult volunteers. Good management by teachers ensures that they all make a very useful contribution to children's learning by enabling them to work in small groups as well as to receive more individual attention. Subsequently, in these situations, children are productive and creative. They are skilled in questioning children about what they are doing and what they see.
71. There are good links with literacy and numeracy. Teachers ensure that there are suitable opportunities for children to share books and make marks or write each day. As a result of well-organised practical experiences children learn simple number skills at a good rate. This establishes their mathematical knowledge well and prepares children for entry to the numeracy hour at a later stage of their education. The reception class teacher misses few chances to encourage children to think more for themselves and to develop these skills. For example, when looking at balloons; *'How many will be left when one pops'* and *'is it the same blue?'* Attractive displays of children's work make it clear that children's work is valued.
72. Resources are good. There has been a considerable improvement to the nursery area, both inside and out, and they are now very attractive learning areas. The outside area is secure and separate from the main playground. There is a good range of large apparatus and wheeled vehicles available for children's use. The playground is well marked out with areas to encourage counting, a circuit for riding round, complete with a zebra crossing and traffic lights, with road safety very much in mind.

## ENGLISH

73. Inspection judgements indicate that in Year 2, pupils are on track to attain standards that are broadly average in speaking and listening, reading and writing. This is similar to the findings at the time of the last inspection. In Year 6, pupils are on course to attain standards that are below average, overall. Inspection findings are similar to the overall results achieved by the pupils in the national tests at the end of Years 2 and 6 in 2002. However, whilst the results indicate a much improved picture in the proportion of pupils achieving the higher levels in English at the end of Year 6, the proportion achieving the expected Level 4, was lower than in 2001.
74. Since the last inspection, there have been improvements in English with the implementation of the National Literacy Strategy and the subsequent training of staff. In response to the relatively poor performance of the pupils in English, the school has introduced a programme of work designed to improve pupils' standards in writing. The pupils have gained significantly from these measures, although the full impact has yet to be seen in the achievements of the pupils at the end of Year 6. The school has responded to the below-average standards in reading by improving reading resources, both for individual and group reading and in the school's library. There are plans to improve the teaching of reading by focusing on improvements in the strategies used in group reading sessions. A larger than average proportion of time is allocated to the teaching of English, with most literacy lessons usually lasting well over the recommended hour; additional time is also allocated for the development of reading. However, in the long lessons pupils often have difficulty in maintaining their interest, especially when their lesson is followed by a further session for reading. In the extra reading lessons, where the time is used well, it benefits pupils' attainment. Where the teaching is weaker the additional time is not always used to full advantage. In these lessons the principles of working intensely with a group, to develop their reading while others work independently, are not fully understood so that pupils often waste time.
75. By the end of both Years 2 and 6 pupils attain standards in speaking and listening that are broadly average. Teachers have maintained the level of providing opportunities to promote

speaking and listening identified at the time of the last inspection. Teachers manage their pupils well. As a result, pupils listen well to their teachers and to the contributions made by others. However, when speaking many struggle to describe their experiences in any detail and remain passive during question and discussion sessions when they are not required to contribute. In some classes the pupils were challenged well during discussions. However, in some lessons, questioning and discussion did not encourage pupils to deliver more than one-word responses; for example during discussion and questioning at the start of lessons. Often the closing part of lessons was rushed or not used sufficiently well to encourage pupils to talk about what they had learned. The school has not yet developed a clearly planned programme to promote pupils' speaking and listening within all areas of the curriculum. This limits the opportunities that pupils have to explore technical language and, subsequently, an improvement in their vocabulary. Although there are some opportunities to promote pupils' speaking and listening skills through drama and role-play, there is no planned programme for the progressive development of pupils' speaking and listening skills as they move through the school, or systems for assessment.

76. In reading, the standards that the pupils attain at the end of Year 2 are broadly average; although improving, they are below average in Year 6. The school has responded to the below-average level of reading by providing more opportunities for pupils to practise their reading and develop an interest in books within school. They have also invested in improving reading resources, both for individual and group reading and within the school's library. The school is working on improving standards and there are plans to improve the teaching of reading, particularly within group reading sessions. Home-school contact books or diaries are used to encourage the participation of parents and carers in their children's reading. However, these are not wholly successful as they are mainly used to record the books that the pupils have read and not to communicate pupils' progress or to form the basis of a dialogue between home and school.
77. When reading aloud, the average and above average pupils in Year 2 are fluent and confident and although beginning to pay attention to punctuation, they lack expression when reading. They understand the plot of the story but have difficulty in organising and communicating their thoughts when discussing this. They make effective use of letter sounds and pictures to work out unfamiliar words. The below-average pupils are at the early stages of reading. When reading from simple texts their reading is generally accurate but lacks fluency. All pupils express an interest and enjoyment in reading, although they are unable to name any specific books as their favourites.
78. By Year 6, pupils express an interest in reading and discuss their favourites well. The above average reader described how he enjoyed the excitement and description in books by the author J.K. Rowling. When finding information, they know how to use the contents page and index to locate a specific topic in a reference book. The school has two libraries, one for each key stage. Although these are accessible to the pupils, the library for junior pupils is situated in the corridor with insufficient space for pupils to use it to develop their reference and study skills and for independent learning. However, pupils are encouraged to take books from the library to their classrooms so that they can develop these skills and carry out independent study.
79. The average and above average eleven-year-old pupils read with accuracy, fluency and some expression when reading aloud. They understand the events of the story and discuss the characters. They read with confidence accurately and fluently and respond appropriately to the humour. The below average pupils are reasonably confident when reading aloud and although they generally read accurately and carefully they do so with little expression. When meeting new words they use the letter sounds to help them work out words that are new to them.
80. In Year 2, pupils' attainment in writing is broadly average; it is below average in Year 6. In Year 2, pupils of all abilities communicate some meaning in their writing. The most able and average seven-year-olds write their ideas independently. The above average pupils write their ideas in a logical sequence and are beginning to use capital letters and full stops correctly to denote sentences. Spelling is generally secure. Pupils who are considered of average ability by the school, are beginning to write their ideas in sequence, although there is sometimes confusion when putting these in order. They generally use capital letters and full stops correctly to denote



sentences. The below average pupils attempt to write their ideas independently but have difficulty when putting events in sequence. They do not use full stops and capital letters correctly when writing simple sentences. Pupils write for a range of purposes, including story telling, recounting experiences and instructions. Although pupils learn how to write using a joined script, this is not generally used in their daily work. The presentation of pupils' work is generally satisfactory.

81. The more able and average ability eleven year-old pupils are developing their knowledge of sentence structure, grammar and punctuation. They generally use capital letters and full stops accurately in their writing. The more able pupils are beginning to use an increasingly wide range of vocabulary and phrases to make their writing more interesting. They use adverbs such as 'menacingly' appropriately to improve their writing. When writing narrative, the average ability pupils sometimes have difficulty in organising their writing appropriately with some pieces that are confused and lack a clear structure. They use a limited range of vocabulary. The below average pupils write their ideas in order, in sentences but use a limited vocabulary. The handwriting of most of the eleven-year-olds is usually poorly formed and the presentation of work is often untidy.
82. Pupils on the register of special educational needs make satisfactory progress towards the targets set for them. Their needs are identified appropriately and the good support they receive from the learning assistants ensures that they are given every opportunity to develop satisfactory speaking and early reading and writing skills.
83. The quality of teaching seen ranged from excellent to satisfactory across both key stages. In the most effective lessons, the teachers used a wide range of teaching strategies and activities that engaged the interest of the pupils and ensured good learning. The lessons were very well organised and were conducted at a good pace with high expectations of the standard of work that the pupils achieve. The levels of questioning and discussion ensured that the pupils fully understood what they were learning and were clear about what they had to do. Good use was made of resources, including the learning support assistants. In the less effective lessons, the discussion and questioning that took place did not fully develop pupils' understanding or encourage the development of a wide range of vocabulary. The lessons were conducted at a much slower pace and as result did not engage the interest of the pupils or provide sufficient challenge. Across the school there are particular strengths in the quality of teaching; pupils are managed well and very good relationships are formed between pupils and teachers. Teachers' planning clearly identifies the overall objectives that they want the pupils to learn. However, the objectives that they identify are not sufficiently precise and work is not clearly or sufficiently based on what the pupils already know and can do. As a result, pupils are frequently given tasks that are insufficiently matched to their particular stage of development. They are not given appropriate challenges and this leads to a measure of underachievement, particularly in the juniors. Pupils' work is marked regularly, although the quality of marking is inconsistent. At best, comments are evaluative with suggestions for improvement but this is not common practice.
84. Pupils have adequate opportunities to use their literacy skills in other subjects, such as history, and pupils are introduced to a broad range of texts from other subjects in their literacy lessons. Although computer skills are being developed, the use of information technology is not yet an integral part of the literacy lessons as a teaching and presentation tool.
85. The school has developed satisfactory procedures to assess the achievements of its pupils, based on regular evaluations by class teachers. This information, alongside that gained from the assessment of pupils' attainment soon after they start school, is used to plot the attainment of pupils as they move through the school. The school has also recently started to use this information to set individual targets in writing. However, the information is not always sufficiently precise and not always used as well as it might be to plan and set work that is well-matched to pupils' particular stage of development. Individual records of pupils' achievements in reading generally record when the child has read to the teacher or parent but they generally lack evaluative comments that will help the child to improve in their reading.
86. The management of the subject is satisfactory. The school has two co-ordinators who manage the subject - one teacher is responsible for reading throughout the school and one for writing;

neither has specific responsibility for the development of speaking and listening. They are beginning to evaluate the pupils' achievements in statutory tests and to use this information to identify common weaknesses in provision, such as the below average achievements in writing. More recently they have identified the improvement of reading as a priority, and this is included in the school's development plan. They have not yet had opportunities to monitor pupils' work or teaching and learning within classes. Resources to support pupils' reading are good; the library has a satisfactory range of books, which are currently being improved. The school is also building up new resources in ICT to match the new computers that it now has. There is now a computerised system to record the books borrowed from the library; this is currently operated by adults but it is anticipated that pupils will take over this role in the future. There is little evidence of computers being used to conduct research.

## MATHEMATICS

87. Standards in mathematics are not as high as they should be. Pupils in Year 2 and Year 6 attain levels below those expected for their age. The reason for this is that teachers do not usually adhere sufficiently closely to the National Numeracy Strategy. Lessons are too long. This leads to a lack of urgency and drive and pupils become distracted and do not make good progress. The quality of teaching is satisfactory, overall, **but** a closer adherence to the National Numeracy Strategy, more pace and a greater sense of urgency, would ensure that pupils made more rapid progress.
88. In the best lessons the mental arithmetic session is conducted at a brisk and challenging pace. This keeps pupils "on their toes". Teachers employ good questioning skills to involve pupils of all abilities. This session is followed by pupils being asked to perform tasks directly matched to their learning needs. These are given sharp and challenging timed targets. This ensures that lessons have pace and rigour and that pupils make rapid progress. Pupils with special educational needs are given appropriate work.
89. Some lessons were not so successful, although still satisfactory, because:
- pupils had to sit for too long listening in whole-class sessions;
  - not enough time was given to the final session so that the lesson was not rounded off properly;
  - the pace of the lesson was too slow and there wasn't enough challenge, usually for the more able pupils.
90. Pupils in Year 2 learn effectively about adding numbers. However, they lack confidence overall, and although the more able can add two-digit numbers, the majority find this difficult. Their work is given relevance by pretending to work in a shop. They learn to identify a range of shapes and use relevant vocabulary such as "sides, rectangles, pentagons, etc" with growing confidence. They learn about analogue clock faces, can recognise "half-past" and can identify a range of solid shapes.
91. Pupils in Year 6 practise addition and subtraction, and are encouraged to devise and develop their own strategies. They learn to multiply and divide by 10, 100 and 1000. Although some pupils can do this competently, the majority find this a struggle and lack the oral fluency to describe clearly how they solved the problem. They explore the similarities between fractions decimals and percentages, and produce a spelling test graph, recording information effectively in graphical form. They attempt to solve word problems and use jottings to help them to support their calculations.
92. Pupils increasingly take care with the presentation of their work as they move up the school and this in itself helps their learning. Their teachers work hard to build up pupils' confidence in tackling written work through setting tasks that are appropriate. Pupils contribute best to the oral and mental parts of lessons, when they are encouraged to write their answers on white boards to show the teacher rather than say the answer. Some teachers, particularly of younger pupils, are

building confidence by having the whole class answer questions together; this is good practice. Overall, attitudes to learning and using mathematics are positive.

93. A survey of pupils' previous work indicates that the quality of marking of pupils' work varies from class to class. This ranges from a list of ticks or crosses, without comment, to several written sentences. Marking is most effective when it shows pupils exactly what they have to do to improve their work. There is a need for a more consistent policy here. Similarly, some classes rarely seem to give homework, whilst in other classes homework is a regular feature of school life and involves parents in their children's learning on a regular basis. Better use could be made of homework if it was used in a more consistent way.
94. The subject leader has monitored the work of colleagues in the past. The school is planning to introduce a programme of monitoring and work-sampling to ensure that the national strategy is implemented consistently in order to bring about an improvement in standards.
95. The school has carefully analysed the areas of the national tests that last year's Year 6 pupils found most difficult. Results of this analysis showed that pupils lacked the mathematical vocabulary needed to understand some of the questions and, thus, could not complete the set tasks. Teachers now focus on this and teach the vocabulary needed in each lesson. Consequently, pupils are beginning to show a much better understanding of their work. They explain more clearly the strategies that they use to solve problems.
96. There is scope for more planned use of mathematical skills in other subject areas, for example, science, geography and design and technology. Most classrooms now have a modern computer, in addition to the computer suite, and there were good examples of pupils using programs that were related to the lesson being taught. The use of the resources of information and communication technology to support and extend learning in mathematics can now be developed further.

## SCIENCE

97. Standards at the last inspection were judged to be satisfactory and this continues to be the case. At the age of seven and 11, pupils attain the standards expected of their ages and make satisfactory progress. Pupils with special needs make satisfactory progress.
98. Pupils in Year 1 investigate the effect materials have on propulsion when they run cars with different-sized wheels down a series of ramps. In Year 2, pupils know about the characteristics of everyday materials, and in their experiments, describe properties such as *hard*, *rough* and *smooth*. Most pupils know the importance of a healthy diet in their own development. They understand some of the differences between living and non-living things. Almost all pupils are beginning to develop investigative skills through first-hand experience. For example, they can recognise the main parts of flowers and plants and know that both need water and light to grow. They study mammals and mini-beasts and make observational drawings. The most able pupils at Year 2 express their own ideas about how to solve problems and with help from the teacher explain why their tests are fair; for example, when they experiment with different materials to see which is waterproof.
99. As they move through Years 3 and 4 pupils build on this solid foundation. They are clear about what they have to do to plan and carry out their investigations. They apply this principle when gathering evidence to demonstrate conduction and the affects of insulating a material. Their understanding of light is good; for example, they know that surfaces reflect light and that shadows are formed when light cannot pass through a given object. Older pupils understand the basic facts about the Sun, Earth and Moon and can name the planets in our solar system. They study the skeleton of humans and animals and note the similarities and differences. Most spell key words associated with their study units, for example, planet, space, universe and galaxy.
100. An important aspect of pupils' attainment is their ability to organise themselves when performing investigations. Most know that tests should be fair, observations accurately recorded, and

conclusions drawn. They build on their investigative skills and make confident predictions based on valid reasons. In their work on forces, pupils in Years 5 and 6, know which materials are attracted and repelled by magnets and that friction is a force that slows things down. They use their predictions as a basis to pose questions to test their findings. For example, they found that the more streamlined an object is, the faster it will travel through water, and constructed an aluminium foil boat to prove their prediction. Pupils' understanding of how species are suited to their environment and how they are able to adapt is good. For example, they know that some birds have sharp beaks for tearing flesh whilst others are more suited to eating seeds. They also know that man's activity can have a serious impact on habitats.

101. Overall, the quality of teaching is good. In the lessons seen, most pupils enjoy science and are keen to work hard. Of particular note is the good way that the oldest pupils firstly listen to their teacher, and then discuss in small groups the most efficient way to carry out their investigations. These qualities do much to enhance their learning. Older pupils are given good opportunities to work independently and in small groups and they respond to this with interest and involvement. Good all-round relationships have a positive impact on the quality of lessons and the progress pupils make. A notable feature of the lessons seen was the way in which the teachers introduced their lessons by 'recapping' with pupils the work they had done on a previous occasion. In addition, their use of visits, for example, to Flamborough, as an introduction to class work brings a real life hands-on approach to learning. Good examples of this were seen when pupils looked at coastline food chains from their visit and distinguished between a producer, a consumer, a herbivore and a carnivore. This carefully planned approach did much to consolidate learning, to enable pupils to contribute new facts and ideas, and to focus their attention on the lesson. Indeed, in the best lessons, the teacher made much of pupils' own ideas, including time to think and talk together about how they were going to carry out their tasks.
102. There are good links with other subjects; for example, information and communication technology, mathematics, art and design and technology. Science also plays an important part in the school's approach to personal, health and social education. At the present time the co-ordinator does not have the opportunity to monitor the work of colleagues.

## **ART AND DESIGN**

103. During the inspection there were few opportunities to observe lessons and it is not therefore possible to give a firm judgement on the quality of teaching and learning throughout the school. However, from looking at examples of pupils' work and displays around the school, and by talking to pupils and their teachers, it is clear that pupils at ages seven and eleven attain standards appropriate for their age and make satisfactory progress. Pupils have experiences of painting, drawing, collage, textiles, printing, and three-dimensional work. Standards at the last inspection were reported as above average. The co-ordinator feels that art has been given less priority due to the introduction of national initiatives in literacy and numeracy.
104. The youngest infant pupils can mix colours and use them effectively in their paintings. Pupils in Year 1 use crayons in their self-portraits with good use of bold colours to emphasise their features. In their observational drawings older pupils look closely at natural objects, such as leaves, and use their knowledge of colours in their paintings of twigs.
105. Pupils in the junior classes build on their earlier experiences, for example, when colour mixing a range of blues to give their work, based on *The Lion, the Witch and the Wardrobe*, atmosphere. They explore the effects of different media and techniques, for example, adding to colours to give the impression of depth and using a wet brush to spread the colour out to give a sense of mystery in their paintings of planets. Also, when the older pupils use pastels in their drawings of animals, they rub and blur black and light brown to give the texture of the rabbit's fur. Pupils are encouraged to evaluate their work as seen in their pencil and ink sketches of leaves, '*I could have used a bit more black on it.*' In 'Through the winter window', pupils in Years 5 and 6 use different brushes to gain a stipple effect with white paint to represent snow. They use textiles confidently, as seen in their calendars, decorated with a range of stitches. Older pupils use clay to model

houses. Their confident use of tools is shown in the detail of the plants growing up the outside walls. Art is linked to other subjects of the curriculum. In Years 3 and 4, pupils paint houses as part of their geographical study of the local area. Pupils study the techniques of famous artists, such as the Impressionists, in connection with their work on the Victorians and draw in the style of Lowry.

106. It is clear through their completed work that pupils enjoy art. The displays of pupils' work in classrooms and around the school add colour to the learning environment. Art makes a useful contribution to pupils' cultural development through work exploring African patterns and Indian art. The current co-ordinator is looking to develop her role and the subject further and is looking forward to visiting classrooms to monitor the quality of teaching and learning. The policy has been revised and is currently in draft form. The schemes of work are to be reviewed to complement current good practice and to ensure that pupils' knowledge, skills and understanding are built on and assessed as they move through the school. The use of information and communication technology is limited, mainly using the Internet to research the work of famous artists. Opportunities to use art packages as another medium are part of these developments. All pupils have sketch-books, useful as a record of their progress.

## **DESIGN AND TECHNOLOGY**

107. There was insufficient evidence to make firm judgements about standards in design and technology. However, discussions with teachers, a limited scrutiny of work and teachers' planning shows that a satisfactory programme is in place based on the Qualifications and Curriculum Authority guidelines.
108. The youngest pupils develop skills in a range of activities, including making models from a range of recycled materials, using construction kits and baking. Older pupils use a variety of materials, for example, felt, wood, clay, salt-dough, card and disposable cartons. They estimate, measure, mark out and cut simple shapes in a range of materials accurately. By the end of Year 2, most pupils use a range of techniques to join materials successfully and make judgements; for example, constructing a chassis for a moving vehicle and talking about the stages of development.
109. Pupils in Years 3 and 4 designed and made a talking story book. A very good lesson was seen when Year 5 and Year 6 pupils planned, designed and made biscuits with a particular taste, texture and appearance for a special occasion, paying particular attention to hygiene, ingredients and presentation. There was good evidence of designing and making in Year 6 where pupils had taken up a technology challenge in conjunction with a local foundry and produced some impressive tap heads.
110. In the two lessons seen the overall quality of teaching was good. Pupils talked about their designs, models and ingredients with enjoyment and enthusiasm. They listened well to suggestions and worked collaboratively on tasks. The quality of the finished products seen shows that pupils take a pride in their work. Resources are sufficient to meet the requirements of the National Curriculum, with a good selection of large and small commercial construction kits. There is also a good selection of tools for measuring, marking, cutting and joining.

## **GEOGRAPHY**

111. Since the last inspection standards have been maintained for both infant and junior pupils and are typical for their age. Achievement for these pupils, including those with special educational needs, is satisfactory. Whilst observation was limited it is clear that pupils are learning a range of ways to describe the world and they have access to a good range of materials and experiences within the geography curriculum.

112. In the infant classes, pupil's first-hand experiences are used effectively as an important resource to develop their early geographical enquiry skills. They use the school grounds and the immediate locality for environmental investigation and mapwork and begin to have an understanding of the physical features of the area in which they live. They are already aware that there are places that could be improved, for example, pollution in the River Don, and make simple suggestions as to how this could be done. Their knowledge of the wider world increases as they talk about the travels of Barnaby Bear to Cleethorpes and study a contrasting location in the United Kingdom. Pupils learn about the life of Katie Morag and her friends in her home on the fictional Isle of Struay in Scotland and compare it with their own experiences in Bentley. In their mapwork they look at the location of the countries that constitute the British Isles.
113. As a follow-up to their visit to Bentley High Street, junior pupils use aerial photographs and maps of the area to investigate its land use. Most pupils show sound progression in their mapping skills as they translate its local services on to a two-dimensional plan. They become increasingly familiar with physical features as shown on a large-scale Ordnance Survey map and use six-figure grid references with accuracy. In their small-scale mapwork they use atlases to locate features such as the continents and major oceans and seas. Pupils in Years 5 and 6 continue to develop good geographical skills by questioning, observing by note-taking and drawing sketch-maps, and writing reports from their fieldwork visits. Indeed, these visits bring the subject to life: most notably in the work of older pupils on coasts, with their visit to Flamborough Head being used to understand more deeply the processes of erosion that shape its features, such as arches, stacks and wave-cut platforms. They look at holiday destinations and the reasons behind people's choices. The oldest pupils study a village in a less economically developed country and make interesting comparisons with life in the United Kingdom.
114. The quality of teaching and learning in the lessons seen is satisfactory. Teachers plan to catch the interest of pupils through well-prepared resources and so increase their knowledge and vocabulary. Pupils in Year 2 build a model of Struay, paying particular attention to its physical features and its one-storey houses. In Years 5 and 6, pupils were involved in a focused discussion about the effects of human activity on the landscape and 'tourist erosion' through a range of contrasting photographs. In turn, pupils enjoy these lessons and work hard with good levels of concentration.
115. The role of the co-ordinator is developing although monitoring and assessment systems are not fully in place. The policy has recently been revised and schemes of work, based on a two-year cycle, are to be reviewed. The use of information and communication technology is developing by using the Internet for research, and simulations to look at the effects of floods and erosion. Geography also makes a useful contribution to pupils' spiritual, social and cultural development; for example, looking at the power of the sea, and exploring the origin of place names. Field trips encourage pupils to work together. Ideally the co-ordinator would like these visits to develop into residential stays.

## **HISTORY**

116. Due to timetable arrangements it was possible to observe only one lesson of history in Year 1. Geography and history are taught in alternate terms during the year. As the emphasis in Years 3 to 6 is on geography this term, there were no lessons to be observed in history. Judgements about standards are based on the lesson seen, the scrutiny of pupils' previous work and work on display, teachers' planning and discussion with the co-ordinator.
117. Inspection findings indicate that standards are in line with those expected for pupils of this age and achievement is satisfactory. This is similar to the findings of the previous inspection. Pupils' previous work and planning documents provide evidence that there is reasonable coverage of the National Curriculum Programme of Study over the course of the year.
118. By Year 2, pupils understand that history is the study of people and events from long ago. Pupils in Year 1 recognise the differences between old and new toys and between homes of past and

present times. They have visited Cusworth Hall Museum where they further discover at first hand what life was like at the start of the twentieth century. Pupils in both Years 1 and 2 develop an understanding of the lives of famous people from the past, such as Florence Nightingale, Grace Darling and Samuel Pepys, and compare and contrast the conditions existing in those times. Pupils in Year 2 learn about historical events such as The Great Fire of London.

119. By the end of Year 6, pupils have a satisfactory knowledge of the key events of British history and also aspects of ancient history especially the Greeks and Egyptians. Pupils in Years 3 and 4 study the life styles and customs of the Egyptian period. They have visited a local museum to gain further insight into the lives of the ancient Egyptians. Some pupils have used the Internet to carry out independent research. In Years 5 and 6, pupils have studied the lives of some significant personalities of the twentieth century such as Martin Luther King and Nelson Mandela. They show their understanding of life during World War II particularly the impact that this had on people's daily lives. They have carried out a study of the local area and made comparisons between 'Old Bentley' and that of the present.

120. As only one lesson was seen during the inspection, it is not possible to make a secure judgement about the quality of teaching. In the lesson seen in Year 1, the teacher made good use of a range of old and new toys to help the pupils to understand how children played in the past. The pupils were keen to compare the old toys with their modern counterparts and showed great interest in considering why the toys were different. The lesson was well planned with clear learning objectives. Good use was made of questioning and discussion to ensure that the pupils focused appropriately. The pupils were managed well and, consequently, showed good attitudes to their work and concentrated well. The scrutiny of pupils' previous work from across the school indicates that there are effective links with other subjects, such as using their historical knowledge of the lives of the ancient Egyptians in their religious education lessons. Teachers use a range of methods when recording work, such as writing, drawing and making charts, although the tasks given to the pupils of different abilities are usually the same. There is some evidence of the use of books and more recently ICT for research.
121. Teachers follow a two-year rolling programme to cover the recommended curriculum. The school is currently trialling the curriculum programme for history based on the school's previous schemes of work alongside the recommendations of national guidance. This is to be reviewed at the end of this year. At present, there are no whole-school systems for the assessment of pupils' work, although the school has recently introduced a system to record pupils' progress. However, this is not yet sufficiently well established to provide teachers with a clear view of what the pupils already know and can do.
122. The subject is managed well. The co-ordinator, who has had responsibility for managing the subject in the infant school, has not yet had the opportunity to monitor the teaching and learning within classes. However, she has monitored the work from across the school. There is a good range of resources in school, which are very well organised. Resources are very well enhanced by visits as well as visitors into school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

123. There has been a considerable improvement in the school's resources since the last inspection. Planned expenditure from the school's budget and grants from the National Grid for Learning have enabled the school to renew its provision, particularly of computers and software. There are now twenty-three computers of good quality and three more on the way. Fifteen of these are situated in the refurbished computer suite and seven in classrooms. A scheme of work is in place to ensure that pupils' knowledge, skills and understanding are built on as they move through the school.
124. Only two lessons were seen in information and communication technology during the inspection. However, from these and from observations of pupils working on computers, discussions with pupils and teachers and by looking at pupils' work, it is clear that attainment is in line with what is expected of pupils at the ages of seven and 11. Pupils, including those with special educational needs, make sound progress.
125. By the end of reception, pupils are confident in controlling the mouse, drawing, using simple games and simulations and using the keyboard to enter short pieces of text. They can talk about their programmable toys and understand simple directions. Pupils in Year 1 develop their word processing skills through using a word bank to write their own names, signs and labels. Older pupils can input and edit text when writing stories. For example, they change font style, size or colour, correct spelling and add sound. They save, print and have their own saver disks. They control the mouse accurately when using art packages to create pictures, using simple tools to match their purpose and add graphics to text and vice versa. Most make decisions in a game or simulation and note the effect. Almost all can enter and edit data from graphs or pie charts related to mathematics, science and geography, for example. They use programs and the Internet to find information such as local weather conditions and can select and print information from a digital camera.



126. By the time they move into the junior classes pupils have built up a good vocabulary and can discuss information technology in everyday life, for example, play stations, CD players and related equipment. Pupils in Years 3 and 4, confidently program a controllable floor robot to move forward, backward and turn through a right angle. Older pupils apply their skills to make a multi-media presentation incorporating sound, for example, on the weather. They design a poster for a school play, locate, download and edit information from the Internet, for example, for a study on India. Pupils' ability to present information for a purpose is good. Most can, for example, present information for a newspaper report. Almost all pupils retrieve, interpret and edit data on a database or spreadsheet and use programs such as screen turtle to develop control skills.
127. Pupils enjoy working with computers. They work well, independently, and in pairs with good concentration and are not put off when things go wrong. Some pupils have access to a computer at home and this has a good impact on standards. The school has identified areas for further development, for example, establishing e-mail throughout the school, setting up a web site and introducing a data logger. The overall quality of teaching in the lessons seen was good. All teachers have undergone training in information and communication technology and are confident in using the good resources at their disposal. The co-ordinator does not at present have the opportunity to monitor the work of colleagues.

## **MUSIC**

128. During the inspection it was possible to see only two full lessons of music in Years 1 and 6 and a short collective singing lesson for all Years 3 and 4 pupils. It is not possible, therefore, to give a secure judgement about standards across the school, teaching or improvement since the last inspection.
129. Most music lessons are taught by class teachers, most of whom lack sufficient musical expertise. From the lesson seen in Year 1, pupils recognise and name a range of untuned percussion instruments. They know that to produce a sound they need to tap, rattle or shake the instruments. They are beginning to distinguish which instruments produce a long, sustained note and those that make a short sound. They enjoy singing and joined in well with the actions. They are beginning to develop their knowledge of rhythm, maintaining the rhythms appropriately when clapping their names. In Years 5 and 6, they try hard to maintain the tune when singing a song about pirates. Much emphasis was placed on improving diction and expression when singing and pupils made satisfactory improvements; however, they have difficulty when maintaining the tune when singing unaccompanied. The pupils were keen to perform when required to do so. In the short singing lesson for Years 3 and 4, the pupils joined in with the songs enthusiastically. However, there was some shouting in the louder sections and pupils did not sing tunefully. Emphasis was placed on the ability to read and understand the words of the song rather than on improving the quality of the singing during this session.
130. There are good opportunities for pupils to take instrumental lessons in recorder, flute, clarinet, guitar and brass from the local peripatetic music service. These lessons and the instruments needed are provided free of charge. Pupils are encouraged to take external exams and usually reach a minimum standard of Grade 1 by the end of the juniors. There are also opportunities for pupils to take part in school productions and assemblies.
131. The school is awaiting the appointment of a new co-ordinator. The present co-ordinator has been responsible for the subject for some time but now has a number of other responsibilities. The school's policy is out of date and awaiting updating by the new co-ordinator. Currently, the school plans the curriculum following the national guidance, which is supported by a commercial scheme. As the computers have recently been updated, the school does not now have access to an appropriate program to support teaching and learning. Resources for the subject have been improved since the last inspection with the purchase of a number of multicultural instruments. Resources are well organised and there is an adequate range of tuned and untuned instruments to support pupils' learning. Pupils are assessed at the end of the infants and juniors. The school

has recently introduced an improved record sheet to chart the progress that the pupils make through the school.

## **PHYSICAL EDUCATION**

132. By the age seven, most pupils achieve standards in line with national expectations for their age. A significant number achieve good standards in dance and games. Too few lessons were seen in Key Stage 2 to make a judgement on standards at the age of eleven. Curriculum provision is currently based on a published scheme which the school is trialling. This means that all National Curriculum requirements are met. The school provides equal opportunities for pupils of all abilities and from all backgrounds to learn well. The school is well placed to bring about further improvement.
133. Throughout the school, pupils learn about the importance of warming up when taking part in exercise. They understand very well the heart's function and the health-related benefits of exercise. Teachers teach the value of health and safety; for instance, how to bend the knees when landing after jumping with feet together. Pupils learn to play games and understand the need for rules. In school swimming lessons, Year 5 pupils develop their water competence via a series of exercises designed to improve their basic swimming strokes. By the time they leave the school, the majority of pupils achieve the national standard of swimming twenty-five metres unaided. However, the school offers very few opportunities for talented pupils to play competitively in teams, or to practise and refine their skills in after-school sports clubs.
134. There is equal access for all to all activities and the majority of pupils make good progress in the lessons seen as they develop and improve their skills. Dance lessons lead to the refinement of movements, improvement in physical control and appreciation of space. In athletics, pupils benefit from a range of well-thought-out activities, each designed to offer them further challenge.
135. Pupils' response in physical education lessons is usually good. The vast majority of pupils enjoy their lessons. They participate fully and high levels of enjoyment are evident in the activities seen. Pupils work hard to develop their skills and the majority work co-operatively during group and team activities. They are happy to demonstrate and take pride in their physical prowess.
136. The quality of teaching is satisfactory in the limited number of lessons seen. In the more effective lessons, teachers demonstrate good subject knowledge, plan their lessons effectively and have high expectations of their pupils. They give the pupils every opportunity to practise and to improve. Activities are well planned and ensure the progressive development of skills. They have a high level of challenge, which inspires pupils to work hard. Teachers are determined to achieve high standards and will settle for nothing less. They use pupil demonstrations very effectively to assess performance and to help pupils to improve. In all lessons, there is a strong emphasis on the importance of safety. Teachers also consistently point out the benefits of regular exercise on the body. Very young pupils explain how exercise makes the heart beat faster as it pumps oxygen to the muscles.
137. The school has good facilities for physical education, with a sizeable, well-equipped hall, large playing-field and hard play area. The school is aware that the scheme of work needs to be reviewed in the near future and for the subject leader to be enabled to monitor work in the subject.

## **RELIGIOUS EDUCATION**

138. Attainment by the end of Year 2 and Year 6 is what is expected in the locally agreed syllabus. The quality of work seen in some pupils' books and work in displays around the school represents satisfactory achievement by the pupils. The curriculum is planned well to meet the requirements of the locally agreed syllabus. Acts of collective worship make a satisfactory contribution to the pupils' development in the subject, reinforcing the school's ethos of effective personal and moral

development. The lessons seen during the inspection also had a positive impact on children's learning.

139. When they enter the school the pupils have a low level of knowledge of the main traditions of the Christian and other faiths. By the time they reach Year 6 they have learnt something of the main Christian festivals of Easter and Christmas and also about the faith traditions of Sikhism and Judaism. Most pupils have limited background knowledge of the stories and messages found in the books connected with these religions. However, despite this, overall learning is satisfactory, and the pupils reach expected levels.
140. From the New Testament, pupils learn the content of stories surrounding the life of Jesus, such as how the stories of his miracles represent the power of God. Pupils begin to appreciate the deeper meaning of such stories and can remember the name of the special book from which such stories come. They can explain why such stories were used to help people to understand Christ's message.
141. The school follows the locally agreed syllabus for religious education, which includes the expectation that pupils in Key Stage 2 will learn about Christianity and two other faiths. The school has agreed to teach about Judaism and Sikhism and learning about these is satisfactory. Many pupils can talk about how Sikhs and Jews worship and how their commitment to their religion influences the way they live their lives.
142. In the small sample of lessons seen the quality of teaching was never less than satisfactory and in one lesson was good. The teachers retell Bible stories well. They ask questions of the pupils to assess if they have followed the story content. Teachers make good efforts to discuss deeper values; for example, when Year 1 pupils reflect that not all precious things are necessarily expensive.
143. The pupils' attitudes to lessons are good and some pupils show interest in the mysteries of religion. The teachers work very hard to keep the pupils focused on learning about the topic for the lesson and use a good variety of resources well to stimulate interest. Pupils like to discuss the stories they hear and retell them enthusiastically.
144. Overall, the subject makes a satisfactory contribution to the pupils' spiritual development. Discussions teachers have with their class and with groups of pupils make a good contribution to the moral and social development of the pupils. The contribution to pupils' cultural development is also good because there is some depth to the study of faiths other than Christianity.
145. The teachers have good access to resources for teaching religious education. The school has a satisfactory supply of artefacts representative of the faiths studied. The provision of such resources provides opportunities for making religious education more exciting and meaningful. The two co-ordinators do not have the opportunity to monitor the work of colleagues at the present time.