

# INSPECTION REPORT

## **HAWKSWORTH WOOD PRIMARY SCHOOL**

Leeds

LEA area: Leeds

Unique reference number: 107893

Head teacher: Ms. A. Padden

Lead inspector: Ms. Cherie Rivero

Dates of inspection: 17<sup>th</sup> – 19<sup>th</sup> May 2004

Inspection number: 256366

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 191

School address: Cragside Walk  
Leeds  
West Yorkshire

Postcode: LS5 3QE

Telephone number: 0113 2583984

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Appropriate authority: Governing body

Name of chair of governors: Mr. Steven Rennie

Date of previous inspection: June 29<sup>th</sup> – July 2<sup>nd</sup> 1998

## CHARACTERISTICS OF THE SCHOOL

The school is of average size and is attended by pupils from three to eleven years old, most coming from the surrounding area. Numbers have fallen over the last few years. The socio-economic circumstances of the majority of pupils are very poor. The prior attainment of children entering the nursery remains very low, which is the same as when the school was last inspected, especially in their communication and language skills. The majority of pupils are from white British families although a small number are from ethnic minority backgrounds, and at the present time the school has 13 asylum seekers attending. A higher than average number of pupils speak English as an additional language. The proportion of pupils who have special educational needs, including those with statements, is 25 per cent, which is above the national average. The proportion of pupils with a statement of special educational needs is 6.7 per cent, and is well above the national average. The proportion of pupils entitled to receive free school meals, currently at 49.1 per cent, is well above the national average. The proportion of pupils who enter or leave the school part way through this stage of their education, at 6 per cent, is about average, although this varies considerably between different classes. The school has recently been awarded the Healthy Schools Award, the DfES achievement award for improvement and the locally awarded Stan Kenyon Award for citizenship. It has also gained recognition for Investors in People.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15565	Ms. Cherie Rivero	Lead inspector	Mathematics, information and communication technology, art and design & English as an additional language
19727	Mr. Eric Langford	Lay inspector	
22881	Mr. George Halliday	Team inspector	English, history, geography, physical education & special educational needs
17757	Ms. Judith Willis	Team inspector	Science, design and technology, music, religious education & Foundation Stage

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **sound** and improving school and it provides a sound education. It provides well for pupils' personal development and very well for those pupils who have special educational needs (SEN). The quality of teaching is satisfactory overall but much good teaching was seen during the inspection. Standards are well below national averages but pupils' achievements are sound given their starting points. The leadership provided by the head teacher is good and this is beginning to bring about a rise in standards. Management is satisfactory and the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' attitudes to their lessons and learning are very good.
- Pupils achieve well in their reading skills, but writing is not as good.
- Not all teachers have high enough expectations, and not all provide enough challenge for the more able pupils.
- The setting of homework is inconsistent and so parents are not fully involved in supporting their children's learning at home.
- The school places high importance upon pupils' care, welfare and safety, and provision for this is very good.
- Provision for pupils with SEN is very good and as a result these pupils are now achieving well.
- The school has a good partnership with parents, the community and other educational establishments, but a few parents resist its efforts to ensure good attendance.

The school was last inspected in 1998, and since then there have been significant changes in the school's circumstances, including accommodation and a reduction in staff. The judgement relating to improvement since the previous inspection is satisfactory, but this is not a true reflection as the school had declined in the intermediate years. It was put on the list of schools causing concern by the LEA, but has now made significant improvements at a rapid pace over the last two years.

### 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*	E
mathematics	E*	E	E*	E
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.*

Developments in the curriculum and teaching over the last two years are beginning to raise standards, so **pupils' achievements are satisfactory** overall and rising. However,

achievement is better for pupils with SEN than for higher attainers. When they enter the nursery, children's skills are very low compared to those expected for their age, especially in language. Despite good achievement, overall standards are still below expectations on entry to Year 1. Results of national tests last year showed underachievement (E\* shows that the school was in the bottom 5 per cent of schools nationally), but standards seen on the inspection were much better. Standards in English, mathematics and science at the end of Year 2 and Year 6 are now well below average rather than very low. Standards in reading are now close to average in Year 6 due to the school's recent work. Standards in speaking and listening and writing are well below average, however, and hinder the pupils' progress in other curriculum areas.

**Pupils' personal qualities are good**, especially their good moral and social development. Their spiritual and cultural development is satisfactory. Pupils behave well and relationships are very good. Pupils enjoy coming to school and they show respect for others. Attendance is unsatisfactory, although the school has put great effort into trying to improve this; a small minority of parents appear to condone their child's non-attendance.

## **QUALITY OF EDUCATION**

**The quality of education is sound. Teaching and learning are satisfactory overall.**

Lessons are usually well planned and teachers manage pupils' behaviour very well so that learning moves forward at a good rate. Where teaching is occasionally unsatisfactory this is because the work set is not sufficiently challenging for the more able pupils and day-to-day assessment is not always used effectively to plan for the next stages of learning. Teaching assistants make a valuable contribution to learning and very good attention is given to those pupils who have SEN and for whom English is an additional language. The overall curriculum is broad and balanced and is enriched by a good range of purposeful visits and visitors. The partnerships with parents, the community and other schools are good.

## **LEADERSHIP AND MANAGEMENT**

**The school is soundly led and managed overall.** The leadership of the head teacher is good and her vision for a caring school striving to raise attainment is fully realised. She and the deputy have correctly identified the areas for development and are bringing about improvements at an appropriate pace. The management of daily routines is very good but some systems for monitoring and evaluating the school's work are fairly recent and only just beginning to provide the information needed to bring about further improvements in standards. However, effective procedures are now in place, which are already resulting in improvements in the curriculum and teaching. Governance is satisfactory - governors are very supportive and statutory requirements are met.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

The majority of parents have very positive views. In particular, they think the school cares very well for their children and provides a very caring environment for them. Pupils are very positive about school. They like their teachers and the support that they are given. They particularly like the fact that they have a 'say' through the school council and the buddy system is well thought of. A minority of both parents and pupils raised concerns about the behaviour of some pupils. The inspection team agrees with parents' and pupils' positive views. Whilst a small number of pupils do not behave appropriately at times, the school deals very well with these incidents.

## **IMPROVEMENTS NEEDED**

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

- Continue to raise standards in speaking and listening and writing, and also in mathematics and science.
- Improve the consistency of expectation and challenge in teaching, particularly for higher attaining pupils.
- Improve attendance.
- Develop and implement a strategy for homework to make it more consistent.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Achievement is satisfactory. Pupils achieve well in the Foundation Stage (nursery and reception) in relation to very low starting points. However, over half of the children in the reception class are unlikely to reach the levels expected for their age so standards are below average when they enter Year 1. Standards are well below average at the end of both Years 2 and 6 but achievement is satisfactory when taking into account pupils' prior attainment.

#### Main strengths and weaknesses

- The poor communication and language skills of children entering the nursery have a negative impact on standards, not only in English, but also in other subjects.
- Standards are rising, but recent developments have not had sufficient time to have a full effect on improving results in the national tests at the end of Years 2 and 6.
- The most able pupils are underachieving.
- Pupils' achievement is good for those with SEN and those with English as an additional language (EAL).
- Test results are adversely affected by the high proportion of pupils with SEN in some year groups.

#### Commentary

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

Standards in:	School results	National results
English	22.6 (23.5)	26.8 (27.0)
mathematics	23.0 (24.9)	26.8 (26.7)
Science	24.6 (26.2)	28.6 (28.3)

*There were 42 pupils in the year group. Figures in brackets are for the previous year*

1. Results in the national tests for Year 6 pupils improved in 2002, especially in mathematics, but dropped in 2003 in all three core subjects. Weaknesses in writing led to standards in English being very low but the standards in reading have not declined at such a rate. There were several factors contributing to the very low standards in this year group, namely the large proportion of pupils who had SEN, a significant number of pupils with behavioural difficulties, a significant number of pupils who only missed the national level by one mark and also absences, which adversely affect the school's results. Nevertheless, there was underachievement in 2003. The school's results were well below average when compared to schools with pupils of similar prior attainment. Preliminary results for 2004 indicate that standards have risen and achievement is now satisfactory. Nevertheless, there is variation in achievement between pupils of different abilities. Pupils with SEN are achieving well whilst the higher attaining pupils are not achieving well enough. This is because expectations and challenge are not high enough in some lessons.

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

Standards in:	School results	National results
reading	13.3 (13.7)	15.7 (15.8)
writing	11.3 (12.7)	14.6 (14.4)
mathematics	11.8 (13.7)	16.3 (16.5)

*There were 32 pupils in the year group. Figures in brackets are for the previous year*

2. Results in the national tests for Year 2 pupils have been well below the national average for the past few years and showed a significant decline in writing and mathematics in the 2003 tests, whilst standards in reading were maintained. This year group also had a much lower starting point than in previous years and has a high proportion of pupils with SEN, well above the national average. However, only in reading were the results average for similar schools. In the other two subjects they were well below average. Again, preliminary results for 2004 indicate that standards have risen and achievement is satisfactory.
3. The achievement of children in the Foundation Stage is good overall. It is very good in their personal and social development because of the very good provision for this area, and here standards are only just below those expected on entry to Year 1. Overall, in the present year group approximately 40 per cent are expected to reach or exceed the goals expected for their age. However the other 60 per cent are well below these goals. This is a result of their very low attainment on entry, including their poor communication and language skills that affect other subjects. They make very good progress in these skills, but the difficulties that many children have in expressing their views or explaining what they know also slow their development in other areas of learning. Due to the effective focus on learning through a wide range of interesting activities children achieve well in mathematics and in knowledge and understanding of the world, and achieve very well in their physical development. In this area, higher attaining children are likely to reach the expected standards and others not far below this. It was not possible to report in full on the standards and achievements in their creative development.
4. Throughout Years 1-6 pupils are achieving soundly in English, mathematics and science although standards in Year 2 and Year 6 are well below average. Weaknesses in pupils' language skills and understanding affect the quality of their answers in national tests where they find it difficult to explain their reasoning, especially in investigative questions. The school has already recognised the need to improve the pupils' skills in these areas and is focusing on this in both mathematics and science. However, the strategies put into place have not had sufficient time to impact upon test results, although indications are that standards are improving in all subjects.
5. Good improvements in the provision for information and communication technology (ICT) are leading to improving standards with pupils achieving well across the school. The school had been without an ICT suite or adequate provision for over a year and this has had a negative impact upon standards. At the present time standards are below those expected for Year 2 and Year 6, but indications are that standards are now beginning to rise. However, standards in the use of ICT for modelling (using ICT to explore patterns and relationships) are not as high because the software is limited. Pupils achieve very well when they are taught specific ICT skills at a neighbouring site by specialist teachers.

6. Standards in religious education are below those that are expected nationally by the end of Year 2 and Year 6, but achievement is satisfactory. Some lessons are stimulating and interesting but others do not provide sufficient challenge.
7. The achievement of pupils with EAL and SEN is good because they are included in all that the school has to offer. There is very little difference between the attainment of boys and girls. Although gifted and talented pupils are identified they are insufficiently challenged and therefore do not make the progress they are capable of.
8. The focus of the inspection has meant that it is not possible to report on standards and achievement in other subjects.

### **Pupils' attitudes, values and other personal qualities**

Attitudes to learning and to school life are very good and an area of improvement since the last inspection. Behaviour is good, as is personal development, including pupils' spiritual, moral, social and cultural education. Punctuality in school is good with lessons starting on time. Attendance is unsatisfactory.

### **Main strengths and weaknesses**

- Relationships are very good at all levels and contribute to the positive ethos of respect and care within the school.
- The good behaviour and very good attitudes to learning have a positive impact on the progress achieved by the pupils.
- Good opportunities are provided to help pupils build confidence, raise their self-esteem and develop a sense of personal responsibility.
- A small minority of poorly attending pupils impact in a negative way on overall school attendance figures.

### **Commentary**

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	203	7	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	3	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – African	5	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	10	0	0

*The table gives the number of exclusions, which may be different from the number of pupils excluded.*

9. Pupils enjoy coming to school and most display very good attitudes to their learning and work. Most listen well, demonstrate high levels of commitment to their work and show themselves to be self motivated and keen to learn. Where good teaching takes place, many are able to sustain very good levels of concentration during their lessons and collaborate well with each other in both group and paired activities. In the majority of lessons observed pupils co-operated well with each other, shared ideas in a positive way and celebrated the achievements of their peers.
10. The great majority of pupils display good, and often very good, standards of behaviour in and around the school, and this serves to enhance the very good relationships that exist between pupils and between pupils and adults. The good behaviour to be seen in lessons is very much the product of the good class management provided by the teachers. In a very few lessons observed the actions of a minority of less motivated pupils distracted the attention of others in the class and, when not challenged by the teacher, had a negative impact on class learning. Those teachers who manage these pupils well are able to minimise and overcome this.
11. Pupils display a very good level of commitment to the school ethos of respecting others. This is well evidenced by the very low incidence of fixed term exclusions for misbehaviour. These relate to just two pupils in the school. The school's well-structured system of behaviour rewards and sanctions is clearly understood and owned by pupils and proving to be effective in supporting the ongoing development of the good behaviour and self discipline observed during the inspection. The high level of pupils' respect and regard for others is well exemplified by the marked absence of any graffiti, property vandalism and litter around the school.
12. Pupils work together constructively, form good friendships and settle their differences amicably. They think teachers are fair, listen to their ideas and are very approachable. Many pupils, in conversations and questionnaire returns, expressed many positive views of the school. The inspection team was particularly careful in investigating the concerns of some pupils and parents about bullying. However, following checks of records and many observations and chats with pupils, staff and parents it was concluded that bullying was not an issue in the school. Such incidents of inappropriate behaviour that do occur are judged by parents and pupils to be swiftly dealt with by staff to the satisfaction of all involved.
13. A number of older pupils volunteer as "buddies" to provide a very good and discreet support service for pupils feeling left out at playtime, helping them to make friends and join in with organised games. Conversations with pupils show this service to be effective and well used and valued by pupils and as such to enrich the opportunities for trusting relationships to be developed.
14. During the inspection pupils were often seen offering to help others, holding open doors and regularly saying "please" and "thank you" in a natural way. Inspectors were impressed with the courteous and polite manner in which pupils responded to them during the inspection week. The very good relationships that exist between pupils and between pupils and staff are a notable strength of the school and contribute in a significant way to the positive ethos of respect and care that pervades throughout the school.
15. Good personal development opportunities are provided through the school council structure, which offers pupils regular opportunities to show enterprise and responsibility

and to influence school practice and routines. The pupils have generated a regular flow of good ideas, with many being taken up by the school to improve aspects of the pupils' time in school. Examples include suggesting playground markings and a variety of games equipment for use by different age groups at playtime, the successful "good manners" week and the use of volunteer litter pickers to help keep the school clean and tidy. Responsibilities offered to pupils are willingly accepted and undertaken with vigour and obvious pride.

16. Pupils' moral and social development is good. This is because of the provision of a good range of opportunities for pupils to be involved in school and the good use of discussions in lessons. Pupils develop a good respect for each other's feelings and beliefs. There is a well-established code of conduct that gives them a clear insight into what is right and wrong and how to be good members of the school community. Pupils are good team players and show respect for people, property and the environment. Pupils' spiritual and cultural development is satisfactory, and pupils are appropriately prepared for life in a multicultural society.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	6.8	School data	1.4
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.*

17. Pupils' attendance at school for the reporting year 2002/03 was unsatisfactory and well below the national average. Great effort has been put in by the school and education welfare service to promote the benefits of good attendance to parents. However, a minority of parents appear unwilling or unable to co-operate with the school in getting their children to school and continue to condone their child's level of unauthorised absence. Levels of unauthorised pupil absence are unsatisfactory and well above the national average for similar schools. Evidence shows some 3 percent of pupils on roll as regular non-attendees, who are known to the education welfare service and have a negative impact on the level of unauthorised absence recorded by the school. Levels of absence in turn restrict what pupils can achieve.
18. The school takes a very positive approach to promoting good attendance with first day phone calls home to follow up pupil absence and a series of merit awards to celebrate improvement trends in pupil attendance. There is evidence of a continued trend of improvement in attendance for the current year and the school expects to better the end of year attendance target set by the LEA. Of worthy note is the great improvement in punctuality and the 73 pupils who achieved 100 percent attendance during the first two terms of the school year.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a sound education for its pupils. Teaching is sound overall throughout the school. The curriculum is satisfactory, being broad and balanced and generally meeting the needs of individual pupils. The care and support pupils receive are very good and make a positive contribution to their education. Partnerships with parents, the community and other schools are good.

**Teaching and learning**

Teaching and learning are satisfactory overall. Teaching in the Foundation Stage is good and it is satisfactory in Years 1-6. Assessment is satisfactory.

**Main strengths and weaknesses**

- An especially good feature of teaching in most lessons is the very good management of pupils and the insistence on high standards of behaviour.
- Teaching assistants make a good contribution to learning.
- The pitch, pace and challenge in some lessons is too low for the more able.
- Homework is not used consistently throughout the school to reinforce learning.

- Day-to-day assessment is inconsistent and not used effectively to inform teachers' planning.

## Commentary

### Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4 (10%)	18 (47%)	12 (32%)	4 (10%)	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.*

19. A significant strength seen in the majority of lessons is the very good management of pupils. This is of high importance as many pupils have particular emotional and behavioural needs. The respect that teachers have for their pupils is evident and pupils respond positively to this. Pupils like their teachers and feel confident to approach them. Relationships between adults and pupils are very good and contribute to the positive ethos within the school, and this in turn aids pupils' learning. Almost all teachers have effective methods for dealing with any disruptive behaviour to ensure that this does not interfere with other pupils' learning.
20. Teachers' subject knowledge is generally good, especially in English and mathematics; it is less so in art and design, music and to some extent in ICT. Planning is satisfactory overall but the use of homework is inconsistent across the school and it is not used effectively to support the pupils' learning and to engage the parents in their children's learning.
21. The weakness in teaching is the inconsistency from class to class and this had already been identified by the management team in their monitoring. For example, the higher attaining pupils are not always challenged sufficiently and sometimes the pace of the lesson is slow. In such instances some pupils become bored and begin to fidget and lose interest. Where the teaching was unsatisfactory this was generally because of poor management of instances of inappropriate behaviour or a slow pace to the lesson, lack of challenge and low expectations of what the pupils were capable of achieving. Matching tasks to the individual needs of pupils is also inconsistent; in some classes this is good and all abilities are catered for but in one or two others this is not the case. Marking of pupils' work is also inconsistent in a minority of classes and does not always inform the pupil how they can improve or indicate how well they have done.
22. Teaching in the Foundation Stage is consistently good or better and children achieve well. Teachers use ongoing assessments well to plan work to meet children's needs. The quality of assessment of pupils' work in the rest of the school is satisfactory. Sound assessment procedures are in place to track pupils' progress and these are used well to identify groups of pupils for extra support. Test results are analysed effectively to identify areas of teaching and learning that need to be improved. However, there is inconsistency across the school in the use of ongoing assessment procedures to inform teachers' weekly planning. In some classes assessments are used effectively to plan work to meet pupils' differing needs but this practice is not applied in all classes.
23. All teachers and support staff are well aware of the needs of pupils who have SEN and those with English as an additional language. The coordinator liaises closely with staff

and as a result pupils' independent education plans are of good quality. They give pupils clear and manageable targets to work towards and discuss them with pupils. Teachers and support staff work well together to plan what pupils learn in lessons so that pupils' needs are met and they achieve well. The learning mentor makes an especially good contribution to managing behaviour and to supporting pupils working on group or individual tasks.

## **The curriculum**

The curriculum is generally broad and balanced – it is satisfactory. There are good opportunities for enrichment of the curriculum. Accommodation is good and resources to support the curriculum are satisfactory.

### **Main strengths and weaknesses**

- The school provides pupils with a good number of extra-curricular activities and purposeful visits to enrich their learning.
- Provision for pupils who have SEN is very good.
- There is a good number of teaching and support staff with qualifications and experience to meet the demands of the curriculum.

## **Commentary**

24. The curriculum meets statutory requirements of the National Curriculum and the requirements of the locally agreed syllabus for religious education. There is a good programme to enrich pupils' learning before, during and after the school day. The school's many clubs are in demand and well attended. Visits and visitors give pupils interesting first-hand experiences. Opportunities for pupils to participate in sport are good.
25. Teachers and support staff know pupils on the school's register for SEN in depth. They are very well placed to work closely with each other and the SEN coordinator to develop individual education plans which are of good quality. The school has pupils with a wide range of learning and physical difficulties and makes a very good job of including them in all activities. Those with particular speech and language difficulties have access to on-site expert help. Support staff are dedicated in their efforts to help all pupils who have SEN. Those with statements get all the support from staff and from outside agencies that is their due. As a result of this very good provision pupils are now achieving well.
26. The school's accommodation and grounds are good overall. The school is a well-maintained, clean and attractive environment for pupils to work in and feel a secure part of the community. The new computer suite is a good improvement since the last inspection and makes a significant contribution to pupils' growing competence in using computers. The unsatisfactory nursery building remains a barrier to learning, but plans are in hand to relocate early in the autumn.

## **Care, guidance and support**

The school ensures pupils' care and welfare very well. It provides them with good support and guidance and makes good provision for their involvement in all aspects of its work and development.

### **Main strengths and weaknesses**



- There are high quality child protection procedures.
- Effective involvement of pupils has led to many school improvements.
- The good quality of pastoral support to pupils makes them feel valued by staff.
- The lack of a formal whole school system for the tracking of pupils' personal development inhibits target setting and reporting on progress.

## **Commentary**

27. Very good child protection and care procedures are in place. Staff have received training in child protection and are aware of, and familiar with, the need for vigilance in monitoring the well being and welfare of the pupils in their care. Risk assessment techniques are well embedded into school routines and good health and safety procedures embrace the whole spectrum of the pupils' time in the school. There is a good practice for formal governor involvement in the health and safety monitoring and reporting processes.
28. Teachers and support staff know their pupils well and provide them with a good level of pastoral support. They are kindly and sensitive to their needs. The great majority of pupils enjoy coming to school and value highly the advice and guidance they receive from staff. The school provides pupils with access to a variety of very good pastoral support opportunities. In particular, the learning mentor is well used to provide valuable and focused support to help those pupils experiencing barriers to their learning during their time in school. However, the lack of consistency between classes to track and report on pupils' personal development hinders the ease with which personal targets can be agreed, shared with parents and monitored to show progress being made.
29. Pupils who have SEN are well supported by good procedures for identifying their needs and then checking what they know and understand. These procedures help teachers to update the targets that pupils work towards regularly and effectively. The school makes good use of the services made available by the local authority and especially of the on-site speech therapists for pupils who have speech and language difficulties.
30. Very good and effective induction procedures ensure new pupils and parents are quickly introduced to the routines of school life. The collaborative working between the school and the local pre-school centre has a positive impact on the ease with which the young children transfer into the world of full time education.
31. The involvement of pupils in the work of the school is good. Consultation with pupils is well developed through the school council structure and has resulted in a number of good ideas being successfully implemented to improve pupils' learning and development opportunities in the school. The school is right to celebrate the positive influence made by pupils towards improving the school facilities and their learning environment.

## **Partnership with parents, other schools and the community**

Links with parents are good. The school has maintained good links with the local community and with other educational establishments.

## **Main strengths and weaknesses**

- Good community links enhance the pupils' learning and provide benefits to the wider community at large.
- Good working arrangements with other educational partners enrich the pupils' learning opportunities.
- Parents are supportive and have confidence in the work of the school.
- The good level of information keeps parents up to date with school activities and pupil successes.
- A small minority of parents do not support school or their child's learning.

## Commentary

32. The majority of parents demonstrate good levels of support for the school. Most parents consider staff very approachable and responsive to their queries and are pleased with the school's high expectations for behaviour. Most parents attend the termly consultation meetings with their child's teacher and respond in a positive manner to helping with their child's learning in the home. However, a minority of parents do not involve themselves in their child's education and consider this to be the responsibility of the school. Of benefit to pupils' learning and development is the voluntary involvement of parents and community members in the work of the school. The school is keen to involve parents and has developed a number of initiatives to achieve this. However, only a small number have responded with a few regular volunteers listening to readers and helping in the classroom. Of worthy note are the eight parents who have signed up to the SHARE "learning together" project and the ten parents involved in the ICT workshops organised by the school. During the inspection examples were provided of teachers and parents working together as partners in the development of strategies to help pupils improve their attendance, behaviour and attitudes to their learning in the home and school environment.
33. The school provides parents with a good level of regular information about their child's time in school. Regular newsletters are circulated on a half-termly basis and specific guidance notes are sent home on subjects such as year group curriculum calendars and termly year group targets for mathematics. The prospectus and governors report to parents are informative and the school internet web site provides a good range of useful and informative data. End-of-year progress reports on pupils are detailed, easy to read and provide parents with appropriate levels of information. However, there are inconsistencies between teachers in identifying development targets for pupils. Parents are closely involved from the beginning of the process of identification of special needs and are kept informed regularly of their child's learning at all stages. All parents take part in the reviews of their children's progress.
34. The school gains significantly from the regular fund raising social events organised by the Friends of Hawksworth Wood. Events are well attended and, in addition to raising funds in support of pupils' learning, these events also provide invaluable opportunities for informal communications between teachers and parents.
35. The good level of partnership working with other local schools enriches pupils' learning and provides them with quality social links. The good and close liaison with the local secondary schools provides pupils with curriculum transition opportunities and ensures the pupils' smooth transfer into secondary education. In particular, the good use of the school's multi-agency resource team (SMART) enables those less able and vulnerable pupils to be better prepared and able to cope with the move to secondary school.

36. The school makes good use of the local community to enrich the pupils' learning and development and a number of individuals and volunteer groups are regularly invited to talk with, and work alongside, the pupils during their time in school.

## **LEADERSHIP AND MANAGEMENT**

The school is soundly led and management is satisfactory. The head teacher provides good leadership, especially in creating a positive, caring ethos which permeates the life of the school. Governance is satisfactory.

### **Main strengths and weaknesses**

- The head teacher has a clear vision and high expectations for pupils' attainment.
- There is a strong sense of commitment to improvement in the whole school community.
- The management of day-to-day routines is very good.
- The systems in place for monitoring and evaluating teaching are relatively new and there has been insufficient time for them to impact upon standards at this stage.
- The school governors are well organised and are increasingly making a positive contribution to the success of the school's work.

### **Commentary**

37. The head teacher has worked hard during her eighteen months at the school to establish a climate for learning in which all staff and pupils feel secure and valued and each individual matters. Her philosophy is shared by staff and governors and strongly reflects the schools' aims. The outcome is a caring school that places high value on preparing pupils to live as responsible and well-adjusted members of the community. The impact of this provision is seen in the good behaviour of pupils around the school and the good relationships that exist at all levels.
38. The governors are keen to see the school improve and value highly the importance placed on the care and welfare of the pupils and the involvement within the community. They have recently established committees to look at different aspects of the school's work and also linked individual governors to classes to develop the role and understanding further. They are beginning to understand the strengths and weaknesses of the school and areas for development, but presently rely too heavily upon the head teacher for this information.
39. The head teacher and the deputy head work well together and have correctly identified the areas for improvement. The school improvement plan is a useful tool with which to develop the school further. Standards are rising as a result of the work undertaken and the school is well placed to improve further. There is a strong sense of teamwork amongst all staff and a commitment to improvement. This is demonstrated in the way the school has responded so positively to guidance from the local education authority over the last two years to help refocus its work after a period of insecurity caused by staff illness and a reduced level of funding that has meant a reduction in staffing levels. All staff have worked hard on advice given and worked hard to implement it. The impact is already being seen in the improved quality of teaching and learning and raised achievement, but particularly in improvements in English, mathematics and provision for ICT.

40. The subject leaders' role is not yet fully developed in all subjects and not all have had the opportunity to monitor teaching and learning within their subject. The school has rightly focused upon the core subjects of English, mathematics, science and ICT. There has been insufficient time for other subjects to be monitored and evaluated effectively, but plans are in place for this to take place in the near future.
41. Teachers and support staff fully understand the requirements of the Code of Practice for SEN and the coordinator for SEN provides good leadership. The school fulfils all statutory requirements and makes very good provision for pupils in this aspect.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	928,880	Balance from previous year	29,700
Total expenditure	951,040	Balance carried forward to the next	7,540
Expenditure per pupil	4,148.48		

42. The school is soundly managed. The school's finances are closely monitored by the head teacher and school secretary and spending decisions are discussed and agreed with governors and senior managers. Expenditure per pupil is high and this is attributed to providing additional support for the SEN pupils. This is particularly effective. The school had a significant carry forward in the previous year but this was money put aside to implement the development of ICT, which was delayed due to the relocation of the school. Day-to-day management routines are very good and the school runs very smoothly. Teaching staff are clear about their roles and responsibilities and there are appropriate systems in place for performance management, training and support.

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

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

43. Provision for children in the Foundation Stage is good. This represents good improvement in all areas of learning since the previous inspection. Many children enter the nursery with very low communication skills and at a very low level of personal, social and emotional development. They attend the nursery part-time, usually starting in the term after their third birthday, and move into the full time reception class in the September after their fourth birthday. They achieve well in both the nursery and reception class and just below half of them are on course to meet or exceed most of the early learning goals expected for their age. This represents below average attainment overall on entry to Year 1. Achievement is good in all areas of learning because of the good quality teaching and the very good relationships established between teaching staff, children and parents. Strong links with the local Early Years Centre and home visits ensure that children are well prepared for their entry into the nursery and the good liaison between the nursery, reception and Year 1 teachers ensures that children feel confident and secure as they progress through the school. Teachers plan activities carefully to meet the needs of all pupils across the six areas of learning, using ongoing assessments well to inform their planning. Both the nursery and reception classes provide a bright and welcoming environment with an interesting range of stimulating activities to develop children's learning. Leadership and management of the Foundation Stage are good - strong systems of planning and assessment and good liaison ensure good achievement. The nursery building is in a poor state of repair but there are plans for new accommodation in the near future. Both classes have outdoor areas for physical and creative play and these are well used.

### **PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children achieve very well, reaching standards that are just below average by the end of the Foundation Stage.
- The quality of teaching is very good; teachers set high expectations of appropriate behaviour and children respond well to these.

#### **Commentary**

44. Children's attainment on entry to the nursery is varied. Some settle well while others are still very immature and are unable to manage personal hygiene without help. Many have poor social skills and do not communicate or share well with other children. Clear routines are established from the start and parents are encouraged to support their children in the first activity of the day. As a result, children soon gain confidence and teaching staff skilfully support them in activities, encouraging them to concentrate on completing an activity and helping them to play and share with other children. Lots of opportunities are provided to take responsibility. They help to mark the register in the morning and hand round fruit at break times. Children quickly learn to tidy up and to take turns and share

equipment because of the high expectations of behaviour and attitudes set by the teaching staff.

45. By the end of the reception year many children have the expected personal and social skills and are beginning to develop an awareness of other children's needs and feelings. In the reception class they consider what it means to be a good citizen and make suggestions such as 'help to tidy up', 'share the toys' and 'be kind to each other'.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Teaching is very good. Teachers take every opportunity to develop children's language skills and as result they achieve very well.
- Children do very well in developing their early writing skills because teaching is very effectively planned to meet their needs.

### **Commentary**

46. By the end of the Foundation Stage around half of the children meet most of the goals expected for their age and several children exceed these expectations, though at least forty per cent remain well below the goals. They achieve so well because of the very good focused support provided by teachers and nursery nurses. Teaching staff understand children's needs well and plan work accordingly to develop their skills and understanding. For example, in the reception class children enjoyed writing sentences about their investigation into blowing down the houses of the three little pigs. They were confident in their attempts to write because of the very good support provided by the teacher and nursery nurse in helping them develop their skills.
47. In the nursery there is a strong focus on developing skills of speaking and listening because many children have poor communication skills when they first start school. During the inspection the children were sampling different kinds of fruit each day and the teacher led the session very well, encouraging children to respond both individually and as a whole class to her very good questions about the fruit. She developed language well by effective modelling and repetition, encouraging children to listen to each other's responses. Children described the fruit well – 'it's a prickly pineapple', 'it's juicy', 'it smells nice'. As a result of this focus children achieve very well throughout the Foundation Stage and their speaking and listening skills are below average overall by the end of the reception year.
48. In the reception class children develop their reading skills well through a variety of interesting and challenging activities. In a lesson seen, one group used the alphabet grid in the play area to identify letter sounds and build up words while another group re-enacted a story using puppet cards. Both groups were well supported by a teaching assistant. In the whole class session the teacher used questioning and examples effectively to help children understand the structure of the story and predict what might happen next.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well because of the interesting and challenging activities provided to develop their mathematical understanding.
- Work is well planned to meet the needs of children, including challenging tasks for higher attaining children.

### **Commentary**

49. Children attain below average standards overall in mathematical development by the end of reception although half of them meet most of the early learning goals expected for their age. They achieve well because of the good teaching and planning of interesting and challenging activities, which have a mathematical focus. For example, in the nursery, the teacher joined the children in role-play, buying fruit and vegetables from the class shop. She encouraged their matching and counting skills well and developed their understanding of mathematical language such as 'how much?' and 'how many?' Children are encouraged to record their mathematical work in different ways, for example, a child handing round pineapple asked children if they liked it or not and recorded responses in a table. The results were transferred to a block graph and compared with findings for different kinds of fruit.
50. In the reception class children carry out challenging mathematical tasks. Most children can count up to 20 and back and many can recite their two times table. They can identify and name simple shapes. In a lesson seen, group work was well matched to children's needs and higher attaining children could calculate simple addition and subtraction problems. In both nursery and reception the development of mathematical skills is ongoing. The displays and outside play areas include mathematical activities and children are regularly encouraged to count out bottles of milk and the number of children having lunch.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Well planned and interesting topics develop children's knowledge and understanding well and their achievement is good.
- Children in the nursery have too few opportunities to use computers.

### **Commentary**

51. Children enter the nursery with limited understanding of the world around them. They achieve well because of the good teaching and attain standards that are below those expected for their age by the end of the reception year. They are provided with interesting and varied opportunities to find out about the world around them through first hand

experiences. They learn how living things grow by planting beans and observing chicks hatching from eggs. Children in the nursery learn about different types of fruit and are encouraged well by teaching staff to learn and use appropriate vocabulary to describe the fruit. During the inspection they made bags out of different materials and tested them to see which was the strongest for carrying potatoes. Children in the reception class made models of the houses of the three little pigs and tested them to see which would blow down. Both classes have toys to take home at the weekend and they enjoy telling the rest of the class where they went and what they did. Parents are well involved in this activity, sending notes describing the weekend visit. The good relationships between school and home contribute positively to children's learning.

52. Children in the reception class have regular sessions in the computer suite which are used well to develop their skills, and they have frequent opportunities to use the computers in the classroom. They use the computers with confidence and enthusiasm to develop their counting and phonic skills, and in a lesson seen they used a painting program to draw a picture of a house. Higher attaining children were able to add simple captions. Their achievement in the development of ICT skills is good. However, children in the nursery have access to only one computer and so have limited opportunities to develop their ICT skills.

## **PHYSICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- Teaching of physical skills is very good and as a result children achieve very well.

### **Commentary**

53. Most children attain the goals expected for their age in physical development by the end of reception because of the high quality of teaching and the well planned opportunities provided to develop physical skills. The nursery and reception classes both have outdoor play areas that are used well to provide opportunities for children to climb and play with wheeled toys. In a physical education lesson seen children developed their balancing skills well, demonstrating good co-ordination and control as they practised balances using different parts of their bodies. They showed good spatial awareness and were able to move round the hall, changing speed, direction and type of movement without bumping into each other. Very good planning and enthusiastic teaching ensured a good pace and children were challenged well to improve their own performance. They showed a sound understanding of the effects of exercise on their bodies and knew that it was important to warm up before exercise and cool down afterwards.

## **CREATIVE DEVELOPMENT**

54. It was not possible to make an overall judgement of provision or standards in this area of learning but the art work on display indicates that standards in this are broadly in line with those expected for children of this age. Children have produced paintings of sunflowers and roses in the style of Van Gogh and self-portraits demonstrate a good progression in the development of their skills from nursery to reception. Both nursery and reception provide good opportunities for imaginative role-play. Children in the nursery enjoy playing in the home corner and the shop, while in the reception class the home corner is set up as



the three bears' cottage with bowls of different sizes. During outdoor play activities children in the nursery enjoyed exploring musical instruments with good support from the nursery nurse.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory**.

#### **Main strengths and weaknesses**

- Teaching of reading is good; interest in reading is high and a significant proportion of pupils in Year 6 reach above expected standards.
- Provision for pupils who have SEN is very good.
- Tasks for higher attaining pupils are not consistently challenging.
- Standards in spelling, punctuation and sentence structure are well below average.

#### **Commentary**

55. Standards are well below average overall in Year 6 and Year 2. Standards in Year 2 are well below average in speaking and listening, reading and writing. By the end of Year 6 standards in writing and speaking and listening remain well below average, but are closer to the national average in reading. Pupils in Years 1 to 6 make satisfactory progress overall. They have good attitudes to their work and achievement is sound. Standards have improved since the 2003 national tests.
56. Teachers place great emphasis on improving pupils' speaking and listening skills. They plan regular opportunities to increase their confidence in speaking, such as drama, "hot seating" and "talk partners". They take care to ensure pupils listen to staff and other pupils in lessons. Boys and girls alike willingly join in class discussions. As they grow older they gain more confidence because teachers and teaching assistants give strong encouragement and wait patiently if pupils struggle to express their ideas.
57. The school has made great strides in improving reading standards. Reading books are carefully graded so that pupils make good progress in small steps. New initiatives have not yet had time to impact on standards in Years 1 and 2 because many pupils have a limited background knowledge of books. However, by the end of Year 6 standards are rising to the national average and a significant proportion of pupils read with good understanding and fluency. Teachers wisely place emphasis on improving pupils' understanding of what they read as well as on fluency and expression. They make good use of the well-stocked library to teach specific skills such as research and knowledge of authors and their styles.
58. The school recognises the weakness in writing standards and has moved its priority area from reading to writing. There are particular weaknesses in basic English in spelling, punctuation, sentence structures and handwriting as well as in imaginative writing. Many pupils in Year 6 do not use grammatically complex sentences or spell polysyllabic words accurately or write in a fluent and neat joined style. Few pupils in Year 6 write with imaginative vocabulary choices or organise good complex sentences into paragraphs effectively. This is because most teachers do not make best use of assessment

information to challenge higher attainers well enough. On the other hand, teachers match work very closely to the needs of pupils who have SEN and as a result these pupils achieve well.

59. Teaching is satisfactory overall, though much of it is good. Teachers follow the National Literacy Strategy closely. Instruction is well focused on language features drawn from interesting texts. In most lessons seen energetic teaching, a brisk pace and clear focus gained an active response from all pupils. In three lessons the pace slipped and pupils' interest was not as high. Good use of the computer suite gave pupils opportunities to improve their language skills through the adaptation of authors' styles. Teachers and teaching assistants encourage and engage pupils in their work well and insist on high standards of behaviour. As a result, pupils work hard and do their best. Teachers mark pupils' work regularly and praise their efforts or urge them on. However, they do not consistently show them how to improve their work so that pupils can correct their specific weaknesses. A common weakness is the use of homework to extend and reinforce pupils' learning. Teachers could do more to involve parents in their children's learning.
60. The subject is well led and standards are rising. The coordinator shows strong commitment to raising standards, but her role is not sufficiently extended yet to allow her to check on teaching and learning in other teachers' lessons. Management is satisfactory, as is improvement since the last inspection.

### **Language and literacy across the curriculum**

61. Opportunities to develop pupils' reading and writing skills through other subjects are not planned systematically enough. There is some good practice, for instance in ICT.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The subject is well led and managed, and as a result standards and quality are rising.
- Pupils' learning in mathematics in Years 1-2, and to a lesser extent in Years 3-6, is hampered by their lack of language skills.
- Pupils' skills in problem solving and investigations are well below those expected.
- Tasks for higher attaining pupils are not consistently challenging, with the exception of Year 6 where good use is made of setting.
- Good use is made of ICT to support learning and understanding in mathematics.

### **Commentary**

62. At the end of Year 2 and Year 6 standards in mathematics are well below the national average. Improvement since the last inspection has been satisfactory. Pupils enter Year 1 with mathematical skills that are well below those expected nationally and over their time in school they make sound progress; pupils' achievement in mathematics is satisfactory. Pupils' application and understanding of shape is much stronger than their using and applying mathematics and they have difficulty with written problem solving and investigations due to their low-level language skills.

63. Teaching is satisfactory overall with significant strengths and some weaknesses. Teachers follow the guidelines of the National Numeracy Strategy and the subject leader has recently carried out a full analysis of the achievements of all pupils and identified strengths and weaknesses in teaching. The 'Springboard' intervention programmes have been used to consolidate and develop pupils' mathematical understanding and application of mathematics. Support from the local education authority consultant has been very helpful and aided the school to make substantial improvements in teaching and learning and the mathematics curriculum. All staff have received recent training in this aspect and indications are that standards are improving. The difficulty for the school is that there is a wider than usual gap between the higher attaining pupils and those who are less able. The school has tried to address this issue by 'setting' pupils in Year 5 and 6 according to ability and this is having a positive affect for all pupils concerned. This approach has not been applied across the school; in some lessons the pitch and challenge for the higher attaining pupils are inconsistent and insufficiently challenging.
64. Teachers make good use of ICT within mathematics lesson when using the ICT suite, where there is a good range of software and web based activities that support and reinforce learning. Pupils enjoy these lessons and their progress is very good. For example in a Year 5 lesson pupils' were able to use a web-based program to convert fractions to their decimal representations. During this activity pupils worked productively and concentrated well and at the end of the lesson they were able to explain what they had learnt that was new. However, the use of ICT within the classroom is less effective as it is hampered by a lack of software and teachers' limited confidence.
65. Half the lessons seen were of a good standard and pupils' learning within the lesson was good. Lessons are well prepared and usually pitched appropriately for the abilities of the majority of pupils within the class. Teachers share the aims of the lesson with the pupils and questioning and explanations are generally good, which help pupils to learn at a good rate. When teachers set investigations or challenge into their lessons, such as in a Year 2 lesson when recognising 2D and 3D shapes and spotting the odd one out, this creates some good discussion amongst the pupils. It gives them opportunities to apply their knowledge and understanding in a practical situation, and this in turn aids their learning. Pupils' work is marked regularly but teachers do not consistently inform them how they can improve or correct their errors. A common weakness throughout the school is the use of homework to extend and reinforce pupils' learning as homework is not set consistently.

### **Mathematics across the curriculum**

66. Good use is made of mathematics in other subjects, for example in ICT when completing spreadsheets, in design and technology when using measures to create simple purses and puppets and also in science when recording results of experiments.

### **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Work is usually well planned, but in some classes higher attaining pupils are not sufficiently challenged.
- The subject is well led.

## Commentary

67. Pupils' achievement is satisfactory and they attain well below average standards by the end of Year 6. Achievement for pupils by the end of Year 2 is satisfactory. Overall, there has been satisfactory improvement since the previous inspection.
68. Teaching is satisfactory overall. Where teaching is good or better, work is well planned to meet pupils' needs and they achieve well. In good lessons seen, teachers set high expectations, encouraging pupils to think for themselves and to apply their scientific understanding in new situations. For example, Year 6 pupils effectively applied their understanding of properties of materials and electrical circuits to design a burglar alarm with a pressure pad switch. Year 4 pupils analysed their evidence from an investigation about thermal insulation. The teacher effectively developed their understanding by means of very good questioning, practical demonstration and clear and interesting explanations.
69. However, in some classes, pupils are not given sufficient opportunity to consider, analyse and discuss the evidence they collect in order to develop their understanding further. Work is often recorded using worksheets that do not provide sufficient challenge for higher attaining pupils.
70. Leadership and management are good. The subject leader has a good understanding of the quality of teaching and learning of the subject through regular monitoring of pupils' work and teachers' planning. She has appropriately identified teaching and learning of scientific enquiry as an area for development and is in the process of updating the scheme of work and assessment systems to meet the current needs of the school.
71. Literacy, numeracy and ICT are applied appropriately in pupils' science work. They write accounts of their investigations and Year 6 pupils write letters to a smoker warning of the dangers of cigarette smoking. Pupils in Years 1 and 2 use standard measurements when investigating the distance a car travelled on different surfaces and Year 6 pupils use a range of charts and graphs, including line graphs, to present their findings. ICT is used appropriately, but infrequently, to present work. For example, Year 6 pupils used a database to sort foods according to fat content and Year 4 pupils have used electronic sensors in their work on temperature.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- The provision of an ICT suite equipped with 30 computers has greatly enhanced the provision for the teaching of ICT skills.
- Opportunities to use computers or ICT are sometimes missed within the class environment and in other subjects.
- Good use is made of using external agencies to enhance the ICT curriculum.
- Modelling is not taught as effectively as other areas due to lack of software.

## Commentary

72. Standards in ICT are below the national expectations at the end of Year 2 and Year 6 in all strands with the exception of modelling, which is well below, but standards are rising at a good rate. Pupils' achievement is good overall, largely because of their progress from a low base since the introduction of new equipment. The school had been without adequate provision for ICT but has now very good equipment in the ICT suite that is used well. There are plans to extend this provision further with the purchase of interactive whiteboards and internet connections to the classrooms.
73. Pupils enjoy their ICT lessons and apply themselves well to the tasks set. They work well with each other and often assist other pupils without being asked when they can see that they are struggling. Many of the pupils do not have access to computers at home and so the school makes these available before and after the school day and during breaks and lunch times. Many pupils take up these opportunities and this in turn develops their ICT skills.
74. The teaching of ICT is satisfactory, but much better in the ICT suite than in classrooms. All teachers have received recent training and the majority are confident ICT users. However, the lack of a projector in the ICT suite makes demonstrations difficult for pupils to follow, as they all have to gather around one computer.
75. The school also makes good use of outside agencies to support the ICT curriculum and a group of Year 5 pupils spent a week at the City Learning Centre, composing with music programs and learning robotics, multi-media presentation and animation. The standard of work that they produced was high. However, this is not consistent across the school and not all pupils have access to this provision.
76. The subject is well led but there has been insufficient time to allow the leader to monitor and evaluate the teaching and learning of the subject or to evaluate the impact of the spending and acquisition of hardware on pupils' learning.

## Information and communication technology across the curriculum

77. The use of ICT across the curriculum is inconsistent. Teachers use the ICT suite well in literacy and numeracy and this enhances the pupils' learning in these subjects. However, better use could be made of the computers in the classroom to support other areas of the curriculum. ICT is used to support other subjects such as art and design and history, but this is inconsistent between year groups.

## HUMANITIES

*Provision in geography and history was sampled, but not enough evidence was available to make secure judgements on teaching or standards. Religious education was inspected in full.*

78. One lesson was seen in **geography**. Pupils achieved well in a lesson in Year 2 because teaching was good. A good feature of the school's provision is the development of pupils' geographical skills with first-hand experiences in the school grounds, in the locality and farther afield. For instance, pupils in Years 1 and 2 are twinned with a village school and

compare it with their own environment. Older pupils have very good opportunities for fieldwork, for instance at Malham and at residential field study centres.

79. Two lessons were seen in **history**, both in Years 5 and 6. One was unsatisfactory because the teacher did not arouse pupils' interest and the task was mundane. As a result, pupils gained only superficial knowledge about the Aztecs. A good feature of the school's provision is the emphasis on developing pupils' knowledge through research and from good use of the locality and visits. For instance, pupils in Year 6 trace a prominent local family from the twelfth century onwards and use the internet to access the 1881 census.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- In the better lessons the activities are very well chosen to raise the pupils' interest.
- Other work does not provide enough challenge.

## Commentary

80. Three lessons were observed during the inspection and from these, and work on display and in books, teaching, learning and pupils' achievement are deemed to be satisfactory overall. Where teaching is good or better work is well planned to meet pupils' differing needs and activities are interesting and challenging. For example, some pupils in Year 3 wrote diary entries about the ascension from Peter's point of view while another group discussed the problems of spreading the news of Christianity without modern means of travel and communication. Lessons of this nature raise pupils' interest and lead to good achievement and learning.
81. However, some work in books and in lessons seen does not provide sufficient challenge for pupils. Pupils study Christianity and Islam and Year 3 pupils study aspects of Buddhism but some year groups only focus on the Christian faith and opportunities to identify similarities and differences between the two faiths are missed. There is a limited amount of recorded work, relating mainly to basic knowledge and understanding of the artefacts, buildings and practices of the different faiths. Work in books shows too few opportunities to analyse and reflect upon the impact of different religious practices on our own and others' lives. Examples seen were very basic, for example, Year 6 pupils considered whether they would enjoy the different activities involved in the Muslim pilgrimage to Mecca. Opportunities for pupils to record their feelings or to develop their writing skills were very limited as often the work set was discussions or worksheets which did not challenge the more able pupils sufficiently.
82. Leadership is satisfactory but management has some limitations. The scheme of work is appropriately based on the local authority agreed syllabus incorporating units from a nationally accredited scheme but teaching and learning need to be carefully monitored to ensure that work presented offers sufficient challenge for pupils in all year groups. Provision is similar to that seen in the previous inspection but the quality of teaching overall is not as strong.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Work was sampled in art and design, design and technology, music and physical education.*

83. **Art and design** is used well to support other subjects. For example, in history pupils drew pencil portraits of Tudor characters, and in ICT a paint program was used to create symmetrical designs to support and reinforce work undertaken in mathematics in Year 4 and of rocks and soil as part of work in geography in Year 3. Pupils undertake observational drawings when out on field trips and within the classroom in their study of chairs. Work of famous artists is also studied, as in the reception class where pupils have created some very good paintings of roses in the style of Van Gogh. Teachers are not always secure in their subject knowledge of this subject, especially in teaching specific skills and techniques. There is evidence of studies of art from other cultures but this is inconsistent across the school and much of the work seen was done in either the After School Club or in 'Prime Time', which is not part of the planned curriculum and therefore not accessible to all pupils. Good use is made of visits to the local art gallery.
84. In **design and technology** pupils design and make a variety of products to develop their skills. Pupils in Year 2 have designed and made wheeled vehicles for a teddy bear, exploring different ways of attaching wheels and axes. They produced labelled diagrams of their designs, recorded their methods of construction and wrote simple evaluations of their finished products. Year 6 pupils carried out a biscuit survey, using ICT appropriately for research into recipes and to produce posters. They explored various possible designs and recipes before making and evaluating their biscuits and carrying out an opinion survey.
85. In **music**, standards in lessons seen were below average. Pupils sing in tune in assemblies and lessons but their singing is not confident and no attempts to vary presentation were observed. Pupils in Year 2 found it difficult to sing a simple two-part round and pupils in a Year 6 lesson sang, very quietly and without enthusiasm, to taped music. Year 6 pupils' understanding of different types of musical instruments and styles of music is not secure but they enjoy playing tuned and un-tuned percussion instruments to accompany taped music and show a sound understanding of pulse. Work in books shows an inappropriate reliance on the completion of poor quality worksheets as a means of evaluating different pieces of music. These provide little challenge for pupils and do not show a development in their understanding. No evidence was seen of pupils' attempts to compose and perform their own music but pupils in Year 2 showed satisfactory achievement in developing their understanding of ostinato and pulse. They used a variety of percussion instruments to accompany a song and maintained the pulse and rhythm well.
86. In **physical education** two lessons were seen. In Year 2 teaching and achievement were satisfactory in a gymnastics lesson. Very good teaching in a gymnastics lesson in Years 5 and 6 led to pupils' high achievement. In their movement, poise and balance they showed above average standards. The school makes good use of the teacher's expertise in the subject by timetabling him to teach all three Years 5 and 6 classes. Standards in swimming are well below average. Only half of the pupils in Year 6 are on course to attain expected standards. However, this represents good achievement because before pupils begin the school's course in swimming in Year 6 very few can swim at all.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

*Personal, social and health education and citizenship was sampled.*

87. The school's provides a very good variety of opportunities for pupils' **personal, social, health and citizenship education** and this makes a significant contribution to their very good attitudes to learning. The school gives lots of opportunities to discuss social and personal issues in lessons. Topics covered include sex education and drugs awareness. The range of visits and visitors develops pupils' understanding of the responsibilities of **citizenship** well. The school develops the curriculum well with innovative practices such as the Healthy Schools Award and the Stan Kenyon Award.



## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
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
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities (ethos)</b>	<b>3</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
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	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
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).*