

INSPECTION REPORT

CLAPGATE PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107958

Headteacher: Mrs Lesley Simpson

Lead inspector: Ms Margot D'Arcy

Dates of inspection: 29th – 31st March 2004

Inspection number: 255823

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	269
School address:	Cranmore Drive Leeds West Yorkshire
Postcode:	LS10 4AW
Telephone number:	0113 2716700
Fax number:	0113 2702810
Appropriate authority:	The governing body
Name of chair of governors:	Mr Martin Bartholomew
Date of previous inspection:	June 1999

CHARACTERISTICS OF THE SCHOOL

This larger than average sized school caters for boys and girls between the ages of three and eleven. All except the 31 nursery children attend full time. Almost all pupils are of white British heritage and all speak English as their first language. The proportion with special educational needs (36 per cent) is well above average; the proportion with severe learning difficulties is above average. The range of needs includes specific and moderate learning difficulties; severe, profound and multiple learning difficulties; social, emotional and behavioural difficulties; speech and communication difficulties; hearing, visual and physical impairments. Thirty-five percent of pupils are entitled to free school meals, which is above the national average. The area in which the school is situated suffers from some significant social and economic disadvantage. As such, the school is part of an Excellence in Cities Action Zone¹ (EAZ/Eic). Most children remain at the school for their entire primary education. Children's overall attainment when they begin school is well below what is normally expected for their age. The school has achieved the Healthy Schools Award.

¹ A national programme to support schools working in challenging circumstances

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23158	Ms Margot D'Arcy	Lead inspector	The Foundation Stage Science
11096	Mrs Margaret Davie	Lay inspector	
11528	Mr Michael Wainwright	Team inspector	Mathematics Information and communication technology Geography History Music Physical education
10228	Ms Sue Russam	Team inspector	English Art and design Design and technology Religious education Special educational needs

The inspection contractor was:

Wessex Education Limited

3 Greenacres
Puddletown
Dorchester
Dorset
DT2 8GF

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** and improving school. Although standards are well below average, they are improving. Effective leadership from a fairly new headteacher has improved teaching, learning, the curriculum and aspects of management. Consequently, the underachievement that occurred after the last inspection has been stopped. In relation to their starting points, pupils are now achieving at least satisfactorily and infant pupils achieve well. Teaching and the curriculum are satisfactory, with some notable strengths. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Very good leadership from the headteacher is driving up standards
- There are strengths in teaching for children in reception classes and, throughout the rest of the school, in mathematics, science and information and communication technology (ICT)
- Nursery and reception children are given good quality learning experiences. In years 1 to 6, the curriculum is enriched by additional activities, visits and visitors
- The management of provision for pupils with special educational needs is unsatisfactory
- The accommodation is poor and has a negative effect on learning and pupils' health and safety
- Resource shortages in a number of subjects have a negative impact on learning
- Good links with the community support pupils' learning

Whilst rapid improvements have been made since the appointment of the current headteacher, overall improvement since the last inspection is **unsatisfactory**. Although rising, standards are much lower than they were in 1999 and the impact of the underachievement that occurred is still evident. This is particularly so for older juniors who have gaps in their knowledge and understanding in a range of subjects. Recommendations about teaching and the curriculum have been satisfactorily addressed. However, despite recent good efforts, other aspects of provision, such as the accommodation, are not as good as they were. A significant budget deficit that accrued after the last inspection is now being satisfactorily dealt with but has left the school short of money for resources.

STANDARDS ACHIEVED

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

*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.*

The table shows that standards in English, mathematics and science are mostly well below average. However, the inspection found that, given their starting points, pupils' achievement is **satisfactory**. The overall rate of achievement in mathematics and ICT is good. Standards in science are rising; the results shown in the table reflect the underachievement that occurred after the last inspection. Infant pupils achieve well in ICT, where standards are broadly average by year 2. They are slightly below by year 6, but improving. Standards in religious education (RE) are average by year 2, with infant pupils achieving well in this subject. Junior pupils achieve satisfactorily in RE, but do not reach the expected standards because there are gaps in their learning. Over time, there are no significant differences between how well boys and girls achieve. Throughout the school, pupils with special

educational needs mainly achieve as well as their classmates because of the generally good degree of additional support from teachers and other adults. Nursery and reception children make at least good progress in all areas and do particularly well in personal, social and emotional development.

Pupils' attitudes to school and their behaviour are **satisfactory**. Their spiritual, moral, social and cultural development is **satisfactory**. The school has good procedures to check on and promote attendance but, despite improvements, levels are low compared to national figures. Punctuality is satisfactory.

QUALITY OF EDUCATION

The school provides pupils with a **satisfactory** education. The overall quality of teaching is **satisfactory**. Nursery and reception children are given interesting and challenging learning experiences. The curriculum for most other pupils is satisfactory, with strengths in mathematics and science and good opportunities for enrichment. Individual education plans (IEPs) for pupils with learning difficulties are poor and do not support teachers in planning work for them. Whilst this is a caring school, significant health and safety issues arise from the poor accommodation. Good community links help to broaden pupils' experiences, but there are weaknesses in learning resources.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The headteacher leads the school very well and has engendered a shared commitment to raising standards. Other management staff make a good contribution. Governance is satisfactory overall, but governors do not fulfil all of their legal obligations.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with what the school provides. Pupils like school and are happy that their views are taken into account.

IMPROVEMENTS NEEDED

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

- improve the management of provision for pupils with special educational needs
- improve resources and the accommodation, urgently addressing health and safety issues

and, to meet statutory requirements:

- ensure that all the required information is in the prospectus and governors' annual report
- ensure that the school has a drug education and misuse policy and an accessibility plan

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Although the attainment of year 6 pupils is well below average in the core subjects², overall, pupils achieve satisfactorily in the juniors and well in years 1 and 2. Overall, boys and girls do equally well.

Main strengths and weaknesses

- Nursery and reception children make at least good progress in all aspects of their work
- Following a significant long-term decline after the last inspection, standards are now rising
- Achievement in mathematics and ICT is good overall
- Pupils in years 1 and 2 achieve well in most subjects, but gaps in older junior pupils' learning stops them from reaching the expected standards in a number of subjects

Commentary

1. On beginning nursery, many children's standards are well below what is expected for their age. During their time in the school's foundation unit, nursery and reception children make overall good progress. They achieve particularly well in the area of personal, social and emotional development, where standards are broadly as would be expected by the end of the reception year. Progress in communication, language and literacy and mathematical development is good, but standards are still below average by the end of reception. The good progress made in creative and physical development leads to broadly average standards. It was not possible to make secure judgments about standards in knowledge and understanding of the world.
2. Year 2 results in national tests in 2003 were well below the national average in reading and below in writing and mathematics. Compared to similar schools, however, these results were more favourable. Those in reading were below average, but in writing and mathematics they were broadly average. Over the past few years, test results have risen at a faster rate than nationally.

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

Standards in:	School results	National results
reading	14.1 (14.4)	15.7 (15.8)
writing	13.9 (12.6)	14.6 (14.4)
mathematics	15.9 (16.2)	16.3 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year

3. In 2003, teachers assessed year 2 pupils' standards in science as above average and their standards in speaking and listening as well above. Evidence from the current year 3 group show that, overall, these assessments were generally accurate. Staffing disruptions adversely affected the current year 2 group's education during their reception year and their time in year 1. Consequently, their standards are lower than last year's year 2 group, being below average in reading, writing and speaking and well below in mathematics. Pupils have broadly average listening skills and standards in are in line with those expected for their age.

² English, mathematics and science

4. In 2003, year 6 results in national tests were well below average in English and mathematics and very low (in the bottom five per cent nationally) in science. Compared to similar schools, these results were above average in English, average in mathematics, but well below in science. This reflects a worse picture than that found by the last inspection. However, during this period staffing issues had a negative impact on many pupils' education resulting in underachievement. Standards declined and were very low when the current headteacher took up her post a year ago. However, from this low point standards have begun to rise and underachievement has been arrested. Inspection evidence shows that, whilst standards by the end of year 6 are currently well below average in the core subjects, overall, junior pupils are now achieving satisfactorily in English and science and well in mathematics. Over time, there are no significant differences between boys' and girls' achievement.

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

Standards in:	School results	National results
English	24.5 (22.7)	26.8 (27.0)
mathematics	23.8 (26.0)	26.8 (26.7)
science	24.3 (24.1)	28.6 (28.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year

5. The underachievement that occurred after the last inspection has been well addressed by the new headteacher. She has implemented many successful strategies to improve teaching, the curriculum, and the way that subjects are led and managed. These have had a positive impact on all aspects of the school's development, not least in relation to standards and achievement. All groups of pupils, including the more able, are now achieving at least satisfactorily. There are high expectations of what pupils can achieve and appropriate targets set for them to reach in the national tests. Whilst there are weaknesses in the IEP's for pupils with special educational needs, these pupils achieve at a similar rate to their classmates because of the good level of additional adult support they get.
6. All pupils make good progress in ICT. Standards are now in line with what is expected by the end of year 2. By year 6, standards are slightly below expectations, but pupils are achieving well in response to effective teaching and improved provision. In RE, standards in years 1 and 2 have improved since the last inspection and are now in line with the expectations of the locally agreed syllabus. These pupils achieve well in response to good teaching and an interesting curriculum. Junior pupils make satisfactory progress in RE, but standards remain below expectations by year 6. This is because previous gaps in knowledge and understanding are still evident. A similar picture is reflected in design and technology. Satisfactory progress occurs during years 1 and 2, resulting in broadly average standards by year 2. The relatively recent improvements to provision have not yet compensated for junior pupils' previous underachievement, so standards by year 6 are below average.
7. There was insufficient evidence to make secure overall judgements about standards and achievement in other subjects. However, discussions with year 6 pupils revealed gaps in their knowledge and understanding of geography which, again seems likely to be linked to previous weaknesses in provision. The geography work completed by pupils in years 1, 2 and 3 is comprehensive and of a standard expected for their ages. The sampled work seen in history was of a broadly average standard, as was that in art and design.
8. Whilst there has been recent, impressive, improvement in standards in several subjects, overall, improvement since the last inspection has been unsatisfactory. During this period, many pupils have underachieved and the impact of this is still being felt. However, the inspection judges that the school has good capacity to build on the notable improvements that have recently been made.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are satisfactory. Their personal development, including spiritual, moral, social and cultural development, is also satisfactory. Attendance is poor but punctuality is satisfactory.

Main strengths and weaknesses

- Most pupils are keen to learn but a minority finds it difficult to concentrate in lessons
- Most pupils behave well in response to the school's high expectations, but some older pupils misbehave, particularly at lunchtime
- Whilst it has improved, attendance is still well below the national average

Commentary

9. Nursery and reception children have very good attitudes to learning. They go about their activities with a good deal of enthusiasm, which contributes significantly to their good achievements. This good start is maintained throughout years 1 and 2. However, by the time pupils reach the juniors a significant minority finds it difficult to work on tasks independently or with others, despite teachers' good efforts to promote this. This has a detrimental impact on their learning. For example, in a year 5 English lesson, pupils producing a report about life on a Tudor ship could not work together amicably and, as a result, had to be closely supervised by their teacher throughout the completion of the task. This slowed learning for the whole class. Good improvement has occurred in relation to pupils' presentation of work, which, overall, is of a high standard, reflecting the school's expectations.
10. Most pupils behave well. They respond positively to the school's high expectations and the satisfactory provision for their moral development. Pupils are happy, friendly and polite and say that friendliness is the best thing about their school. However, when unsupervised, some tend to forget basic rules, such as walking rather than running around the school. The behaviour of some junior pupils can be particularly challenging, both in lessons and in the playground. These findings are similar to those of the last inspection. At lunchtime, most pupils play together well. Older pupils are often very boisterous and their behaviour is sometimes unsatisfactory. There is inconsistency in the way pupils' behaviour is managed at lunchtime, which sometimes leads to an escalation of the problem. Parents and pupils report occasional incidents of bullying, but both feel that the school has dealt with these appropriately. No pupil has been excluded in the last school year. This represents a significant improvement since the last inspection and shows the success of the current positive approach to behaviour management.
11. Pupils have a satisfactory understanding of their community and the wider world. Respect for cultural diversity is evident in many displays, for example about Hinduism and life in the Caribbean.

Attendance

12. Good efforts have been made to improve attendance and this continues to be a focus for improvement. Initiatives such as a better level of communication with parents, awards for good attendance, regular visits from the education welfare officer; and contacting parents on the first day of absence have all helped to bring about improvement. The 'walking bus', which is organised by staff and parents, is making a significant contribution to improving attendance and punctuality. However, unauthorised absence, at nearly five times the national average, is still far too high and slightly higher than at the time of the last inspection. This is due to the strict rules that the school has adopted in this area. Every effort is made to mitigate the effect that these absences have on pupil's achievements.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.3
National data	5.4

Unauthorised absence	
School data	1.9
National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory

Teaching and learning

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

Main strengths and weaknesses

- The overall quality of teaching for nursery and reception children is very good and there is also a good proportion of very good teaching in years 1 and 2
- Throughout the school, mathematics, science and ICT are taught well
- Most support staff are used well and make an effective contribution to teaching and learning
- Not enough use is made of pupils' IEP's to match work to their needs
- Good use is made of assessments to plan work for nursery and reception children. Throughout the rest of the school, assessment in English and mathematics is good
- Pupils' do not have a particularly good understanding of how well they are learning or how they can improve

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	12 (28%)	12(28%)	16 (37%)	3 (7%)	0 (0%)	0 (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.

13. The overall quality of teaching is satisfactory and has improved since the last inspection. There are strengths in teaching and learning for all infant children and in the teaching of mathematics, science and ICT throughout the school. Overall, teaching and learning are better in the infants where many lessons (around three-quarters) are of a good or very good standard. In the juniors, most of the teaching is satisfactory. About a third is good, with the occasional very good lesson; all of the unsatisfactory teaching was seen in the juniors. The last inspection's recommendation that teachers' skills in behaviour management be improved has, overall, been satisfactorily addressed. However, whilst most teachers manage pupils well, this feature was still a weak element in two of the three unsatisfactory lessons.
14. Pupils with special educational needs are taught well in the nursery, reception and years 1 and 2. The quality of teaching they receive in the junior classes is satisfactory. Younger pupils are taught more effectively because teachers make better use of additional adult support to help them. However, throughout the school, too little use is made of pupils' IEPs in planning and providing work that is well matched to their needs. The quality of IEPs themselves is poor.

15. Throughout the school, the most effective teaching was characterised by teachers' high expectations, secure subject knowledge, varied use of methods and a brisk pace. These features ensure pupils' full interest and attention, enable all to be included in question and answer sessions and never gives them time to become bored or distracted. As a result, learning is effective. In many lessons, the promotion of subject specific vocabulary is a good feature. Many of these aspects were evident in lessons in mathematics, science and ICT. Support staff are generally used well and make an effective contribution to teaching and learning, particularly for those pupils with special educational needs.
16. Since September 2003, good progress has been made in developing assessment procedures that provide teachers with information about how well pupils learn. These are more comprehensive and used best in the foundation stage³ and in English and mathematics throughout the school. As a result, planning and target setting in these areas are more effective in meeting the needs of individuals and groups. Teachers use the information to track the rate of pupils' progress and monitor their level of attainment.
17. It was evident, in discussion with pupils, that they do not have a good enough understanding of how well they are doing or what they need to do to improve. This is because the setting of targets is recent and pupils are not yet fully familiar with their significance. Pupils' work shows that not all teachers adhere to the guidance provided in the school's marking policy. Work is not marked well enough in some classes and pupils receive too little information about their performance or how they could improve. However, some good examples of marking were seen, particularly in science and mathematics.

The curriculum

The school provides a satisfactory curriculum. A wide range of extra curricular activities adds good enrichment. The overall quality of the accommodation and resources is poor.

Main strengths and weaknesses

- A good curriculum is provided for nursery and reception children
- Provision for pupils with special educational needs is unsatisfactory
- The curriculum for mathematics and science is good and pupils benefit from a good range of extra curricular activities
- The state of the accommodation is a major weakness
- Whilst the level of staffing and resources for ICT, are good, there are weaknesses in other areas

Commentary

18. Provision for nursery and reception children is good. For all other pupils the curriculum is satisfactory, with strengths in mathematics and science. Issues from the last inspection relating to the planning and provision for RE, design and technology and geography have been satisfactorily addressed. The school's long-term plan for the curriculum has been reviewed, ensuring that learning experiences in all subjects build upon what has been learned previously. Good attention has been paid to improving pupils' skills in reading and mathematical problem solving. Overall, good use is made of ICT across the curriculum.
19. The curriculum for nursery and reception children is good. Planning is detailed, well thought through, and organised to address individual needs and promote social skills and independent learning. The outdoor area is used very well and supports learning across the curriculum.
20. All elements of the mathematics and science curriculum are provided for well. There is a good focus on practical investigative work. This motivates pupils and promotes good understanding. A wide range of extra-curricular activities enhances the curriculum. These are

³ Relates to nursery and reception children

provided by staff and outside specialists. Clubs include a number of different sports activities, art, French, computers and sign language. Pupils also have opportunities to enjoy reading and to complete homework at a lunchtime club. Visits support learning in various subjects, such as that to Armley Mills linked to history work and a visit to Malham to support work in geography. A residential visit to Northumberland helps to promote pupils' social and personal skills.

21. Teachers and support staff work hard, and achieve a good measure of success in ensuring that pupils with special educational needs benefit as well as others from the curriculum. Overall, however, provision for these pupils is unsatisfactory. Because IEP's are of such poor quality teachers rarely use them to inform their planning. The result is that, at times, pupils are given work that is too difficult. Literacy and numeracy provision for year 5 and 6 pupils with learning difficulties is poor. They are taught in a corridor and do not have sufficient resources to learn effectively. In spite of this, staff endeavour to give individuals good help with their work and try to minimise the impact of the location.
22. The good number of teachers in the school allows pupils to be taught many lessons in smaller groups. This gives them a favourable share of teachers' time and attention; lessons in English and mathematics benefit particularly from these arrangements. There are some good examples of teachers' specialist knowledge, such as in ICT and RE, being used effectively by, for example, exchanging classes; this works well to support learning. Support staff are a valuable asset and are generally used effectively. In particular, they are well deployed to help pupils who have statements of special need. Whilst resources for ICT are good, elsewhere there are weaknesses. For example, there are shortages in a number of areas in the foundation stage, particularly in relation to construction equipment and role-play resources. In English, there is a general shortage of reading books and particularly of material that would appeal to older boys. There are shortages in geography and RE.
23. Despite good efforts by the headteacher to improve the accommodation, the poor state of the building is having a detrimental impact on staff morale and pupils' self-esteem. Some of the teaching areas, such as the corridor that is used to teach small groups of junior pupils, are unsuitable because they are too small and the facilities are unsatisfactory. This said, staff work very hard to make the best of the accommodation, with colourful and interesting displays that stimulate and support learning.

Care, guidance and support

The quality of care for pupils is unsatisfactory. Pupils are given satisfactory advice about their academic and personal development and have satisfactory opportunities to be involved in the work of the school. Despite recent improvements, care for pupils has declined since the last inspection.

Main strengths and weaknesses

- Staff know pupils well, which helps them to give individual support and guidance
- The building is in a poor state of repair and presents risks to pupils' health and safety
- Pupils' views are taken seriously and their achievements are regularly celebrated

Commentary

24. Teachers and other staff make every effort to meet pupils' personal needs. The youngest children are helped to settle into school well. Teachers give pupils sound advice about how to improve their academic and personal development. Child protection arrangements are effective. Pupils feel that their teachers are fair to them and would help them sort out any worries. Parents are pleased that teachers have high expectations of their children. The learning mentors⁴ have a good understanding of the pressures that are faced by pupils both in

⁴ Individuals who work with pupils to promote their personal and academic development

school and at home. They are making good interventions with specific children to help them get as much out of their time at school as possible. The newly appointed inclusion mentor is additionally working to improve transition arrangements to secondary school to ensure that when pupils start this new phase of their education they maintain their interest and enthusiasm.

25. Despite recent good efforts to improve the state of the building, there has been too much neglect over a long period of time. Classrooms look shabby despite very good efforts by teachers to improve them. Obvious health and safety risks include frayed and loose carpets that have been stuck down with masking tape unsafe repairs to the hall ceiling from which a large tile fell during the inspection, and an unsafe locking mechanism on the ICT suite door, which jammed shut while pupils were working inside. The quality of cleaning in the school is unsatisfactory and results in a poor working environment for adults and children, doing little to improve pupils' aspirations. Pupils are taught about the importance of cleanliness and hygiene but the premises gives a poor example to them. For instance, when pupils were taken into the hall for a PE lesson straight after lunch, the floor had not been cleaned and was covered with bits of food. During the inspection pupils were regularly seen drying their hands on their clothes after washing them because there were no paper towels for them to use.
26. The school council gives pupils satisfactory opportunities to make their views known. Pupils are pleased that the school takes their views seriously and that staff have responded positively to their wish for more clubs and a better range of playground equipment. Regular celebration assemblies are helping pupils raise their aspirations and develop pride in their achievements.

Partnership with parents, other schools and the community

Partnership with parents and other schools is satisfactory. Links with the community are good and help to broaden pupils' experiences. These findings are not as good as at the time of the last inspection but good efforts are now being made to make improvements.

Main strengths and weaknesses

- Good weekly newsletters keep parents very well informed
- Written reports are comprehensive but the language is hard to understand
- Some information for parents does not meet requirements
- Community links contribute well to pupils' personal development

Commentary

27. Parents are kept very well informed about school life by weekly newsletters. These are a strong feature of the efforts the school is making to involve them in their children's education. The newsletters are informal in nature, easy to read, and give a wide range of information, including details about what children are learning. In the year-end reports, teachers work hard to give parents a clear idea about how well their children are doing. However, they are hard to understand because they use too many educational terms. Parents are invited to assemblies and productions, for which there is always a good turn out. However, workshops that are arranged to help parents become more familiar with what their children are learning are not well attended. This year's annual meeting with governors had to be cancelled due to lack of parental interest. A small group of dedicated parents is now helping with reading, the walking bus, and fundraising. The school is hoping to build on this good base.
28. As reported by the last inspection, the prospectus continues to give parents quite a lot of useful information. However it does not meet legal requirements because it does not contain the most recent test results for years 2 and 6 or national results so that parents can make comparisons. It also needs updating to reflect the name of the current chair of governors. The governors' annual report is missing information about test targets for pupils in year 6, any

plans the school has to improve overall disabled access, and year 2 and 6 test results are incorrectly presented. Financial information shows that there is a deficit in the budget but there is no explanation for parents about how this has come about or what plans there are to reduce it.

29. Good links with the local community have been maintained since the last inspection. The 'Claphands Club' continues to make use of the school to provide a before and after school club which is much appreciated by working parents. Clergy from the local church take part in assemblies and contribute to pupils' spiritual development. Pupils distribute parcels to local people at harvest time. They have also worked with a local community group to help design and improve three nature areas within the school grounds. Involvement in EiC initiatives helps to pay for the valuable work undertaken by the mentors, as well as access to a 'writer in residence' who works with year 5 and 6 pupils every week. Links with a local business are helping to improve the book stock. Employees of another local business, who have been trained as reading and mathematics partners, will be working with pupils after Easter.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The headteacher provides very good leadership; management and governance are satisfactory.

Main strengths and weaknesses

- The headteacher provides a firm steer for the school's improvement
- There are weaknesses in the way provision for pupils with special educational needs is led and managed
- Key management staff are good role models and share the headteacher's commitment to improvement
- Past weaknesses in governance are beginning to be addressed
- Overspending on staffing in the past has resulted in a deficit budget and shortages of resources

Commentary

30. Although she has only been in post for a relatively short time, the headteacher has made significant inroads into improving standards and provision. Weaknesses in teaching, the curriculum and general management of the school have been swiftly tackled, with clear improvements in all these areas during the last 12 months; this includes addressing the last inspection's recommendations. Prior to the headteacher taking up her post, standards and many aspects of the school's provision, including elements of leadership and management, had declined significantly since the last inspection. The impact of this is still being felt in some areas, such as provision for pupils with special educational needs. Currently, there is no substantive special educational needs co-ordinator. The role has recently been taken on, temporarily, by the headteacher who has acted quickly to improve things.
31. Whilst governance is satisfactory, it was not until relatively recently that governors addressed the last inspection's recommendation that they be more involved in shaping the school's direction. A significant, long-term, budget deficit has only recently been dealt with effectively and governors have not challenged the school sufficiently about declining standards. Governors receive comprehensive information from the headteacher about the school's performance. In response to good direction from the headteacher governors are beginning to develop their role. However, they do not fulfil all of their statutory duties and, to date, governor training has been minimal. Minutes of governors' meetings are unhelpful, revealing little of what has been discussed or agreed.
32. Management is satisfactory overall, with some good features. The school runs smoothly on a day-to-day basis. Alongside the caring ethos that pervades the school, the headteacher and other management staff articulate a very strong commitment to raising standards, which is

backed up by good action, clearly depicted in the school's improvement plan. This is a useful document to guide and support change and development. The headteacher's view of the school's strengths and weaknesses has been well informed by thorough analyses of test and assessment data and checks on the quality of teaching. She is well aware of the leadership and management qualities of subject and other co-ordinators and is harnessing these well to support improvement. The co-ordinators for core subjects, ICT and the foundation stage provide good role models for teaching. They welcome the increased opportunities to monitor standards and provision and lead improvements. They share the headteacher's drive and commitment to improve. A temporary, acting deputy headteacher was appointed just prior to the inspection and was giving the headteacher appropriate support. The high number of support staff is generally deployed well and new and temporary teachers are given satisfactory support.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	686,840	Balance from previous year	-13,460
Total expenditure	717,354	Balance carried forward to the next	-30,510
Expenditure per pupil	2,431.70		

33. Financial management is satisfactory. However, this is a recent improvement. Historically, overspending on staffing resulted in a long-term budget deficit that varied from year to year, being quite substantial at times. This deficit continues. Whilst a plan to address the deficit has now been agreed with the local education authority, the overspending on staffing has meant the accommodation has not been maintained to a satisfactory standard and less money has been available for other resources. For instance, in some subjects there are too few resources, which impacts negatively on learning. Satisfactory efforts are now being made to ensure that the school is getting the best value from its spending decisions.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. It was not possible to make many teaching observations for nursery children because many were absent during the inspection due to a chickenpox outbreak. However, observations and analysis of planning and children's work in both nursery and reception were conducted in sufficient depth to make judgements about provision, standards and achievement in all areas except knowledge and understanding of the world.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships between adults and children are very good
- Children develop initiative, independence and good attitudes to school
- Children behave well

Commentary

35. Children achieve very well. Indications are that by the end of the year most will reach the expected learning goals. The difference between right and wrong is effectively taught in a range of contexts and in ways that children understand. Consequently, behaviour is good. Adults show care and respect for children and treat them sensitively. Whilst sustaining a close relationship with their class teacher, teaching arrangements mean that all reception children experience being taught by both teachers, which improves their capacity to relate to different adults. Staff have high expectations of what children can achieve and do not talk down to them. Children learn to take turns and share resources. Skills of independence are promoted well, for example, in the sessions where children make choices about the work that they will do. Children are also given good encouragement to be independent when undressing for PE lessons, being taught how best to remove different items of clothing and how to fold these.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff promote speaking, listening and literacy skills effectively
- The teaching of letter sounds is very good

Commentary

36. Whilst children achieve well, in response to good or better teaching, standards by the end of the reception year are still below expectations. Talk is promoted well. Nursery children are encouraged to share their news at the start of sessions and comment on what the front covers of books suggest they might be about. The nursery nurse extends children's simple comments, providing a good model for sentence construction and the development of vocabulary. The teaching of letter sounds to reception children is very good. Children are grouped according to their attainment so that work can be matched to their needs. A group of higher attainers was well challenged to write simple words on individual white boards and later filled in missing letters in words by carefully thinking about the initial, middle and end sounds.

This very good teaching is promoting good attitudes to and skills in reading and writing. Literacy skills are also promoted well across the curriculum. For example, pretend play areas and work in the outdoor area always have a ready supply of materials so that children can spontaneously engage in reading and writing tasks.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**

Main strengths and weaknesses

- Teachers' high expectations and secure subject knowledge results in good learning
- Key mathematical ideas are promoted very well in many situations

Commentary

37. Whilst children achieve well, standards are still below expectations by the end of the reception year. Teaching is very good. Expectations are high and questions and activities are carefully modified to match children's attainment. Oral sessions are well managed and include all children. This, and the brisk pace of lessons, means that all children are well challenged. They count forwards and backwards to and from 20. Higher attainers use number fans to make two-digit numbers. Children are gaining a good understanding of money, many recognising coins to 10p and showing a developing understanding of the value of these. Teaching is of a brisk pace, challenging yet supportive, giving all children a chance to answer questions. Children are told what they are going to learn and review how well they have done at the end of sessions. Mathematical vocabulary is promoted well throughout the day. Number rhymes and songs are frequently sung to reinforce key mathematical ideas. Many ongoing activities, such as play with dough, water, and sand, also support good learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

38. Insufficient work was seen to make secure judgements about provision, standards and achievement. However, the range of activities on offer and other evidence suggests that provision is at least satisfactory. Computers are always available and children make good use of these. Classrooms have a range of stimulating things for children to explore. For instance, they thoroughly enjoyed looking at, touching, smelling and tasting a wide range of fruits from around the world. Groups worked energetically at digging a hole in the outdoor area, commenting on the way the soil looked and felt. Reception children made good gains in learning the names of different body parts. There is evidence of early skills being developed in geography, history and design technology, but construction equipment to support the latter area is limited.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**

Main strengths and weaknesses

- Teaching is very good
- Outdoor activities promote good development in this area

Commentary

39. Children achieve well and reach the expected goals by the end of the reception year. In PE lessons, they participate well in warm-up sessions and know that their hearts beat faster after exercise. They show creativity in travelling in different ways and in balancing on different body

parts. Children are confident to use the apparatus and are gaining skills in moving these in the correct ways. Teaching is very good. Pace is brisk and expectations are high. Children are given good support whilst being challenged to experiment. They have opportunities to demonstrate to the class and comment on each other's performance. Activities in the outdoor area support physical development. There is an appropriate range of wheeled toys to promote co-ordination and skills in manoeuvring. Here, and in classrooms, tabletop, writing and creative activities help children to work in a controlled way and develop dexterity and co-ordination.

CREATIVE DEVELOPMENT

Provision in creative development is **good**

Main strengths and weaknesses

- Teaching of music is very good
- A good range of activities promote effective learning, but there are shortages in resources for pretend play

Commentary

40. Children achieve well and reach the expected goals by the end of the reception year. The teaching of music is particularly good. All children, along with teachers and support staff, enthusiastically take part in music sessions led by a visiting pianist. In the session seen, they showed that they knew the words, tunes and actions to a wide range of songs. Teaching helped children to modify their voices so that certain words and phrases were sung softly or loudly. Songs were well chosen to link with the current topic and to promote positive attitudes to cultural diversity. In classrooms, a range of musical instruments is available for children to explore. Ongoing creative art activities give children good scope to develop skills in, for example, painting, drawing, collage, and moulding clay. Whilst pretend play is well planned for, with regularly changing themed areas, resource shortages limit the potential of children's imagination in this aspect.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils in years 1 and 2 achieve well
- Good teaching of reading is having a positive impact on standards, but there are weaknesses in reading resources
- The planning of work for pupils with special educational needs is weak
- Assessment procedures and the way they are used are good, but marking is weak
- The subject is well led and managed.

Commentary

41. Until two years ago, when standards began to rise, there had been little improvement since the last inspection. Over the past year, the headteacher has enabled this to accelerate. This can be seen most clearly in the good achievement of pupils in years 1 and 2 in response to good teaching. Whilst standards in reading, writing and speaking at the end of year 2 are below average, pupils do well in relation to their starting points. Standards in reading and writing at the end of year 6 are well below average, but given their prior attainment and the

underachievement sustained in recent years, pupils achieve satisfactorily. Standards in listening are generally better than those in speaking. Overall, pupils listen well but their range of vocabulary is limited.

42. Higher and average attainers in year 2 read accurately and with overall good expression. They use a range of skills to help them read unknown words. Lower attainers read haltingly, though generally accurately, making mostly good use of pictures and letter sounds when they get stuck. Higher attainers in year 6 are fluent and expressive readers, but average and lower attainers lack fluency and expression and struggle with understanding more challenging texts. Year 2 pupils' writing shows developing understanding of skills in grammar, spellings, sentence construction and use of vocabulary. These elements are being promoted effectively in the juniors, but previous gaps in pupils' learning result in year 6 standards being well below what is expected in all these areas.
43. Teaching is satisfactory overall in the juniors and good in the infants. However, some good and very good teaching was seen in all parts of the school. Over time, pupils, particularly junior pupils, have not always been taught well enough, with staff changes having disrupted their education. An additional barrier for some junior pupils stems from poor attitudes to learning; some older boys, in particular, are unwilling to make good efforts with written work.
44. The introduction of guided reading sessions⁵ is having a positive impact upon raising standards and is also improving many pupils' attitudes to reading. Teachers' own enthusiasm and love of literature further promote pupils' enjoyment. The impact of this goes beyond the guided reading session itself. For example, in a very well taught lesson, year 6 pupils studying the text 'Goodnight Mr. Tom' could hardly bear to put the book down. In many lessons, there is a good focus on developing speaking and listening skills, which are broadly average by the ends of years 2 and 6.
45. Relatively recently, some good procedures for assessing pupils' work have been introduced. These are easy to manage and provide clear information about what pupils are learning and the progress they are making. The subject co-ordinator and class teachers monitor the information gained to track how well pupils are achieving in relation to their projected targets. The collated information has enabled the co-ordinator to identify a profile of slowly rising standards. This is just one example of how well the subject is now led and managed. The headteacher has empowered the co-ordinator to fulfil the role and responsibilities, which are done with clarity of vision and a real sense of purpose. A manageable improvement schedule has been formulated, which includes a sharper focus on developing literacy skills through other subjects, improving standards in spelling, and greater support for pupils who are struggling to learn. Evaluation of initiatives to date shows the positive impact of guided reading and the focus on getting pupils to improve the presentation of their written work. However, pupils do not have enough knowledge and understanding about their learning. The new marking policy is addressing this in part, but not all teachers include comments about the standard of work or what pupils should do to improve.
46. Work for pupils with learning difficulties is not always adapted well enough to their needs because their IEPs provide little support for teachers in this task. In years 5 and 6, the area in which these pupils work and the limited resources that they have to help them hamper their learning. It is not just for this group that resources are inadequate, however. There is a shortage of general reading books, especially those that would appeal to older boys who are reluctant to read. Whilst they are readily accessible, ICT resources are not well used on a day-to-day basis in literacy lessons.

⁵ Where reading skills are taught to a group of pupils of similar ability

Language and literacy across the curriculum

47. Provision for literacy across the curriculum is satisfactory, although not necessarily systematically planned. In science pupils are provided with a range of ways to record their work and some teachers make good points in marking about spellings and handwriting. During oral work in mathematics lessons, teachers encourage clear, careful reading and good listening. There are also good opportunities for pupils to discuss ideas with partners. In history and geography opportunities to write from different perspectives, such as in personal accounts, newspaper articles and critical appraisal, are regularly promoted.

MATHEMATICS

Provision in mathematics is **good**

Main strengths and weaknesses

- Good attention has been given to improving investigative work, but this is not sufficiently well linked to the development of mathematical vocabulary
- Pupils' competence in number, particularly multiplication tables, is a weakness
- Teaching is good overall
- Good use is made of ICT
- The subject is well led and managed

Commentary

48. The trend in test results over the last few years shows consistent improvement by the end of year 2. The trend at year 6 has been somewhat erratic but upwards overall. Standards in the current year 2 are well below average and in year 6 they are below. Bearing in mind the level at which the pupils enter the school and the past disruptions in staffing, this reflects good achievement overall. On beginning school, the current year 2 pupils' competency in mathematics was particularly low. Given this starting point, these pupils have achieved at least satisfactorily.
49. The curriculum is planned well, with pupils' work showing that they learn about all aspects of the subject. Attention has been paid recently to providing more and regular opportunities for pupils to investigate. Challenges are presented, for example, when year 2 pupils have to find all the different ways of colouring patterns with a limited range of colours without repeating a pattern. Although teachers highlight key vocabulary well, both orally and in good classroom displays, it is used insufficiently in recording. Pupils rarely write even brief explanations of their investigations that show correct understanding and application of mathematical language. Pupils' competence in mental calculation is a weakness. Their unsure knowledge of multiplication tables does not help and some year 6 pupils are well aware of this.
50. Pupils' work reflects the consistently high expectations of all teachers, with tasks well matched to their abilities and good standards of presentation. Teachers teach mathematics confidently. They plan well knowing what they want pupils to learn and sharing this with them. Oral work is often good, though occasionally questioning during mental work lacks sharpness and insufficient account is taken of different levels of ability within the group. Teaching engages pupils well. A good example was seen in year 1; when the teacher rolled the dice pupils tried hard to show the correct answer cards. When the teacher later drew a chart on the board she used the ruler carefully and referred to 'nice straight lines'. The pupils clearly took note, as seen in their own efforts later. In the same lesson, an extremely capable classroom assistant supported the teacher very well. This was seen in many lessons; there is good teamwork with all adults knowing their roles well.
51. A number of year 6 pupils say that they like mathematics because teachers make it interesting; this was seen to be so. A year 6 lesson exemplified this well, being lively from the

outset, with well-directed and sharp questioning drawing in all pupils. Time limits were set for tasks so that pupils worked at speed, retaining their attention and enthusiasm. The teacher assessed their learning and gave specific attention to those who needed help.

52. Learning is reviewed at the end of lessons. A year 3/4 teacher did this very well by seeing if pupils could apply their learning of the process of division to a problem. There are some excellent displays to support learning, embracing key vocabulary, problem-solving guidance and number and problem of the week. Whilst marking is thorough and encouraging, overall, there is insufficient reference to pupils' targets so that they can see their own progress more clearly. There is some good practice, however. In one class a pupil, noting the 'T' in her book, was overheard excitedly telling her partner "I've got my target!"
53. Although little use is made of classroom computers, ICT is used well in the computer suite. For instance, in year 2, the teacher used the interactive board effectively to show pupils how to construct block graphs. They were attentive and excited. When a problem occurred, one was heard to observe "the magic's not working". Work of year 5 and 6 pupils stored on their computer files shows many tasks in data handling and using graphs and spreadsheets to illustrate calculations and comparisons.
54. Leadership and management are good. The co-ordinator has a realistic view of standards and an awareness of what needs to be addressed to improve. Analysis of test results has highlighted areas of weakness and there is a clear plan of action to raise standards. Satisfactory improvement has been made since the last inspection.

Mathematics across the curriculum

55. Good use is made of pupils' skills when recording results of science experiments on charts and graphs. Pupils are reminded to use rulers to draw axes and to label them correctly. In some history books pupils have used timelines.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- A wide range of learning experiences is provided, with a good focus on experimental and investigative work
- The role of the subject co-ordinator is developing well
- Teaching is good overall and very good in years 1 and 2

Commentary

56. Pupils in years 1 and 2 achieve well and reach broadly average standards by the end of year 2. Standards by the end of year 6 are well below average. The disruptions that occurred to pupils' education in the past have had a negative influence on the standards achieved. Currently, junior pupils are making at least satisfactory progress. The co-ordinator had previously not had any opportunity to check on standards and provision, but has now been given time to do this and influence how the subject will develop. In response to a thorough analysis of the test results, a good action plan has been formulated to support improvement. This, together with strengths in the curriculum and teaching, underpinning the rise in standards. Learning experiences are comprehensive. All areas of the subject are covered in good depth, with a strong focus on experimental and investigative work.
57. During years 1 and 2, pupils are given good opportunities to develop scientific skills of investigation. For example, year 1 pupils use their knowledge of the properties of materials to suggest what material would be suitable to patch a torn umbrella. They then discussed ways

to test different materials, carried the tests out and recorded their results on a table. Year 2 pupils showed their clear understanding of the idea of fair testing and knowledge of forces when suggesting ways to make a toy car travel further down a ramp without pushing it. In contrast, however, some older pupils in years 5 and 6 have limited understanding of fair testing or other elements of scientific investigation. Although this aspect is now being well provided for, standards reflect the gaps in pupils' knowledge from previous weaknesses in provision.

58. There are clear strengths in teaching in years 1 and 2. Here teachers have very secure subject knowledge and high expectations of pupils. A good emphasis is placed on practical, investigative work and the promotion of scientific vocabulary. Methods are varied and work captures pupils' attention, keeps them interested and motivates them to work hard. In years 3 to 6, there is some good teaching. Again, scientific vocabulary is done well and there is regular investigative work. Pace is good and teachers promote literacy and numeracy skills well in the recording tasks that they set. Written work shows teachers' good emphasis on scientific skills, with marking giving pupils good information about how well they are doing, how they can improve and pointers about spellings and grammar.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teaching is good
- Leadership and management are good
- The accommodation and resources are good

Commentary

59. Standards by the end of year 2 are at the expected level reflecting improvement since the last inspection. At the end of year 6 they are below average, which is a similar picture to that found by the last inspection. However, it is too soon for the impact of the new computer suite to have had a full effect. Overall, there has been good improvement since the last inspection and all pupils are now achieving well. There is a spacious ICT suite where pupils are able to have a computer each, enabling increased opportunities to practise and develop skills. The interactive screen in the suite also provides opportunities for teacher demonstrations, repeating processes if necessary, so that pupils have clear examples of what to do.
60. Teaching is good because teachers are confident to use the equipment. They demonstrate clearly and provide good support when pupils are working individually. In the best lessons, teachers organise and manage pupils effectively. Whole class demonstrations allow all to see and participate, with pupils taking an active part. When they work individually, expectations are made clear so that pupils apply themselves well. To ensure that pupils are not delayed in their work teachers have to be very alert, because many constantly ask for help. Learning support assistants contribute well. In a very good year 1 lesson the assistant used the interactive screen confidently and effectively to maintain the attention of four lower ability pupils.
61. The enthusiastic co-ordinator is knowledgeable and a skilled teacher, providing a very good role model for colleagues. Further support has been given by working alongside colleagues so that the co-ordinator has a good overview of the subject. A computer club, open currently to year 5 pupils, is supporting learning.

Information and communication technology across the curriculum

62. Some good examples are seen of pupils using computers to support their learning, particularly in aspects of mathematics. They also use them in cross-curricular tasks to support literacy and history. For example, year 6 pupils studied a letter from a wartime evacuee, identifying and highlighting complex sentences as one of their tasks. Insufficient use is currently made of classroom computers, but technical problems play a part in this.

HUMANITIES

63. Work in geography and history was sampled so there was insufficient evidence upon which to make secure judgements about provision, standards and progress.
64. Overall, pupils are given a satisfactory range of experiences to promote skills and knowledge in **geography**. A comprehensive range of work is covered in years 1 and 2 and displays show some particularly good work in year 3. Overall, however, the subject has a low profile, with few globes, maps and photographs in evidence. In many junior year groups work does not appear to be covered in sufficient depth; year 6 pupils' knowledge of the subject is sketchy.
65. Work in **history** shows good curriculum coverage. Pupils in most year groups record what they have learned in detail and in interesting ways. Although work in one year group is very brief and chiefly on worksheets, in all other years pupils' writing skills are promoted well through the subject. For instance, in year 2 they write about the Great Fire of London as a diary entry. Other classes write about a Viking raid on a monastery or put into words the conflicting thoughts of the painter Holbein whilst painting a royal portrait. Pupils begin to acquire some sense of time when using their knowledge of number to sequence events, placing these on a timeline. Some good links are made with other subjects. For example, year 5 and 6 pupils calculate the amount of provisions required for Drake's voyage, converting pounds to kilograms, and write a recipe for the ship's biscuits. Investigation skills are taught effectively, with pupils comparing sources of evidence available in previous eras with those of today. Pupils find the subject particularly interesting when they handle and discuss artefacts and through practical experiences, such as visiting Armley Mills.

Religious education (RE)

Provision for religious education is **satisfactory**.

Main strengths and weaknesses.

- There has been improvement to provision since the last inspection, but standards in some junior classes are not as high as they should be
- The subject is well led and managed but there are too few resources

Commentary

66. During the last two years, the subject co-ordinator has provided good leadership in bringing about improvements to the quality of teaching and learning. This has addressed the weaknesses identified by the last inspection. The co-ordinator engenders high expectations and sets a good example through her own practice and by sharing her expertise with colleagues. Her significant contribution in years 1 and 2 has resulted in teaching and learning in these year groups being better than in the juniors. Pupils in years 1 and 2 now achieve well and reach the standards expected by the locally agreed syllabus. Work shows good opportunities are planned for these pupils to develop a basic understanding of events in their own lives and how these are replicated in the lives of others. Stories are selected from the Bible and other holy books that draw together similar facets of belief as well as elements that

are different; for example, the significance of the birth of Jesus to Christians and the birth of Krishna to Hindus. Very good use has been made of a visit to the Mandir to enliven pupils' learning.

67. In years 3 to 6, pupils are making satisfactory progress but the standard of their work, especially in years 5 and 6, is below average. This is because they have gaps in their knowledge and understanding due to the subject not having been taught regularly in the past. Overall, teaching in the juniors is now satisfactory. Junior pupils' study of Islam ensures that they build systematically on their prior learning. However, previous weaknesses mean that teachers have a lot of ground to make up. In discussion, pupils had quite good recall of the basic facts of Islam, Hinduism and Christianity, including places of worship, sacred books, symbols and artefacts. Pupils in year 6 could, for example, draw some comparisons between Christians giving up sweets for Lent and the Muslim fast of Ramadan. However, pupils expressed a dislike of the subject and it was disappointing to hear how intolerant many were of learning about world faiths and beliefs.
68. The last inspection identified that resources were inadequate. This is still the situation. Resource shortages are having a significant, negative, impact on standards, pupils' desire to learn and teachers' ability to enliven lessons.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Work in art and design, design and technology (DT), music and physical education (PE) was sampled so secure judgements about provision, standards or progress in these subjects are not made.
70. An evaluation of the quality and range of pupils' work in **art and design** indicates that standards are broadly average and progress is satisfactory. A great deal of time and care is taken to display pupils' work well. This acknowledgement of their efforts is very effective in promoting pupils' self-esteem by celebrating their achievements. It also makes a significant contribution to enhancing the accommodation.
71. No **design and technology** lessons were taught during the inspection. However, because standards and provision in the subject were identified as a weakness by the last inspection, time was taken to evaluate the school's progress in bringing about improvements. Overall, satisfactory improvement has occurred. A range of evidence shows that the subject is now taught regularly. Photographs and samples of work indicate that pupils in years 1 and 2 make satisfactory progress and reach the expected standards. However, the standard of work produced by pupils in years 5 and 6 does not look to be in line with what is expected. This is because improvements in provision only started two years ago so these pupils still have gaps in their learning. Since his appointment, the subject co-ordinator has produced a policy, reviewed planning and organised staff training. However, there are too few resources for pupils to use and too little in the way of teachers' reference materials. The co-ordinator is aware of the limitations that these weaknesses create but is clear about what is still needed to improve provision.
72. In **music**, pupils were heard singing, unaccompanied, in assembly. Many had difficulty with pitch and, although they tried hard, there was a lack of tunefulness. A visiting pianist leads weekly song practice for all pupils and in this situation the standard of singing is considerably better. The visitor made relevant points about breathing, diction and timing and pupils tried hard to work on these as they sang enthusiastically. Junior pupils were able to keep in time with each other and the piano accompaniment and showed satisfactory expression in their singing.
73. Only one dance lesson in **physical education** was seen. Here, pupils from year 1 performed at a level in line with that expected of their age. Swimming records show that of the current year 6, only around 50 per cent of pupils can swim at the level expected, with a few attaining

higher levels. Swimming is provided for year 4 pupils only. No provision is made to ensure that pupils who do not meet the required standard in year 4 have extra tuition to enable them to do so by year 6. Pupils are enthusiastic about the subject. They are taught the skills enabling them to play various games and work well together in dance and gymnastics. There is a good range of after-school clubs, but little opportunity to meet and compete with pupils from other schools.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

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

Main strengths and weaknesses

- A structured scheme of work is currently being trailed
- The school has achieved the Healthy Schools Award Level 1

Commentary

74. Only two lessons were seen so no overall judgement is made about teaching and learning. However, all pupils benefit from regular lessons from a structured programme dedicated to their personal development and from circle time, during which they have the opportunity to discuss their feelings with their teachers and classmates. In lessons, pupils in years 5 and 6 show that they are developing an understanding of how to handle inappropriate peer pressures and that they have respect for the needs of disabled people. Pupils are made aware of the dangers of substance abuse and the older pupils receive sex and relationships education with the help of the school nurse. Parents who responded to the inspection questionnaire are all happy with the personal development of their children.
75. The school recently received a Healthy Schools Award level 1 and is working toward level 2. This has resulted in the formation of the walking bus, helping children to get to school on time, and a school council that encourages their greater involvement in decision-making. There have also been much needed improvements to the staff room and pupil toilets.

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	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	6
Pupils' care, welfare, health and safety	5
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	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
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).

