

INSPECTION REPORT

BIRSTALL PRIMARY SCHOOL

Birstall

LEA area: Kirklees

Unique reference number: 107635

Headteacher: Mrs E Hayton

Lead inspector: Mrs E Linley

Dates of inspection: 22nd – 24th March 2004

Inspection number: 255512

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	172

School address:	Chapel Lane Birstall Batley West Yorkshire
Postcode:	WF17 9EE

Telephone number:	01924 326365
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Martin

Date of previous inspection: March 1998

CHARACTERISTICS OF THE SCHOOL

Birstall Primary School is smaller than other primary schools. It is situated in Birstall village, Batley, within Kirklees Local Education Authority. The school serves areas that are characterised by both privately-owned properties and housing trust accommodation. The socio-economic circumstances of the school are mixed and pupils' attainment on entry to the school is at the level expected for children of this age overall. Children enter the reception class in the September or January during the school year in which they are five. Most children have attended either the local playgroup or a nursery prior to entry to school. However, a large percentage of pupils have joined the school after the reception year and this has had an impact on overall attainment within some year groups of pupils. There are 172 boys and girls on roll two of whom are from minority ethnic and cultural groups, however, no pupils' first language is believed not to be English. There are 22 per cent of pupils that are entitled to free school meals and this is broadly in line with the national average. The school has 32 pupils on its list of special educational needs, of whom four have a formal Statement of Special Educational Need and this is above the national average. Birstall Primary School is currently working with a local primary school on a community partnership initiative. In 2003 the school's status as an Investor In People was confirmed with its second award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27281	Mrs E Linley	Lead inspector	Foundation Stage
			Geography
			History
			Music
			English as an additional language
9572	Mrs K Anderson	Lay inspector	
32138	Mr T Plant	Team inspector	Mathematics
			Science
			Information and communication technology
			Physical education
33192	Mrs A Burton	Team inspector	English
			Art and design
			Design and technology
			Religious education
			Special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

In terms of effectiveness, this is a satisfactory and inclusive school. As a result of satisfactory teaching overall, pupils' achievement is satisfactory. Standards in English, mathematics and science are average by Year 6, and in information and communication technology (ICT) they are below expectations. The leadership and management of the school are satisfactory overall, and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The school's ethos for learning is good.
- Standards achieved by more able pupils are not as high as they should be.
- Provision in ICT is unsatisfactory and standards in ICT are below expectations.
- Provision in the Foundation Stage is very good and children achieve well.
- The leadership of the headteacher and key staff is good.
- Subject leaders' action planning is not linked effectively to the raising of standards.
- The quality of care is good, but information from assessment is not used well enough to plan for pupils' next steps in learning.
- Provision for pupils with special educational needs is good.

The school has developed satisfactorily overall since its last inspection. Progress had been made in raising standards both in science and in ICT. Schemes of work have been updated and now support teachers' planning more appropriately. The roles of co-ordinators have been developed.

Governance has improved. Statutory requirements for the teaching of ICT, procedures for health, safety and child protection are now in place. Work has been carried out on the accommodation and it is now satisfactory overall.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	D	B
mathematics	C	E	E	C
science	D	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is satisfactory overall. Attainment on entry is at the level expected for children of this age; children make a very good start in the Foundation Stage and the majority are likely to exceed the goals that they are expected to reach by the end of their year in reception. Pupils achieve well in Year 1 and attain above average standards in reading, writing and mathematics. In Year 2, pupils achieve satisfactorily and standards in reading, writing and mathematics are average. Pupils make satisfactory progress in Years 3 to 6 and standards achieved are in line with the national averages in English, mathematics and science. Standards achieved in the national tests for pupils aged 11 in 2003 were well below the current level of achievement. Fluctuations in results have occurred due to differences between groups of pupils and higher than average levels of pupil mobility in some year groups. The school also has a higher percentage of pupils who have special educational needs when compared to the national average. Standards in ICT are below expectations throughout the school and in religious education they are in line with expectations. Although standards throughout the school are generally satisfactory, standards achieved by more able pupils should be higher.

Spiritual, moral, social and cultural development is good. The ethos of the school is good. Staff have high expectations for pupils' conduct, as a result, pupils have positive attitudes towards learning and their behaviour is good; however, their attendance is average.

QUALITY OF EDUCATION

The quality of education is satisfactory. The quality of teaching and learning is satisfactory overall. A satisfactory range of assessment strategies is used to track pupils' progress, but the information is not used well enough to ensure that sufficient challenge is offered for all pupils and to help them understand how they can improve. Pupils with special educational needs are supported well and all staff make very good use of teaching assistants to support pupils' learning. The school provides a satisfactory curriculum to aid pupils' development both academically and socially, that is enriched by a good range of extra curricular opportunities. The school provides a good level of care for the emotional and physical needs of its pupils. Information to parents is satisfactory and parents are supportive of the school. Links with the community are satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher's leadership is good and she has a clear vision for the future of the school. The headteacher is supported well by key staff and the leadership and management of the Foundation Stage is very good. The overall management of the school is satisfactory. Co-ordinators' roles have improved; however, self-evaluation and action planning is not systematically linked to an improvement in standards. Also, whole school monitoring and evaluation is not sufficiently rigorous to ensure that the analysis of assessment data is used effectively to support teaching and learning. The governance of the school is satisfactory. Governors show a satisfactory understanding of the school's strengths and weaknesses. With the exception of ensuring that the school has a daily act of collective worship, the governors carry out their statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about school. They have concerns about the inconsistency of the use of homework and the inspection team concurs with parents' views. In respect to parents' concerns about the mixed age classes, the inspection team judges that pupils' learning is not affected adversely by the current organisation of mixed age classes. Pupils hold positive views about their school; they particularly enjoy the additional learning opportunities that are available for them.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards achieved in English, mathematics, science and ICT and address weaknesses in the provision for ICT.
- Ensure that assessment data is used effectively to meet the needs of all pupils, and that pupils are clear about how they can improve.
- Ensure subject leaders' action planning is more effectively linked to raising standards.

And, to meet statutory requirements

- Ensure that the school provides for a daily act of collective worship.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards achieved are satisfactory overall; pupils' achievement is also satisfactory. Children achieve well in reception (the Foundation Stage) and in Year 1. Pupils' achievement is satisfactory in Years 2 to 6 and standards in English, mathematics and science are average.

Main strengths and weaknesses

- Pupils achieve well in the Foundation Stage and Year 1 as a result of good or better teaching.
- Standards achieved in ICT are below expectations throughout the school.
- Pupils who are more able do not achieve as well as they should.
- Pupils with special educational needs achieve well and make good progress.

Commentary

1 In the national tests for seven year olds, in 2003, attainment in reading and writing was average but in mathematics was well below average. In comparison with similar schools, standards were well above average in reading, above average in writing and well below average in mathematics.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.3 (15.4)	15.7 (15.8)
writing	14.8 (15.0)	14.6 (14.4)
mathematics	14.7 (15.6)	16.3 (16.5)

There were 24 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.6 (24.3)	26.8 (27.0)
mathematics	25.2 (24.7)	26.8 (26.7)
science	27.4 (26.2)	28.6 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

2 The 2003 national tests for 11 year olds showed that the standard achieved in English was below average, and in mathematics and science, was well below average. In comparison with similar schools, and in relation to pupils' prior attainment, standards were above average in English and average in mathematics and in science. The school's trend of improvement for all subjects over the last four years has been below the national trend and reflects the need for greater challenge to be given to higher achieving pupils in lessons. The relative achievement of boys and girls in English in 2003, showed that girls outperformed boys by a large margin. Inspection evidence shows currently no difference between the achievement of boys and girls. Fluctuations in results have occurred due to differences between groups of pupils and higher than average levels of pupil mobility in some year groups. The school also has a higher percentage of pupils who have special educational needs when compared to the national average.

3 Children start school in the reception class with levels of attainment that might be expected for their age and most have attended either the local playgroup or a nursery prior to entry to school. Very good teaching in the reception class enables children to make good progress and the majority are likely to exceed the goals that they are expected to reach in the six areas of learning by the end of their year in reception. Pupils continue to make good progress in Year 1 as a result of consistently good teaching and they achieve above average standards. Pupils make satisfactory progress in Years 2 to Year 6 and by the age of 11, the majority of pupils have achieved satisfactorily. However, pupils who are potentially more able do not achieve as well as they might and this is because assessment data is not used well enough to match work consistently to meet pupils' individual needs.

4 Pupils who have special educational needs achieve well and make good progress throughout the school. Their learning is supported well by teaching assistants in class and when pupils are withdrawn. Pupils are assessed at an early stage and suitable work in mathematics and literacy enables them to make good progress. Parents are pleased with the achievement of their children.

5 In English, standards in Year 2 and in Year 6 are average in speaking, listening, reading and writing. This achievement throughout the school is the same as that seen at the time of the last inspection. The school has a very small proportion of pupils from minority ethnic groups, however, none are at an early stage of English language acquisition and all have competence in English language skills comparable to that of their peers.

6 In mathematics, standards in Year 2 and Year 6 are average and have been maintained since the last inspection. In science, below average standards reported at the time of the last inspection have improved to average. Improvements have also been made in ICT when they were judged at that time to be well below average. However, standards in ICT are still below national expectations throughout the school. Although standards throughout the school are generally satisfactory, achievement of more able pupils is not as good as it should be.

7 Insufficient evidence was available during the time of the inspection to make secure judgements on standards in geography, art and design, design and technology and music. However, standards achieved in history and physical education meet national expectations. Similarly, in religious education, pupils achieve in line with expectations.

Pupils' attitudes, values and other personal qualities

Pupils' personal development, attitudes and behaviour are good. Spiritual, moral, social and cultural development are good. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils' attitudes to their work are good.
- The school provides well for pupils' moral, social and cultural development.
- A community partnership project in Year 3 and 4 contributes well to pupils' personal development.
- Behaviour is good and the school promotes good relationships.

Commentary

8 Pupils' good attitudes to school and to their work contribute well to their personal development. This positive attitude to work is encouraged from the moment that children join the reception class. Children are encouraged to value each other, their surroundings and to work hard at all they do. The school is successful in building confidence and self esteem, and pupils are aware of their actions on others. All pupils are very willing to take responsibility by performing tasks when asked to do so and older pupils enjoy providing support for younger ones at playtime.

9 Pupils who have special educational needs are encouraged to contribute in all lessons and good efforts are made to increase their self-esteem and motivation. Pupils with identified behavioural difficulties are provided with very good support by teaching assistants. Pupils respond well, and as a result, their concentration is improved and they make better progress.

10 The school expects high standards of behaviour and pupils behave well in lessons and around school. This is clearly valued by parents who agree that the school deals quickly and very effectively with any inappropriate behaviour. Most pupils have a good understanding of their responsibilities within the school; as a result, relationships are good. Pupils are respectful of those who come from different ethnic and cultural backgrounds and the school is free from racism and other forms of harassment. A good example of this was demonstrated when children were observed sharing ideas on the way in which their behaviour influences friendships as part of a planned programme of work with another local primary school. Very good relationships were established and children worked and played together well.

11 Pupils are provided with many opportunities to develop their social skills through a good range of extra curricular activities. Such activities include a majorettes group that is run by parent helpers and sporting activities that are run, for example, in conjunction with Batley Bulldogs rugby club. At all times, pupils are encouraged to collaborate and to listen to each other and this was seen on many occasions during lessons when pupils worked to support each other well.

12 The school develops pupils' social, moral and cultural development well and their spiritual development is satisfactory. There are opportunities for pupils to meet as a whole school or as a key stage to consider, for example, moral issues during the day; however, a time for reflection is not always provided. The school does not ensure that it provides a daily act of collective worship and therefore does not meet with statutory requirements in this context.

Attendance

Attendance in the latest complete reporting year (94.6%)

Authorised absence		Unauthorised absence	
School data	5.4	School data	0.0
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

13 The level of attendance has declined since the time of the last inspection when it was judged to be good. It is now in line with the national average, however the level of unauthorised absence is below that reported nationally. Most pupils are punctual, arriving on time for the start of the school day and for lessons.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Pakistani

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
159	1	0
1	0	0
2	0	0
1	0	0
1	0	0

No ethnic group recorded	8	0	0
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The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

14 The quality of education provided is satisfactory. Teaching is satisfactory overall with weaknesses identified in the use of assessment to support pupils' learning. The curriculum is satisfactory and provides good opportunities for enrichment.

Teaching and learning

The overall quality of teaching and learning is satisfactory. Overall, the quality of assessment is unsatisfactory.

Main strengths and weaknesses

- Teaching in the reception class is very good and children make good progress.
- The teaching of pupils who have special educational needs is good.
- Support assistants make a very positive contribution to pupils' learning.
- Information gained from assessments of pupils' work is not used effectively to plan for pupils' learning.
- The lack of challenge for more able pupils means they do not achieve highly enough.
- The use of marking is inconsistent and pupils do not always know how they can improve their work.
- Teachers have high expectations of how pupils should behave and, as a result, pupils behave well.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6 (19%)	14 (44%)	8 (25%)	3 (9%)	1 (3%)	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15 Teaching in the reception class is very good overall. The teacher is very well prepared and meets the needs of individual children very effectively by constant assessment and analysis of their progress. There are very good relationships and high expectations of children's behaviour and efforts and as a result, children achieve well. Teaching in Year 1 is good and this has a positive impact on pupils' learning and as a result, on their good achievement. In Years 2 to 6 teaching is satisfactory overall although good and very good teaching was observed.

16 At the time of the last inspection a high proportion of unsatisfactory teaching was seen and was a key issue for improvement. The school has had several changes in teaching staff in recent years and this has had an adverse effect on continuity for pupils and their learning in Year 3. However, overall, the quality of teaching has now improved and although, unsatisfactory and poor teaching was observed during this inspection, it was mainly where temporary staff were in place to cover staff absence. Analysis of pupils' work indicated that teaching and learning had been generally satisfactory in this class. Features of unsatisfactory and poor teaching included a reliance on teacher directed activities with little pupil involvement. Also, tasks had been set for pupils that did not match their learning capabilities, as a result, learning was unsatisfactory and pupils did not achieve as well as they should.

17 Where teaching was seen to be very good, planning met the needs of pupils and consistently challenged pupils to do their best. This was achieved by taking into consideration pupils' different learning styles. For example, in a Year 5 and 6 geography lesson, the teacher provided a range of 'hands on' activities and opportunities for research and collaborative working. As a result,

all boys and girls in the class achieved well, gained a deeper understanding of rivers and erosion and really enjoyed the lesson. Similarly, pupils who have special educational needs were very ably aided in their learning by a support assistant, and achieved well. This is not a feature of all lessons, however, and higher attaining pupils do not consistently achieve as well as they might because the work planned does not consistently challenge pupils to achieve their best.

18 A good feature of the teaching of pupils with special educational needs is the very good deployment of teaching assistants and their very effective contribution that aids pupils in their learning. This is a particular strength of the support provided for pupils with behavioural problems. Teaching assistants help these pupils very effectively to sustain their attention and to concentrate better in class and as a result, they achieve well.

19 The use of assessment to identify pupils' needs and plan effectively for their next steps of learning is unsatisfactory. This was an issue at the time of the last inspection and overall progress in addressing this has been unsatisfactory. The information gained from assessments is not used consistently to ensure that teachers plan work that reflects what is known about pupils' learning and is clearly linked to what they need to learn next. Marking is not used well enough to enable pupils to know how they might improve their work. Homework is given to pupils but is of varying quality and teachers' expectations are not clearly understood by parents; this an issue about which parents expressed concern. The recently appointed headteacher, has identified these as key priorities for action in order to raise standards.

The curriculum

The curriculum is satisfactory overall and very good in the reception class. It is enriched through many extra curricular opportunities. The accommodation and learning resources, other than for ICT, are also satisfactory.

Main strengths and weaknesses

- There is very good curricular provision for children in the reception class.
- The provision for pupils with special educational needs is good.
- The school provides a good range of extra curricular activities.
- Resources to support the ICT curriculum are unsatisfactory in terms of access and sufficiency.

Commentary

20 The school provides a satisfactory curriculum for its pupils with national and local guidance used and adapted to support curricular planning and to meet the school's needs. Long term planning ensures that there is no repetition in the mixed age classes. The school has a clear commitment to inclusion and this ensures that the curriculum is fully inclusive, meeting the needs of those with learning and behavioural problems well. However, it is not totally successful in ensuring that all pupils do as well as they can. The work planned for the more able, gifted or talented pupils is not always challenging enough, and, as a result, these pupils do not always achieve the standards of work of which they are capable.

21 The curriculum for the Foundation Stage is very good. There are stimulating areas set out in the reception classroom and children's good achievement is supported effectively by the very good opportunities that are provided for them through high quality curriculum planning.

22 The national strategies for literacy and numeracy have been adopted and adjusted satisfactorily to meet the needs of the school. Appropriate priority areas have been identified to continue to raise standards in literacy and numeracy. Curriculum provision is supported well by the school's involvement in the National Primary Strategy's Leadership Programme. Provision for ICT has improved since the last inspection but overall it is still unsatisfactory.

23 Provision for pupils who have special educational needs is good. Pupils are helped to work well across all areas of the curriculum by the very good support provided by teaching assistants. Difficulties in learning are diagnosed at an early stage and pupils with learning difficulties are provided with Individual Education Plans (IEPs) that are clearly focussed and comprehensive. The targets on most IEPs are good; however, for a minority of pupils they do not offer small enough steps against which pupils' progress can be measured.

24 Provision for personal, social, health and citizenship education (PSHCE) is satisfactory and appropriate links to the wider community are in place, for example, with health professionals to teach sex and relationships education in Year 6. Links with the community are established that enrich the school curriculum, for example, through visits to places such as 'Oakwell Hall'. The school has good links with local churches and local businesses that support the school with fundraising events that are organised by both parents and pupils. The school is also involved with organisations such as 'Batley Bulldogs' and the local high school and these partnerships enhance the curriculum for physical education. Positive links with local schools also ensures that, for example, at the end of Year 6, pupils make a smooth transition to the next stage of their education.

25 The school provides a good range of extra curricular activities to support pupils' learning, for example in ICT and French. It also uses outside expertise well to provide specialist sports training, for example, in rugby coaching through the local rugby league club. The school seeks to enrich the curriculum by the use of visits, for example, to York, and through visitors to school. Pupils enjoy the activities and opportunities that the school provides.

26 The school has sufficient teachers and support staff to meet the demands of the curriculum; however, the school has had several changes in teaching staff in recent years and this has had an adverse effect on continuity for pupils and their learning in Year 3. Accommodation is satisfactory and well maintained. Given indoor and outdoor facilities for physical education are limited and not ideal as the school has no playing field, a small hall and a sloping playground, the school provides well for its pupils through positive links established with external groups. The ICT suite has been installed since the time of the last inspection. It is sited in two small rooms that are away from the main teaching block and as a result, it is not used well enough to support teaching and learning in ICT. Similarly, although learning resources to support the curriculum overall are satisfactory, there are insufficient resources to support the ICT curriculum effectively. Resources have been improved and two interactive whiteboards have been installed; however, there are no 'monitoring devices' available for use to support teaching and learning effectively.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The provision of support, advice and guidance based on monitoring is satisfactory overall and is satisfactory in its involvement of pupils through seeking and acting on their views.

Main strengths and weaknesses

- There are good health and safety measures in place.
- The use of assessment data to support pupils' learning is unsatisfactory.
- Pupils' induction into school is good.
- The school is a caring community and pupils with specific learning or behavioural problems are supported well.

Commentary

27 The school takes its responsibility for health and safety very seriously. The school site is secure and the caretaker is vigilant in his daily responsibilities for the health and safety of the school. He is supported well by governors who carry out a health and safety audit each term. Any issues that are identified are reported and action is taken to remedy them.

28 The school's procedures for ensuring the safety and well-being of pupils are good. Routines for dealing with child protection are in place with appropriate governor involvement. Not all staff are trained and knowledgeable about child protection, however, the headteacher is mindful of this issue and has arranged for training to take place. There are good procedures for first aid and dealing with accidents and staff are kept up to date with training. The school has good procedures for risk assessments. Staff ensure that safe practice is promoted well in lessons such as in physical education and design and technology.

29 Induction arrangements for children starting school are effective and there are good opportunities for parents to get to know the school before their children start in reception. Pupils enjoy school and most feel that they are treated fairly by teachers and feel able to approach them if they are worried about anything. Pupils have an open and trusting relationship with staff who welcome the children's comments and ideas.

30 Pupils have personal targets but these are not used well enough when teachers plan or assess their work. Assessment data is not used effectively to plan what pupils should learn next. Pupils who have special educational needs are well supported. These pupils and their parents are aware of their targets for improvement. However, there are no procedures in place for pupils who have special educational needs to attend reviews of their progress, although the co-ordinator for special educational needs has plans to change this practice.

Partnership with parents, other schools and the community

The effectiveness of the school's links with parents is satisfactory. The links with the local community are satisfactory and the links established with other schools are good.

Main strengths and weaknesses

- Good arrangements are in place to deal effectively with parents' concerns.
- The use of homework is not consistent throughout the school.

Commentary

31 Parents have confidence in the school. They feel that their children are encouraged to behave well and that the progress they make is reported effectively in their children's annual reports. There are regular and appropriate opportunities for parents to talk to teachers and regular information is sent home to them in the form of a newsletter. Information for and liaison with parents of pupils with special educational needs is good. There are also good arrangements in place to effectively and quickly deal with any concerns parents may have. Similarly, parents are informed quickly of any concerns that the school may have about their children.

32 Parents meet with their class teacher before their child starts school and are given helpful guidance on how they can help their children at home. Older pupils regularly practise reading at home and are given homework, but there is no whole school approach to homework that would guide parents in supporting their children's learning, parents expressed justifiable concerns about this. The school gives parents all the required information in its prospectus and governors' annual report.

33 Links with local schools are good. As well as good links with another local primary school through the community partnership there are also positive links established with local pre-school groups and this helps children to settle quickly into school. Similarly good links have been established with the main secondary schools to which pupils transfer when they leave school that promotes a smooth transition from Year 6 to Year 7.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory overall. The leadership of the headteacher and key staff is good.

The school does not regularly hold a daily act of collective worship and in this respect the school does not meet its statutory requirements.

Main strengths and weaknesses

- Special educational needs' provision is well led and managed.
- Monitoring and evaluation is not sufficiently rigorous in the analysis and use of assessment data to support teaching and learning and to raise standards.
- Co-ordinators' action planning is not linked well enough to the raising of standards.
- Provision for children in the reception class is led and managed very well.
- Financial planning and monitoring are good.

Commentary

34 The leadership of the headteacher is good. Although only recently in post, the headteacher has a clear vision for the future of the school that is focussed on the need to raise standards. She is well supported by the deputy headteacher and special educational needs co-ordinator who also leads and manages the Foundation Stage very well. These key members of staff carry out their roles as strategic leaders well and provide good support for their colleagues. Together, the leadership team, supported by all staff and governors, promote a positive school ethos and has been acknowledged by the Investor In People award.

35 Recent developments in the co-ordinators' roles have included self-evaluation and action planning for their subject areas. Although this reflects an improvement since the time of the last inspection, co-ordinators' action planning is not linked effectively to the raising of standards. The school's involvement in the National Strategy's Primary Leadership Programme is helping the school to move forward in respect to literacy and numeracy and the action plan written to support this has enhanced the school's improvement plan. The headteacher has quickly identified the school's strengths and weaknesses. She is aware that the unsatisfactory evaluation and use of assessment data currently presents a barrier to achievement and has identified this as a priority for action.

36 Special educational needs provision in the school is well led and managed. Working with teachers and external agencies, the co-ordinator is effective in identifying the needs of those pupils with specific learning or behavioural needs. The co-ordinator has a clear vision and plan for the future improvements of provision in school and has enthusiasm and commitment to its development.

37 The governing body works hard to provide the support that the school needs and is particularly effective in its monitoring of health and safety issues. In terms of governance it has improved since the time of the last inspection and can now identify the strengths and weaknesses of the school satisfactorily. The governors have considered and agreed the school's Race Relation's policy and monitor its effectiveness appropriately. However, it does not ensure that the school holds a daily act of collective worship and in this respect the school does not meet its statutory requirements.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	480.837.00	Balance from previous year	5646.00
Total expenditure	476.638.00	Balance carried forward to the next	9845.00
Expenditure per pupil	2508.62		

38 Financial planning and monitoring are good and day-to-day administration provides effective support for this. The constraints of the budget, however, have presented the school with difficulties and such financial difficulties have provided potential barriers to achievement, for example, in the provision of resources for ICT. Financial controls are applied rigorously and this has meant that difficult decisions have been made, for example, in reducing the number of classes in the school. As a result, pupils in Years 3 to 6 are in mixed age classes. Parents have expressed concerns about this decision but the inspection has not shown this to have any adverse effect on pupils' learning. The headteacher and governors have a good understanding of the principles of best value. All monies are very carefully spent. Overall, the school provides satisfactory value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

39 The reception class is very well organised and provides a stimulating and high quality environment that aids teaching and learning very well. The class teacher, who is also the special educational needs co-ordinator, uses her expertise effectively and all children, including those with physical disabilities, have their needs very well met. Good links are established with local pre-school providers and with home so that the children's transfer to school is smooth and provides a positive experience. Information to parents is good and they value the positive relationships that are established between home and school to ensure that their children settle well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Personal, social and emotional development is promoted very well across all areas of learning.
- Adults provide good role models; relationships are good and children have good attitudes to learning.
- Children work and play well together and they behave well.

Commentary

40 The provision for children's personal, social and emotional development permeates all areas of learning. Children are happy to come to school and they settle quickly into school life. Children play happily together because of the good relationships that they form with each other and with the adults who work with them. Children develop good personal skills and demonstrate good levels of independence as they participate in a wide range of practical activities. For example, when children get undressed and dressed for physical activities they try hard to fold their clothes carefully and put them neatly. Children readily take on more formal responsibilities when selected to be the 'star of the day', when for example, they feed the gold fish or lead the class out to play. The class teacher has high expectations of children and teaching is very good. Staff know the children very well, are sensitive to their individual needs and use praise very effectively to boost children's confidence. As a result, children enjoy learning, they show good attitudes in lessons; they listen attentively and follow instructions carefully and this has a positive impact on their learning and their achievement, which is above what might be expected for their age.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- The teaching of communication, language and literacy is a strength and aids children's learning and achievement.
- Children's speaking and listening skills are promoted very well through all areas of learning.
- Support assistants contribute very effectively to children's learning.

Commentary

41 The quality of teaching is highly effective and is enhanced by the class teacher's very good subject knowledge. Children's skills in reading and writing are developed very well through the expert teaching of letters and their sounds. As a result of the very good activities provided, children begin to remember how to spell words that are written for example, on fish that they 'catch' and try to write

words such as 'shop' and 'lunch' independently. Children listen to stories with interest and enjoyment, particularly when they are from the class teacher's own experience as a child. Children use these experiences to support them in their independent writing for example, 'I like to eat jeli'. Children enjoy sharing books. More able children read fluently and achieve well above what might be expected of their age. Many children are able to read key words such as 'here' and 'play'; they know their letter sounds and this helps them to sound out simple words when reading. All children show very good attitudes to their learning and are supported very effectively by well-briefed support staff. The high quality learning opportunities planned by the class teacher contribute significantly to all children's good achievement and above expectations.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Very well planned practical activities and very good teaching promotes very good learning.
- There is very good use of mathematical vocabulary to aid children's learning.

Commentary

42 The class teacher plans a very good range of practical activities that cover all aspects of mathematical development. Children are confident to use mathematical language. They know the meaning of 'one more' and 'one less' and understand that their ladybird's 16 spots represents one group of 10 plus 6 more. The 'shiny shop', where shiny items are for sale, provides opportunities for children to develop their understanding of money and contributes well to children's mathematical development. All children achieve well because teaching is very good and independent activities are well matched to their individual needs. For example, the opportunity for children to explore their position in the 'camel train' made learning interesting and fun. Children transferred this learning to an exercise where they cut out positional numbers and matched them correctly to the line of dwarves from the story of Snow White. The very good support children receive from teaching assistants impacts positively on children's learning and they achieve standards that are above expectations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Children's curiosity is stimulated by a very good range of practical activities.
- Attractive displays in the classroom promote children's interest and contribute well to their learning.

Commentary

43 The classroom provides an exciting environment where children are encouraged to investigate and learn. Opportunities for them to use the computer are readily available and children are confident to use the ICT program 'Dazzle' to draw their pictures. Children control the mouse well and print their pictures with confidence. Very good teaching and well-planned activities stimulate children's curiosity and develop their observational skills. For example, children have the opportunity to investigate materials and categorise what they have found into shiny, dull, rough or smooth (metal, plastic, paper and wood). Children discussed the effectiveness of pegs that were plastic and 'like a crocodile' and those that were made out of wood. Children improved their understanding of classification by considering which of their objects were 'natural' or 'man made'. Children enjoy the activities because they are fun and as a result, make good progress and achieve standards that are above expectations.

PHYSICAL DEVELOPMENT

Provision in physical development is **good** overall.

Main strengths and weaknesses

- Children enjoy activities and show good levels of concentration.
- The school does not have a designated outdoor play area for the Foundation Stage.

Commentary

44 All children develop their manipulative skills well through the good opportunities that are available for them to use throughout the day, for example, scissors, pencils, paintbrushes, glue sticks and small construction equipment. They also have the opportunity to develop specialist skills under careful supervision, for example, in using a saw and hammer when making a wooden boat. Effective teaching enables children to make good progress and achieve well. Children display a good range of movements as they travel across the hall in physical education lessons. They run, hop, jump and skip and show good levels of enthusiasm as they follow the teacher's clear instructions and good demonstrations. However, the school does not have an outdoor play area and, as a result, children have limited opportunities to develop further their physical skills by using large play and climbing equipment and wheeled toys. Nonetheless, children enjoy the opportunities provided for them, they and achieve well and above expectations.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A good range of practical activities is provided which is well linked to other areas of learning.
- Teaching is good and children enjoy creative activities.

Commentary

45 Good teaching and planning ensures that children have good opportunities to draw, paint, cut out, stick and make pictures and models from a variety of media. Children are able to experiment with colour by, for example, cutting, overlapping and sticking shapes made from different coloured cellophane. They investigate materials such as paper and have produced folded paper collages of good quality. Children explore sounds by using musical instruments, such as the triangle and tambourine. Role play activities effectively develop speaking and listening skills and their imaginative language, as was seen in their roles as 'Sleeping Beauty', the Wicked Queen' the 'Prince' and 'Doc'. The children enjoy their creative activities and achieve well and above expectations.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 1 achieve well as a result of good teaching and attain above average standards.
- Pupils with special educational needs achieve well.
- Higher attaining pupils do not achieve as well as they should in writing because the work does not stretch them sufficiently.

Commentary

46 The positive start in the reception class is developed well in Year 1, and, as a result of good teaching, pupils achieve well and attain above average standards in reading and writing. Standards achieved by pupils from Year 2 to Year 6 are average in reading and writing and this reflects a similar picture for pupils in Year 6 as found at the time of the last inspection. However, standards in Year 2 have dipped since that time when they were judged to be good. Average standards are achieved overall because more able pupils are not consistently challenged to achieve their best. This is largely due to the fact that teachers do not use information from assessments well enough in their planning.

47 In Year 1, pupils make good progress in their reading; they are eager to read as they have access to good resources and interesting activities. Teachers generally use a wide range of books and resources to teach reading and this promotes pupils' enjoyment of books. For example, in Year 2, pupils enjoyed using the interactive whiteboard and a computer program to develop their skills in reading more difficult words. Year 6 pupils are given regular time to read and enjoy a range of literature. They cope well with fiction or non-fiction texts and value reading for both pleasure and for research. Pupils who have special educational needs are aided very well by teaching assistants. Reading in small groups gave older pupils good opportunities to discuss and understand the language used. As a result, these pupils enjoy reading and achieve well.

48 Pupils achieve well in their writing in Year 1; they are keen to write independently and were observed writing their own story of Little Red Riding Hood. In Year 2 work is matched to the ability of the pupils to develop spelling and grammar, but pupils' independent writing skills are not consistently developed. As a result, more able pupils do not build on the earlier progress made. This pattern is seen in Year 3; however, when given the opportunity, pupils achieve well, for example, when music was used as a stimulus to produce well-written and imaginative pieces. By Year 6 pupils write satisfactorily for a range of purposes such as in newspaper reports, biographical writing, stories and poems. However, from Year 2 to 6, more able pupils are not consistently challenged to do better and do not achieve the standards of which they are capable.

49 Standards of speaking and listening are satisfactory throughout the school. Teachers provide pupils with good opportunities to discuss issues in lessons and pupils collaborate with each other well to think about answers to questions. For example, pupils in a Year 3 class discussed the qualities of friendship with pupils from a local primary school; they discussed this issue thoughtfully and were eager to use drama to express their feelings about bullying. Pupils throughout the school respond well to opportunities to discuss their work.

50 Teaching of English is satisfactory overall and teachers plan their work based on the national literacy strategy. Where teaching is good or better, teachers plan activities to challenge pupils effectively. However, whilst pupils are set targets for improvement these are not referred to in teachers' planning. Similarly, whilst marking of work is often encouraging, it does not consistently provide pupils with information as to how they can improve their work. Throughout the school,

teachers have good relationships with pupils and there is a positive ethos in the classrooms. Pupils are encouraged in their efforts and their behaviour is good. This results in pupils being able to concentrate and contribute well in lessons. Teaching assistants give very good positive support to pupils who find it harder to engage with their work. As a result, pupils who have special educational needs achieve well. Homework, however, is not used effectively enough to extend pupils' learning.

51 Leadership and management of English are satisfactory overall. The co-ordinator for English has rightly identified writing as an area for improvement. Targets for each year group have been established but these are not apparent in teachers' planning. The co-ordinator has been able to monitor results, teacher's planning and some lessons but the outcomes of this monitoring have not been used sufficiently well to have a direct impact on standards. A more recent action plan has been made as part of the school's involvement with the Primary Leadership Programme. This is comprehensive and identifies the use of the school's analysis of results as a basis for raising standards.

Language and literacy across the curriculum

52 The development of pupils' language and literacy skills through the curriculum is satisfactory. Where cross-curricular work has been employed it is effective; for example, pupils in Years 4 and 5 wrote imaginative myths whilst studying the Ancient Greeks, but such opportunities are not used consistently. Where teaching is good or better, for example, in a Year 5 and 6 mathematics lesson, pupils were given good opportunities to develop their speaking and listening skills and encouraged to talk about their work and explain their ideas. Pupils have opportunities to discuss and use role-play and drama in religious education and in personal, social and health education lessons. They have opportunities to write reports and explanations in history and science. However, teachers do not plan to use skills learned in writing to link specifically with other subjects. There is a lack of exciting stimulus for more able pupils to engage in challenging tasks that extend and use their skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 1 achieve well and attain above average standards.
- Assessment is not used well enough to set targets for improvement.
- Pupils with special educational needs are very well supported and as a result achieve well.

Commentary.

53 In 2003, the results of the national tests for pupils in Years 2 and 6 were well below the national average. Results reflect differences between groups of pupils and a higher percentage of pupils who have special educational needs when compared to the national average. Work seen in the current Year 2 and Year 6 indicates that standards are now average and there are no significant differences in the performance of girls and boys. Pupils in the present Year 6 are predicted to do better than last year and to exceed their group target.

54 The quality of teaching in Year 1 is good and there is a clear focus on meeting the needs of individual pupils and they achieve well. For example, the teacher challenged more able pupils through effective questioning and enabled them to correctly identify the value of the figures in a three-digit number. In Years 2 to 6 teaching is mostly satisfactory but higher attaining pupils are not always sufficiently challenged. In a Year 3 and 4 lesson there was too much direct teaching and no independent work was planned to take account of individual needs, as a result, learning was poor. Better teaching enabled more able pupils in Year 5 to add and subtract numbers up to two decimal places and in Year 6 to use a protractor to draw and measure angles within one degree of accuracy. There are good relationships and a positive learning environment where teachers use praise

effectively to celebrate effort and achievement. Teaching assistants are very well deployed and are provided with their own planning and evaluation sheets, which give their work a clear focus. Positive relationships with pupils help them to get the most out of lessons and in particular, pupils with special educational needs achieve well and make good progress.

55 Data is not being used effectively enough to set targets and meet pupils' individual needs and this is an issue in respect to challenge for more able pupils. The school has recently introduced a tracking system and as a result, assessment in Year 6 has been more thorough in identifying pupils who would benefit from extra help. Most teachers demonstrate good questioning skills and use these well to check pupils' learning and identify those who need additional help. Teachers mark pupils' work regularly but don't always let them know what it is they have done well or how their work could be improved.

56 Leadership and management are satisfactory. The co-ordinator is relatively inexperienced but is being effectively supported by the headteacher who has very good subject knowledge. Since the last inspection improvement has been satisfactory and a scheme of work is now in place that uses commercial materials to support the National Numeracy Strategy. A more recently produced subject action plan supports the National Primary Strategy's Leadership Programme is more effective. Although the school is moving towards a more investigative approach to mathematics which will allow pupils to use and apply their skills better, ICT is not being used well enough to support teaching and learning.

Mathematics across the curriculum

57 At present using and applying mathematical skills in other areas of the curriculum is limited. There are isolated examples of good practice, for example, in Year 4, where pupils use line graphs to show the times of sunrise and sunset at different times in the year, but opportunities like this have not been clearly identified in planning.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards have improved, particularly in Years 3 to 6 and are now satisfactory.
- The overall quality of teaching has improved.
- Pupils who have special educational needs achieve well.
- Assessment is not used well enough to inform planning of activities that challenges more able pupils.
- Investigative work is insufficiently developed.

Commentary

58 In last year's tests, standards at the end of Year 6 were well below average but were in-line when compared with similar schools and pupils' prior attainment. Inspection evidence demonstrates that standards have improved in Year 3 to Year 6 since the last inspection when they were judged to be below the national average; they are now average. Standards are average in Years 1 and 2 and have been maintained. Pupils' achievement is satisfactory. With very good support provided by teaching assistants, pupils who have special educational needs achieve well. There are no significant differences evident in the performance of girls and boys.

59 Since the last inspection the quality of teaching is now more consistent, always being at least satisfactory and sometimes good. Teachers' subject knowledge has improved and is now satisfactory overall. Teaching assistants give very good support to teachers and pupils alike and are particularly effective in ensuring that pupils with learning difficulties achieve well during their lessons. Pupils respond well when they are set interesting and challenging activities. Teachers do not plan

effectively, however, to meet the needs of more able pupils, and as a result, they do not achieve the standards of which they are capable.

60 Pupils' achievement in science is satisfactory overall. Year 1 and 2 pupils know how to set up a 'fair-test' as they conducted an experiment to muffle the sound from an alarm clock. Pupils in Year 4 and 5 explored mini-beast habitats in the immediate environment around the school and measured temperature differences. Year 5 and 6 pupils made an interesting display of their work on reversible and irreversible changes and experiments using eggs. However, there is limited evidence in pupils' books to show that an investigative approach to science is being used consistently; instead there is greater emphasis on the understanding and recall of factual information. The co-ordinator has identified the need to plan and develop enquiry skills in a more systematic way.

61 In the assessment of science the emphasis has been on testing what pupils know at the end of a topic but the school has not made sufficient progress towards the ongoing use of assessment and marking to improve teaching or learning opportunities for pupils. In addition, the analysis of test data has not been used to help teachers plan activities that challenge and meet pupils' needs. Similarly, marking does not always let pupils know what they have done well or how their work might be improved. There are some good examples, such as in one Year 6 pupil's book the teacher had written, "How could we have separated the dirt from the water?" This encouraged further thinking and generation of ideas.

62 Leadership and management of the subject are satisfactory. The co-ordinator is fairly new to the post and has made a good start. The science action plan sets appropriate priorities to raise standards in science by focusing on developing investigative work, monitoring teaching and learning throughout the school, improving marking and assessment and improving resources for science. She is also aware that ICT is not used well enough to support teaching and learning in science and in particular that equipment is not available to allow pupils an opportunity to monitor events and respond to them. However, improvements have been made since the last inspection and planning follows national guidance. Scrutiny of pupils' work indicates that the curriculum is being covered satisfactorily. Blocks of work are taught in a two-year cycle that takes good account of mixed age classes by avoiding unnecessary repetition in the junior classes and this has helped the school to raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**.

Main strengths and weaknesses

- Standards have improved but are still below expectations.
- The quality and use of assessment is unsatisfactory.
- Resources to support the ICT curriculum are unsatisfactory in terms of access and sufficiency.
- ICT is not used well enough to support learning across the curriculum.

Commentary

63 The last inspection identified ICT as being weak throughout the school and specified a need to raise standards of attainment. Although standards have improved they are still below national expectations throughout the school. Pupils have positive attitudes and are enthusiastic about ICT but they are not achieving as well as they could. This is mainly because they are being given insufficient opportunities to develop, use and apply their skills.

64 The teaching of ICT has improved overall and is now satisfactory. This is because staff have received training and are supported well by the new co-ordinator. Pupils in the co-ordinator's class in Year 2 have good opportunities to develop their skills. In a Year 2 lesson, pupils were learning to control a programmable toy and they did this well, writing a sequence of instructions to

successfully explore a map of Australia. Higher attaining pupils were given a more demanding task and less able pupils given extra support. However, when a group of Year 2 pupils were asked to demonstrate other ICT skills, although they could all switch on the machines and 'log on', a majority were unable to access their work stored on disk independently. Year 6 pupils had more success retrieving their work but pupils confirmed that they had used a limited range of software. They have used a digital camera to combine text and graphics in a finished piece of work. However, in discussion they were unsure about data handling and said that as yet they haven't used any monitoring devices or sent and received messages by e-mail.

65 Teachers plan lessons based on national guidance, however, the school does not currently provide sufficient supporting information to ensure complete coverage, as a result, this is 'patchy'. Although all classes are timetabled to use the ICT suite, it is not in use as often as planned and pupils' opportunities to develop ICT skills across the curriculum are therefore limited. ICT is not being formally assessed. A very limited amount of work is kept in pupils' folders and some is stored on disk. There is no portfolio of assessed work to help teachers interpret National Curriculum levels or assess pupils' work reliably against national expectations.

66 The co-ordinator has only recently taken up the post but is making good progress from a low starting point. The co-ordinator's recent report to governors is comprehensive. In this she has correctly identified the lack of use of the ICT suite to support cross-curricular work and lack of staff confidence in using the full range of new software as the main barriers to learning.

67 There are insufficient resources to support the ICT curriculum effectively. The school lacks equipment to monitor events, for example, temperature sensors. Resources were improved during the autumn term (2003) through government initiatives by replacing software that was out of date and by installing two interactive whiteboards. However, teachers and classroom assistants require further training to develop their confidence in their use. The computer suite has been installed since the time of the last inspection and occupies two small upstairs rooms. This current arrangement limits access for the larger classes in school and as a result, ICT is not used well enough to support learning across the curriculum.

Information and communication technology across the curriculum

68 ICT does not have sufficient impact on teaching and learning in other subjects. The co-ordinator has attended a course on using ICT in numeracy but there are few examples of this being used. The computer suite is underused and computers in classrooms too often stand idle. Pupils do not have enough opportunities to learn new skills or apply their knowledge and skills in different contexts. There are some good examples of cross-curricular work, for example, in art and design when pupils draw and design using "Dazzle." However, these links are not specifically identified in planning for other subjects. The school has limited Internet access and Year 6 pupils have no Internet connection in their classroom; the opportunity available to develop this strand of work in ICT is therefore a weakness.

HUMANITIES

69 There is insufficient evidence to make secure judgements on provision in geography and so this subject has been sampled.

70 It is not possible to make a secure judgement on provision in **geography** as only one lesson was observed. However, scrutiny of work and displays indicates that the curriculum is covered appropriately. Pupils in Year 2 have the opportunity to consider how people travel and they have had fun making their own passports. Also, through the tour of the infant pupils' toy 'Barnaby Bear', they find out about different countries such as India. Pupils in Year 5 and 6 have studied beaches and erosion and have made interesting designs for a cliff defence at Holbeck Hall. In a Year 5 and 6 lesson, the teacher prepared very well to engage all pupils in a practical activity to consider river erosion. Pupils had the opportunity to use sand, pebbles and water to experiment and create their own river in a tray. Through very good teaching, pupils understood the required vocabulary of 'mouth', 'source' and 'tributaries'. Pupils who have special educational needs were totally engaged

and were very well supported by a support assistant. All pupils were fully involved in the activity, they worked well together in teams and discussed their work well, and as a result, pupils' learning was very good.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy the activities prepared for them in lessons when they are actively engaged with a range of resources.

Commentary

71 In history, standards achieved meet national expectations. From lessons observed and scrutiny of work it is evident that the curriculum is covered satisfactorily and is supported appropriately by visits.

72 Teaching is satisfactory overall and as a result, pupils achieve satisfactorily. Pupils in Year 2 consider the differences between old and new. In a history lesson, pupils enjoyed looking at old toys and compared the differences between, for example, an old toy castle and one that might have been made to play with today. This activity was supported effectively by a visit to Abbey House Museum where pupils studied olden day toys and recorded what they liked about them. In Year 4 and 5, pupils designed their own Olympic Games based on their knowledge of those that took place in Ancient Greece. In Year 5 and 6, pupils have studied warfare from the times of the Ancient Greeks and learnt about the gods and goddesses. They have used maps and illustrations to find out about things that have happened in the past and know that these represent secondary sources.

73 The leadership and management of history is satisfactory overall. At the time of the last inspection, standards in history were above national expectations by the end of Year 6 and the current position reflects a dip in attainment since that time. The co-ordinator is now considering the development of the subject through self-evaluation and action planning for improvement; however, plans for action are not sufficiently focussed on raising standards.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have opportunities to understand and respect the views of other faiths and beliefs.
- Assessment is informal and marking does not enable pupils to understand how they could improve their work.

Commentary

74 At the time of the last inspection standards met the expectations of the locally agreed syllabus and this position has been maintained.

75 Pupils make satisfactory progress throughout school. In Years 1 and 2, pupils have experienced an understanding of Christianity and Islam and know that there are similarities as well as differences between the two religions. Pupils in Year 2 have linked thinking about special places to a visit to a church. The visit enabled them to recognise the main features of a church and its importance as a place of worship and prayer. Pupils gave an imaginative response in their writing about how a Christmas candle made them feel. By the end of Year 6 pupils have studied an Islamic mosque and made a visit to a Jewish synagogue. This visit gave them much insight into the Jewish faith. Their work led them to think about their own beliefs and their responses were reflective and often spiritual. Pupils demonstrate satisfactory attitudes to learning. They listen and show interest appropriately. Pupils try to answer questions and give some thoughtful answers in lessons even when they find the subject too challenging.

76 Teaching is satisfactory overall, although unsatisfactory teaching was observed during the inspection. Here, activities were not planned sufficiently well to meet pupils' learning needs or the lesson was over-directed by the teacher with little involvement of pupils, and as a result, pupils' learning was unsatisfactory. Overall, however, planning has improved since the last inspection. There are now more opportunities for pupils to make a link between moral and social issues and to reflect on the significance of religion in their own lives. The school now uses and adapts the locally agreed syllabus to plan pupils' work throughout the school and shows a comprehensive coverage of its requirements. However, assessment is largely informal and marking does not sufficiently allow pupils to see how they could improve their work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77 There is insufficient evidence to make secure judgements on provision in art and design, design and technology and music and so these subjects have been sampled.

78 It is not possible to make a secure judgement on provision in **art and design** as no lessons were seen and insufficient evidence was available during the time of the inspection.

79 The school has put a policy in place and the scheme of work for **design and technology** based on a commercial scheme, since the last inspection when provision was judged to be unsatisfactory. This is comprehensive and allows pupils to develop the necessary skills. Two lessons were observed during the inspection in the infant classes. In Year 1 pupils drew around templates, cut out felt and sewed pieces together to make finger puppets. Their designs were imaginative and the puppets were well made. Photographs of work completed by pupils in Years 3 to Year 6 showed that pupils had designed and made slippers, hats and fairground rides and had made satisfactory progress in their designing and making skills. The subject co-ordinator is newly appointed to the role and has written an action plan and identified the need to monitor pupils' progress. Further development is required to ensure that action is effectively linked to a raise in standards.

80 It is not possible to make a secure judgement on provision in **music**. Two lessons were observed during the inspection. Both lessons provided pupils with satisfactory opportunities to explore sounds and composition. The class teachers worked well with the children to encourage their participation and enjoyment and as a result, pupils demonstrated positive attitudes to learning.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils' progress and achievements are not being assessed systematically.
- The school is working hard to establish outside links and increase opportunities for pupils.

Commentary

81 Standards of achievement have been maintained since the last inspection and are in-line with national expectations in Year 2 and Year 6. All pupils are encouraged to take a full part in the opportunities that are organised for physical education, including those who have special educational needs, and all pupils make satisfactory progress.

82 Lessons were observed in Years 2 and 5 and 6. Teaching and learning are satisfactory. Pupils are managed well and teachers use clear signals to control movement and get pupils' attention effectively. Teachers circulate purposefully as pupils are working and give good advice and encouragement. Pupils in Year 2 worked in pairs to create a sequence of bridging balances which a third pupil could then work around, over and through. They showed good control and co-ordination

and worked well together. Year 5 and 6 pupils developed a dance sequence composed of simple patterns and based on the movement of water. This was a demanding task but the teacher was able to motivate the class well including the boys who might have been reluctant participants. Pupils are able to concentrate on their own performance but also co-operate well when they are asked to work in groups. Most are willing to demonstrate to other pupils and they are given good opportunities to evaluate their own work and that of others. However, in Year 2, too much time was spent demonstrating and discussing what pupils had done and they began to lose interest. Pupils in Years 4 to 6 have swimming lessons at the high school and most of them are able to meet the national expectation to swim 25 metres unaided by the end of Year 6.

83 The leadership and management of the subject are satisfactory. The co-ordinator has worked hard to establish community links and tap into coaching expertise. She has been successful in forging such links with the local rugby league club and one of the high schools. This is particularly beneficial to the school given indoor and outdoor facilities are limited and not ideal as the school has no playing field, a small hall and a sloping playground. There is a good range of extra curricular activities to support and extend provision for physical education. These activities are very popular and invariably over subscribed. Pupils also have an opportunity to take part in the inter-schools swimming gala. There has also been some recent in-service training to develop games skills through basketball and football.

84 The curriculum is broad and balanced and covers the required five areas of activity – gymnastics, games, swimming, dance and athletics. Planning is soundly based on national guidance. Activities are planned on a two-year cycle to take account of mixed age classes in Years 3 to 6. However, the action plan does not have a clear focus on how standards are to be raised. In addition, there is no effective system to monitor and evaluate pupils' progress. At the last inspection assessment was identified as being effective but this is not evident now.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health and citizenship education (PSHCE) is **satisfactory**.

Main strengths and weaknesses

- The community partnership initiative with a local primary school is making a positive impact on the curriculum.
- The school is involving members of the local community to contribute well to the curriculum.

Commentary

85 Pupils' personal development is underpinned by the whole school ethos that is good. Through discrete PSHCE lessons and assemblies, pupils are provided with opportunities to discuss feelings and beliefs. For example, in an assembly pupils considered the 'pros and cons' of wider issues such as the use of genetically modified foods. Pupils responded well, they listened with interest and made positive contributions to discussions.

86 PSHCE is also supported appropriately through the curriculum, for example, in consideration of healthy eating in the reception class, and through consideration of moral and social issues that concern living together effectively in a community. In co-operation with the Local Education Authority's community partnership manager, the school has established a close link with another local primary school to enable pupils to meet others from different ethnic backgrounds and cultures. This is a very positive move in a school with an almost totally white-British population and it is having an immediate impact on the pupils concerned, helping them to understand how others live and what is important to them. Parents are appreciative of the contribution that this community partnership programme has on the curriculum and the development of pupils' understanding of citizenship.

87 PSHCE is co-ordinated well by two experienced teachers who have analysed provision carefully and drawn up a revised policy and scheme of work to develop the subject. They have established appropriate links with the wider community to involve, for example, health professionals in teaching sex and relationships education in Year 6. The impact and use of assertive discipline is also under review to reinforce the use of praise and rewards and to lift pupils' self esteem.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).