

# **INSPECTION REPORT**

## **HOLY ROSARY AND ST ANNE'S CATHOLIC PRIMARY SCHOOL**

Chapeltown, Leeds

LEA area: Leeds

Unique reference number: 108037

Acting Headteacher: John Boyle

Lead inspector: Susan Walker

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> September 2003

Inspection number: 256488

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:	Voluntary Aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	202
School address:	Leopold Street Chapeltown Leeds
Postcode:	LS7 4AW
Telephone number:	0113 2621287
Fax number:	0113 2623305
Appropriate authority:	The governing body
Name of chair of governors:	Rev. Nigel Pollard
Date of previous inspection:	September 1998

## CHARACTERISTICS OF THE SCHOOL

Holy Rosary and St Anne's is an average sized inner-city primary school, with 202 boys and girls. The school is situated in the Chapeltown area of the city of Leeds, an area of considerable social and economic disadvantage and a high crime rate. Most of the pupils live in socio-economic circumstances that are well below average. The majority of the pupils live in the parish close to the school; the rest travel from neighbouring city centre parishes. The percentage of pupils known to be eligible for free school meals is well above average. The attainments of the pupils when they join the school are well below average.

The school has a rich racial mix, the proportion of pupils from ethnic backgrounds being five times the national average. The number of pupils for whom English is not the mother tongue is higher than in most schools. Over half the school population are of Black Caribbean and Black African heritage, while a further twelve pupils (six per cent) come from refugee families. Seventeen pupils (eight per cent) are in the early stages of learning English and receive extra support, Urdu, Tamil, Czech, and Cantonese being the main minority languages represented. Sixteen pupils (eight per cent) joined or left the school at different times during the last school year. The proportion of pupils with special educational needs is well above average, most of these pupils experiencing behavioural or learning difficulties.

The school is part of the Excellence in Cities initiative, has achieved Investor in People status and won an Achievement Award in 2003. The school faces recurring difficulties in recruiting new staff. The vacancy for a new headteacher has now been re-advertised four times but governors have been unable to appoint for want of suitable candidates. At the time of the inspection there was an interim headteacher who had been in post only two weeks. A major building project had been going on over the summer holiday and continued up till the week preceding the inspection. This has caused severe disruption to the smooth running of the school.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21045	Susan Walker	Lead inspector	Foundation Stage, history, geography.
19365	Gordon Stockley	Lay inspector	
32283	Denis Goodchild	Team inspector	Science, information and communication technology, special educational needs, English as an additional language.
16447	Rosemary Grant	Team inspector	English
19120	Derek Pattinson	Team inspector	Mathematics, art and design, design and technology, music, physical education.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is an effective school that gives good value for money.** As a result of good teaching and strong leadership and management, standards match national averages in English, mathematics and science and pupils achieve well.

**The school's main strengths and weaknesses are:**

- Pupils achieve well in relation to their well below average skills when they first start school, especially in reading, although standards in design and technology are too low by the end of Year 6.
- Pupils with special educational needs and those in the early stages of learning English do well.
- The teaching is good; it promotes a calm atmosphere, good relationships and racial harmony.
- The pupils behave very well and their attendance is good.
- The robust and effective leadership of the school has focused well on clear priorities, but curriculum co-ordinators are not all influential enough in managing their subjects.
- The school has the confidence of the parents.
- Planning does not always use assessments to help cater for the differing needs of all pupils and there are not enough opportunities for speaking, practical and investigative work.

**Improvement** since the last inspection has been **satisfactory**. The school has been resolute in its commitment to improving standards and has successfully achieved this, especially in reading, writing and in information and communication technology (ICT). Attendance has improved significantly. However, several issues from the previous inspection remain unresolved; most importantly, assessment data is still not used to best advantage and the curriculum continues to provide too few opportunities for practical and independent activities.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2002
English	C	B	Comparative data	B
Mathematics	D	B	not yet available for	B
Science	E	C	current year	C

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

**Pupils throughout the school achieve well;** black boys do especially well. The children's attainments when they first start school are well below average so that, despite the flying start they get in the nursery and reception classes, few are likely to reach the nationally expected goals by the end of reception. Throughout Years 1 and 2 pupils continue to make good progress, reaching above average standards in reading and average standards in writing. Standards in mathematics remain below average however, having risen from well below average when the pupils joined the school. By the age of eleven pupils attain average standards in English, mathematics and science. Results of national tests vary from year to year. Results were especially good in 2002 when the school's performance was significantly better than similar schools in English and mathematics and about the same as them in science. The group taking tests in 2003 had a high proportion of pupils with special educational needs, which adversely affected the overall results, although a higher proportion achieved the higher Level 5.

In most of the other subjects, including ICT, pupils reach the standards expected for their age. In design and technology standards are still below average, as at the last inspection, because insufficient attention is given to the subject.

Pupils' attitudes and personal qualities and attendance are **good overall**. Their behaviour is **very good**. Spiritual, moral, social and cultural development is **good overall**.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is good.** Teaching is good, characterised by the high expectations of the staff, excellent management of pupils' behaviour and the clear way in which explanations are given. The teaching of reading is thorough and systematic, and pupils make rapid progress. The consistent use of homework enhances the teaching very well by building on what has been learned in lessons. Pupils are conscientious with their homework because they know it is marked and valued. Teachers' planning does not always take account of assessments to pitch work at the precise needs of the pupils, so that in some lessons all pupils pursue the same task, regardless of their capabilities. This approach holds back the progress of the brighter pupils at times and sometimes causes lower achievers to struggle.

**The curriculum is satisfactory overall**, with all subjects represented. It is weighted heavily towards literacy and numeracy, which has done much to raise standards in these subjects. However, in general there is a lack of practical activities, especially in investigative elements of mathematics and science and creative elements of the curriculum. The Foundation Stage is well planned to provide good experiences in all the areas of learning and to provide a rapid start in the early stages of the National Curriculum.

## **LEADERSHIP AND MANAGEMENT**

**The school is well led and managed** by the acting headteacher who is in post until a permanent appointment is made. The efficient and very well-organised legacy of his predecessor has made this transition a smooth one. Governors are very effective in carrying out their statutory duties and in providing support, especially during this unsettled period. Over time there has been a determined focus on raising standards, which has paid dividends. The role of curriculum co-ordinators has not been developed enough to enable them to play a key role in the management of the school.

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

The parents and pupils are very satisfied. Pupils are proud of their school and there are good links with parents that enable them to be involved with their child's learning. The impact can be clearly seen in the effective systems for homework and the reading partnership.

## **IMPROVEMENTS NEEDED**

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

- Strengthen teachers' planning to take account of the learning needs of all pupils by making better use of assessment.
- Develop the role of curriculum co-ordinators.
- Provide more opportunities for speaking, practical and investigative work,
- Raise standards in design and technology by the end of Year 6.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

As a result of **good teaching** pupils **achieve very well** and reach **standards** that are **in line** with national averages by the age of eleven in English, mathematics and science. Pupils with special educational needs do well, as do black boys whose achievements are particularly good, bucking the national trend.

#### Main strengths and weaknesses

- Children get off to a good start with their education in the reception and nursery classes.
- Pupils generally achieve very well throughout the school and they make very good progress, especially in reading and writing.
- Standards in English, mathematics and science are in line with national averages and compare favourably with those in similar schools but standards in design and technology by the age of eleven are not high enough.
- Standards in ICT have risen since the last inspection and are now in line with national expectations by the age of eleven.
- Pupils with special educational needs and those for whom English is not the first language also make good progress.
- There is not enough emphasis on investigative and practical work, especially in science and mathematics and this hinders the personal development of the pupils.

#### Commentary

1. When children join the nursery, their attainments are generally well below average. The majority start school with underdeveloped speech, limited social skills and a narrow knowledge and understanding of the world. From this low starting point they make good progress in the reception and nursery classes as a result of good teaching and so, by the end of the reception year, the gap in their attainments in most areas of learning has narrowed to below rather than well below average. Despite this good progress, by the end of the reception year children are unlikely to achieve the goals they are expected to reach in: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.
2. The good progress made in the nursery and reception classes is sustained and built upon well throughout Years 1 and 2 so that by the age of seven most pupils achieve well. In Years 1 to 6 teachers build further on this good achievement so that by the time they leave the school at eleven the majority of pupils reach the national average in English, mathematics and science. As can be seen from the table below, in national tests and assessments in 2002 the school performed particularly well, holding its own in comparison to all schools nationally. When compared to similar schools the results were well above average in all three subjects and in the top fifteen per cent in the country in English. This represents very good achievement.

#### ***Standards in national tests at the end of year 6 – average point scores in 2002***

Standards in:	School results	National results
English	28.3 (26.8)	27.0 (27.0)
Mathematics	28.1 (25.6)	26.7 (26.6)
Science	28.5 (27.2)	28.3 (28.3)

*There were 18 pupils in the year group. Figures in brackets are for the previous year.*

3. The school's results tend to fluctuate from year to year as the groups of pupils are relatively small and vary considerably according to the proportion of pupils with special educational needs or who are in the early stages of learning English. Although results were good in 2002 they fell in 2003 and the school's overall targets were not met. Nevertheless, results in reading were particularly strong; a higher proportion of pupils than expected reached the higher Level 5. Results are predicted to fall again in the coming year. Although targets are realistic the school is unlikely to meet them.
4. With the exception of ICT and design and technology, attainment in all the other subjects of the curriculum is in line with national expectations. Pupils achieve well in relation to their low starting points and broaden their knowledge, although there is a paucity of creative, practical and investigative work that would give pupils the opportunity to use initiative and work together collaboratively. In design and technology standards by the age of eleven are not high enough mainly because the limited opportunities in the curriculum for pupils to design and make things.
5. The school has made great strides in improving standards in ICT since the last inspection when standards were unsatisfactory. Standards are now judged to be better than expected for seven-year-olds and in line with expectations for eleven-year-olds and pupils progress well in widening their repertoire of skills. Opportunities for them to use their skills in the classrooms in other subjects are still too limited however, and this is an area identified by the school for further development.
6. The school helps pupils with special educational needs to achieve well because systems are well organised and managed and there is good adult help for individuals. Pupils who are at an early stage of learning English receive good support so they too achieve well. There is careful analysis of pupils' performance by gender and ethnicity and this awareness and tracking has contributed particularly well to the high achievement of black boys.

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

**Pupils have good attitudes and their behaviour is very good.** Their spiritual, moral, social and cultural development is good, as are their attendance and punctuality.

### **Main strengths and weaknesses**

- The school has exceptionally high expectations for pupils' conduct, which are reflected in the pupils' very good behaviour.
- The school promotes very good relationships, which ensure that pupils learn free from bullying, racism and other forms of harassment.
- The school has very good procedures to monitor and promote attendance.
- There are not enough opportunities for pupils to use their own initiative.

### **Commentary**

7. The very good behaviour promoted by the school is at the heart of its ethos for learning. The rewards and sanctions system works very well in ensuring pupils' very good behaviour. It is effective because all adults working in the school consistently apply it, and are very good role models for the children. Good behaviour is celebrated in assemblies and by commendations displayed prominently in the entrance hall. Such rewards help to encourage and improve pupils' attitudes, confidence and self-esteem. The behaviour policy is effective because pupils themselves are involved in agreeing rules and parents are regularly involved in reinforcing them. Nevertheless, there have been a number of exclusions in the past year for pupils who have been unable to conform to the high standards of behaviour expected.

## Exclusions

### 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	76	11	
White – Irish	13		
White – any other White background	3		
Mixed – White and Black Caribbean	19	3	
Mixed – White and Asian	3		
Mixed – any other mixed background	7		
Asian or Asian British – any other Asian background	3		
Asian or Asian British - Pakistani	8	1	
Asian or Asian British – any other Asian background	3		
Black or Black British – Caribbean	60	6	
Black or Black British – African	22		
Black or Black British – any other Black background	7		
Chinese	2		
Any other ethnic group	5		

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

8. Staff promote very good relationships very effectively. As a consequence pupils work and play without concern about bullying or racism. The school takes any reported incidents of bullying or racial harassment very seriously and such incidents are dealt with fully, involving both the victim and the perpetrator. Careful monitoring ensures that incidents do not recur. The parents and pupils confirmed that there is no racism in the school and that the small number of bullying incidents is dealt with very quickly and effectively.
9. Attendance is better than average, as can be seen in the table below. It is improving each year because it is promoted by very good procedures. Parents are made aware of the school's expectation that children will attend regularly. Any requests for holidays during term time have to be formally applied for. The learning mentor based at the school checks the registers every morning and attempts to contact the parents of any child who is absent without explanation. Where pupils are ill, a further telephone call is made a few days later to check on progress if the child has not returned. Rewards are offered for good attendance and this also helps to raise its profile amongst pupils and parents.

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

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.0
National data	5.4	National data	0.5

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

10. The school's ethos and mission statement underpin its work. Pupils are given daily opportunities to reflect and pray. Their work in religious education covers aspects such as friendship, choices, loving, giving and relating, and this is effective in developing pupils' personal qualities. Adults by their conduct set good examples for the pupils to follow and seize every opportunity to reinforce the differences between right and wrong. An annual residential visit also supports pupils' social development by providing good opportunities for them to mix socially in an environment away from home. Pupils gain some knowledge of their own and other cultures and religions through their studies but they do not have many opportunities to extend their understanding through visits to such places as museums, art galleries or other places of worship.
11. The school does not provide many opportunities for pupils to show initiative as part of their personal development. Work in lessons is heavily teacher-directed and there are few opportunities for pupils to carry out tasks on their own. For example, in a physical education lesson, all the equipment was put out by the teacher whilst pupils watched. Even the oldest pupils have only limited opportunities to be enterprising, to undertake independent research or to take responsibility, jobs being limited to helping in the dining hall at lunchtimes. This was an issue identified in the previous report as yet unresolved.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

**The quality of education provided by the school is good overall.**

### Teaching and learning

**Teaching is good overall and is the main reason why pupils are achieving so well.**

### Main strengths and weaknesses

- Excellent behaviour management creates a calm working atmosphere.
- Teachers have high expectations.
- Good support is provided for pupils with special educational needs and those for whom English is not the mother tongue.
- Teachers have good subject knowledge and make explanations clear.
- Homework is very effective in complementing what has been learned in lessons.
- There are not enough opportunities for pupils to undertake practical activities, to work in groups or to initiate their own research.
- Assessments are not used to best advantage to plan for pupils' varying needs, and marking is not helpful enough to the pupils.

### Commentary

#### **Summary of teaching observed during the inspection in 35 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	23 (66%)	11 (31%)	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.*

12. Teaching is good in most lessons. This is achieved largely because of the very effective class management skills that are applied very consistently by the staff and which enable learning to take place in a calm, purposeful atmosphere. The way in which teachers manage the behaviour of the pupils is a real strength of the school. Despite the fact that a significant minority of pupils

have the potential to cause disruption to lessons, teachers have exceptionally high expectations of behaviour. The pupils respond well because they know exactly what is expected of them and the consequences of any actions that exceed the parameters.

13. Teachers are very good at teaching basic skills. Reading is taught systematically and materials are very well matched to the pupils' needs. There is a strong emphasis on the development of writing skills too. Pupils are encouraged to write at every opportunity, honing their spelling and punctuation through frequent practice. The presentation of pupils' work throughout the school is consistently very good as a result of teachers' insistence on high standards. Time is generally used to good effect. Not a moment is lost in most lessons and pupils are expected to work hard throughout. Consequently there are good levels of concentration and pupils complete large amounts of work during the course of a year. Teachers have good knowledge of the subjects and the ability to put it across to the pupils with clear and well-paced explanations, especially in the basic skills.
14. There is a real strength in the way homework is used to reinforce what has been learned in lessons and it contributes well to the standards the school achieves. The school's policy is followed consistently and pupils take it seriously because they know it will be marked and their efforts valued. The day-to-day marking of pupils' work is consistent between classes and adheres to the school's policy, but it tends to be cursory, providing little information to pupils about how well they are doing and how they can improve.
15. Good support is provided for pupils with special educational needs, which enables them to achieve well. Individual education plans are reviewed regularly and clearly identify pupils' needs and the teaching strategies and resources that will help them to make progress. Similarly, pupils whose mother tongue is not English make good progress. These pupils benefit from the good liaison between the support teacher from the local authority and class teachers.
16. In general, there is a lack of variety in teaching methods in many of the lessons. Teachers tend to 'play safe' with their planning, partly as a means of maintaining class control, and lessons are frequently a vehicle for promoting literacy. While this approach does much to improve basic skills it limits the extent to which pupils undertake more creative, investigative and practical activities. There are too few opportunities for collaboration and group work, which would develop pupils' social skills and personal development, widen their speaking and listening experiences and help to enliven the curriculum. These points were raised in the previous report but have yet to be addressed.
17. The main factor that distinguishes good teaching from very good teaching is the provision for the needs of all pupils. In the best lessons tasks are carefully planned to ensure that the correct level of challenge is provided for all levels of ability. But this is not always the case and in a significant number of lessons all pupils are expected to tackle the same task irrespective of their levels of prior attainment. The consequence of this approach is that work is sometimes too easy for pupils, providing insufficient challenge or, as is more often the case, too difficult. The school has clear and manageable systems for assessing what pupils know, understand and can do. Consequently there is a great deal of information about the progress of each pupil available, but this information is not put to best use at the planning stage to diagnose what pupils need to learn next or to pitch work at just the right level for the needs of individuals. Just occasionally planning lacks precision and lessons end abruptly, missing opportunities to remind pupils of what has been learned.

## The curriculum

The school provides a **satisfactory** curriculum for its pupils.

### Main strengths and weaknesses

- English, mathematics and science are well represented in the school's curriculum, enabling most pupils to achieve very well.
- ICT has a much higher profile than at the time of the last inspection and so standards have risen.
- The curriculum provides well for pupils who have special educational needs and those in the early stages of learning English
- Children get a good start to their education in the nursery and reception classes.
- A satisfactory range of visits, visitors and after-school clubs supports pupils' learning.
- The curriculum is narrow and does not give enough emphasis to creative, practical and investigative activities.

### Commentary

18. All subjects of the National Curriculum are represented in the curriculum, with English, mathematics and science given very good emphasis. As a result, pupils build well on their skills and understanding in these subjects and achieve very well, especially in their reading and writing because so much time and commitment are given to these subjects. However, the consequence of this concentration of time is that the curriculum is narrow overall, with subjects such as geography, history and design and technology given insufficient prominence and attention. This prevents pupils from making the best possible progress in these subjects. Links are developing between subjects to help make learning more relevant for pupils, and teachers ensure that all pupils have equal access to the subjects of the National Curriculum.
19. The teaching of important skills in ICT is given good emphasis and as a result standards have risen, representing a substantial improvement on the findings of the last inspection. However, the skills are not used in the classrooms as well as they might be to support other subjects such as mathematics and geography and the school has already identified this as an aspect that requires further development.
20. Provision for pupils with special educational needs and those in the early stages of learning English is good, enabling them to achieve well in core subjects of English, mathematics and science. This is because work is usually carefully matched to their needs in English and mathematics. In other subjects the mostly good support they receive from classroom assistants helps them to make steady progress.
21. The quality and range of learning opportunities for pupils in the Foundation Stage of learning are good and take account of the early learning goals. Children in the nursery and reception classes take part in a wide range of activities and experiences, which gives them a good start to their education, particularly in the early stages of reading and writing.
22. A satisfactory range and number of visits, visitors and after-school clubs help to extend pupils' learning. Visits include a residential visit to Ingleborough Hall, and to a farm and a bookshop, which enrich pupils' experiences. A particularly worthwhile feature is the visit of the Axis Caravan, which deals very well with issues of health, bullying and the use and misuse of drugs. Clubs include sport, music and reading, which help to develop important skills.
23. The completed building improvements ensure that the accommodation as a whole enables all subjects of the curriculum to be taught effectively. The new library area is efficiently organised and a big improvement since the last inspection. Although the school is not especially well resourced overall, there are enough resources to meet the needs of pupils and ensure this area does not present a barrier to learning. The provision for outdoor play in the reception class is inadequate and hinders progress in this area of learning. The outside areas provide plenty of

space for physical education lessons and for recreation and some seating, but there is very little to provide interest and stimulation for pupils at playtimes.

24. On balance there are not enough first-hand experiences to bring the curriculum alive for pupils, which limits pupils' achievements in some subjects. For example, investigative, enquiry and problem-solving skills are still not promoted enough, despite this being identified as an issue at the time of the last inspection. Pupils have little opportunity to develop initiative and independence through open-ended, practical tasks and through group work. Speaking and listening are given too little emphasis to help pupils to become confident, fluent speakers and good listeners. They are sometimes required to sit for too long listening to the teacher before they begin their work, which prevents them from consolidating what they have learnt.

### **Care, guidance and support**

The school takes **very good** care of the pupils, ensuring their welfare, health and safety. Pupils are very well cared for, guided and supported. The school involves pupils well in its work and development.

### **Main strengths and weaknesses**

- The school pays very good attention to health and safety matters.
- Teachers and the learning mentor provide very good support for pupils' personal and academic development.
- Induction procedures in the Foundation Stage are very good.
- There is not enough training in child protection matters for support staff.

### **Commentary**

25. The school is a safe and secure place where very good attention to health and safety matters ensures that pupils can learn and develop in a healthy and caring environment. All the necessary safety checks and risk assessments are carried out scrupulously and there are very good arrangements for dealing with any accidents and minor injuries to pupils.
26. Adults are caring and supportive in their dealings with the children, showing concern and respect. Records are thorough, enabling effective advice, support and guidance to be provided to the pupils. The learning mentor provides good support in her role helping pupils and their families with personal and social concerns that may be hindering their education. This she provides through working sensitively with individual children and through her knowledge of their families. She does not have a class teaching commitment and is therefore available to respond quickly to pupils' individual needs as they arise. Her work with children and families whose attendance and punctuality are not good is having a positive effect on attendance levels.
27. There are very good induction procedures for children joining the school in the nursery and the reception class. Staff make home visits prior to nursery admission in order to learn more about the children's development and abilities. Parents of children who are about to join the reception class are invited to a meeting where school routines are explained and the teacher tells parents how they can help their children with reading and writing and the use of phonics. Almost all parents who completed the questionnaire were pleased with the induction arrangements for their child. Class teachers monitor pupils' academic and personal development thoroughly and this enables them to quickly identify those needing additional help or support.
28. Whilst the school has generally good procedures for dealing with child protection concerns when they are identified, members of the support staff – including mid-day staff – would benefit from additional guidance on identifying the signs that might indicate that a child is having problems that might need further investigation.

## Partnership with parents, other schools and the community

The school has **good** links with parents and **satisfactory** links with the community and other schools.

### Main strengths and weaknesses

- The school provides very good information to parents that helps them to support their children's education very effectively at school and at home.
- The school tries hard to ensure that parents are satisfied by seeking their views about a range of matters and taking these views into account when reviewing its practices and policies.

### Commentary

29. The prospectus is a thorough document, which meets all legal requirements. It is written in a parent-friendly style and contains most of the information that parents need to know, together with details of further information that is available. Parents are able to borrow materials such as copies of worksheets and teachers' notes to help them to support their children at home. Teachers send home written information about the work to be covered during the forthcoming half-term and this too helps parents to support their children's learning. The school produces two newsletters each term. They are informative, easy to read and attractively produced.
30. There are plenty of opportunities for parents to talk to teachers. Parents have two opportunities each year to meet their child's teacher formally. The first is in the autumn term when parents can find out how well their child has settled into the new class and the teacher can explain any matters that might be unclear. The second meeting takes place in the spring term and here parents can learn about their child's progress at this half-way stage of the school year. Parents are able to make additional appointments during the year if they feel it necessary.
31. The teachers produce written reports of good quality at the end of the summer term. They are easy to understand and free from jargon. They include targets for literacy and numeracy and a general target. The reports indicate clearly how the child is doing in relation to national expectations for the child's age.
32. The school consults parents each year. A questionnaire issued with the pupil report invites parents' views on a range of matters about the school. The prospectus has a tear-off slip on which parents are invited to suggest additions or improvements. The school considers parents' comments and suggestions seriously and, where appropriate, uses them to inform the annual review of the school improvement plan.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. Governance is **very good**.

### Main strengths and weaknesses

- The effectiveness of the previous headteacher is evident from the high standards, positive ethos and inclusiveness found in the school.
- The acting headteacher has maintained stability and brought calm to the school during an unsettled period.
- Governors are committed and knowledgeable about the school and are doing all they can to find the right candidate for the vacant headship.
- The role of subject co-ordinators' is underdeveloped.

### Commentary

33. The school is currently operating in very difficult circumstances, due to the fact that there is no substantive headteacher or deputy. Despite the concerted efforts of governors to appoint replacements the process has been delayed by a lack of applicants. At the time of the inspection the acting headteacher had been in post for only two weeks. Nevertheless, the strengths of the previous leadership have left a valuable legacy, which is being maintained judiciously by the acting headteacher. The school's commitment to improving standards is seen in the results of national tests, which are better than those found in similar schools, and in the good performance of black pupils, particularly boys, who underperform nationally. This has been achieved through giving high priority to the teaching of basic skills, the consistent management of pupils' behaviour, the creation of a positive working atmosphere, and encouraging parents to support their children's learning at home.
34. The acting headteacher has already seen the staff through a difficult phase, when building work left the school in disarray at the start of the term. He is now beginning to exert his own leadership and has already identified areas for further development. The governors have been a key force in keeping the school together during this difficult time. Together with the previous headteacher, they have planned the transition carefully, so that key responsibilities are passed on and temporary appointments provide stability. Their efforts to recruit new staff are unstinting. They have a very good understanding of the school's strengths and weaknesses, help to shape the direction of the school and fulfil all legal responsibilities.
35. The management of the school has much strength, but also some weaknesses. The school runs very smoothly and identified priorities have been implemented and checked well. This is seen, for example, in the consistency with which pupils' behaviour is managed, the improvements brought about in pupils' writing and in the better provision and higher standards found in ICT. However, not enough has been done to develop the roles of individual subject co-ordinators to enable them to manage their subjects effectively, for example in science where issues identified at the last inspection have not yet been addressed. As a result most do not have a clear enough picture of the standards, strengths and weaknesses within their subjects, or know what needs to be done to tackle them. Lack of expertise by subject managers is especially important now the school is without its most senior staff.
36. Financial management is good and money is used well in the school's quest for high standards. Governors keep a tight rein on funding and make good use of advice from the local education authority. The budget deficit brought about by the change from middle to primary school, as reported at the last inspection, has been reversed, due to prudent management. The current surplus has been created from savings made on salaries due to recent staffing changes and has been accrued as a buffer against the anticipated fall in numbers to maintain staffing ratios. Plans are afoot to use this surplus to address shortcomings in resources identified by the new headteacher.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	582 470
Total expenditure	492 469
Expenditure per pupil	2132

Balances (£)	
Balance from previous year	71 350
Balance carried forward to the next	90 000

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

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

37. The children get off to a **good** start with their education in the Foundation Stage and this is one of the reasons why they achieve so well by the age of eleven. When they start in the nursery most of the children have attainments that are well below average overall and many have limited speech, a narrow vocabulary and underdeveloped social skills. The school's very good induction procedures introduce children and their parents to school expectations and routines right from the start so that children settle to school life happily, gain in confidence and make good progress in their learning. The curriculum is well planned to incorporate all the areas of learning, whilst in the reception class it makes an effective bridge with the National Curriculum. This works well in getting children off to an early start with literacy and numeracy. Staff concentrate on developing language and social skills that pave the way for learning in all subjects. The classroom assistants make a valuable contribution to the teaching and overall provision. At the time of the inspection some of the children in the nursery had been in school only a matter of days.

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

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

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

- Children achieve well over time.
- They settle rapidly into school routines.
- Children begin to learn independence by making choices.

#### **Commentary**

38. Children make good progress from a very low starting point but are unlikely to reach the goals expected for their age by the end of the reception year. This good progress is the result of clear expectations and well-established daily routines. Children in nursery quickly learn to listen attentively, to play together and to make simple choices about the activities they pursue. They know the routines and expectations, for example remembering to say "Thank you" as they receive their drink of milk. In both classes teachers establish good patterns of behaviour that set the tone of expectation for further up the school. In the nursery there is plenty of scope for children to choose for themselves which activities they will pursue and they respond to this freedom well, especially when there is adult help to encourage them and to take learning forward. Choices are monitored well to ensure that children pick a variety of tasks over time.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Story time is used well to promote language, speaking and listening.
- Adults in the nursery take every opportunity to develop language by initiating conversation and joining in with play.
- Parents are encouraged to support their child with reading at home.
- Children are introduced to real-life purposes for writing right from the start.

## Commentary

39. Few of the children are likely to attain the early learning goals by the end of the reception year because of the poor language skills many of them have when they start school. Nevertheless they do make good progress. Language development is a key part of every day and staff are mindful to reinforce vocabulary at every opportunity. Story time is an important vehicle for language development and teachers in both classes are good at telling stories in an animated way that holds the attention of the children. Sometimes there is too much talking by the teacher with too few opportunities for children to contribute. In the best sessions the teacher adds to the interest by using pictures or models to ensure children understand and stories are interspersed with discussion, vocabulary and questions to check understanding.
40. The school places a great importance on reading and the children are introduced to the characters in the school reading scheme at an early age. Children are actively encouraged to read books at home and the partnership with parents is very effective in promoting this through a well-organised system for children to take books to share at home.
41. The children soon become used to writing as they are encouraged to write for a range of real life purposes from an early age; in the nursery they 'write' their own shopping lists for example. By the time they leave the reception class many can write their own simple sentences neatly with well-formed letters. They complete a considerable amount of work in the reception class, though there is scope to widen the range of types of writing.

## MATHEMATICAL DEVELOPMENT

It was not possible to make a judgement about teaching and provision in this important area of learning because no teaching was seen in the nursery. At the time of the inspection the curriculum focused on settling children into routines. However, teachers' plans indicate that good provision is made to introduce children to all strands of the curriculum. Teaching is good in the reception class because it is brisk and varied and good relationships give children confidence to join in with number games and counting songs. Although numeracy is promoted well in the curriculum there is not enough experimental play in sand and water to help children to understand mathematical concepts such as capacity, volume and weight from first-hand experience.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Curriculum planning ensures an apt range of experiences is provided.
- Vocabulary is promoted well.

## Commentary

42. No teaching of this area of learning was seen in either class. Teachers' plans indicate a suitable range of activities and experiences is planned over the course of a year. Nevertheless, children are unlikely to reach the goals set for them by the end of the reception year because the school cannot compensate in such a short time for the narrow range of experiences most of them have had when they start school. In the nursery there is a good emphasis on first-hand experience. For example, children begin to learn the importance of dental hygiene by using a mirror to count their own teeth and to find out the best way to keep their teeth clean using a giant toothbrush. There is a strength in the way both teachers and classroom assistants promote language during these activities by introducing new vocabulary and reinforcing it during productive conversations that encourage children to respond to questions and to use the correct terms.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Children achieve well, and most are likely to attain the standards expected for their age by the end of the reception year in most aspects of physical development, apart from outdoor play.
- Teachers' plans ensure that there are plenty of opportunities for physical activities.
- There is not enough structured outdoor play.

### Commentary

43. Through regular play activities in the nursery and through more formal physical education lessons in the reception class, children become increasingly agile and confident as they grow older. For example when they practised moving in a variety of ways some of the more confident children showed good control, balance and poise as they tiptoed, jumped and bunny-hopped across benches. In another lesson they responded to music with pleasure and showed good control as they skipped in time to music and sat perfectly still as 'statues' when the music stopped. These activities are frequent and well planned to develop a suitable range of skills. In both classes children are given plenty of opportunities to develop their skills with small apparatus such as brushes, dough, pencils and jigsaws.
44. Insufficient attention is given to regular and well-planned outdoor physical play and there is a shortage of large equipment for this purpose. As a result of the limited opportunities for children to climb on large apparatus or to steer and pedal wheeled vehicles, children are unlikely to achieve the goals for their age in this aspect of their physical development.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- The curriculum includes a sound range of opportunities for creativity.
- Music making is an important feature of the curriculum.

### Commentary

45. Teaching and provision in this area are sound. As part of their topic about 'Myself', children in the nursery were able to re-create self-portraits using a mirror to identify their main features. Though their control of the crayons was variable, most were able to produce recognisable representations of themselves with adult help. Children make the best gains in learning when they benefit from adult guidance, as was seen when children experimented with handling coloured dough. When left to their own devices, their interest in the task was short-lived but when the teacher helped them to create faces of people with three-dimensional features the children concentrated well and made good gains in their learning. In both classes children join with great gusto in an apt choice of action songs, recalling the actions and words from memory with increasing confidence.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Pupils read well, because of the effectiveness of teaching.
- The spelling, punctuation and presentation of their work are good.
- Pupils listen well, but their speaking skills are not as good, because they do not have enough chances to extend them in lessons.

#### Commentary

46. The majority of pupils achieve well in reading. In Years 1 and 2 they achieve very well and standards are higher than usual at the end of Year 2. Most pupils read accurately, confidently and with reasonable expression. Pupils continue to progress well in subsequent years so that by Year 6, standards are similar to those found nationally. Most of the pupils who started at the school read a range of suitable books with relative ease. This is because teaching is very thorough, well-structured and consistent. Pupils are encouraged to read a lot, both at home and school, through the well-organised home-reading system. Teachers check the progress of all pupils well and extra support is given to pupils who need it.
47. Pupils achieve well in writing. By the end of Years 2 and 6, pupils write at suitable length for their ages. Their handwriting, spelling and punctuation are better than usual. This is because there is a consistent approach to teaching throughout the school and the marking of pupils' work often concentrates on the basic skills such as spelling. A lot of time is given to the teaching of basic skills in all classes and this helps to explain why the school is so successful in this respect. The school has worked successfully to improve pupils' ability to write longer pieces. A reward for the 'Writer of the Week' has motivated them to write good imaginative and factual pieces. Many pupils understand how to plan a story and how to make it interesting through developing characterisation and plot. They write well in a series of styles.
48. Pupils achieve satisfactorily in speaking and listening. They listen well to their teachers and offer answers to questions, but these are often fairly brief and make use of simple language. This aspect of work is not as well developed as reading and writing because it is not planned or emphasised as much in lessons. There is some good practice, for example in the use of 'talking partners', but it is not consistent in all classes. The quality of teachers' questions is variable. Sometimes questions are too closed, requiring perhaps only one word. This approach limits the extent to which pupils can share their thoughts and develop their ideas through extended responses.
49. The language needs of pupils with English as an additional language are assessed properly. These pupils benefit from extra support from the specialist teacher and other adults. However, there is very little provision for them to learn in their home language as well as English, through, for example, pairing pupils who share a common language but are at different stages in their learning of English.
50. Teaching is good overall and very good in reading. Pupils behave very well and work very hard because of the highly disciplined atmosphere in most classrooms. They benefit from regular homework, which is marked conscientiously. The common approach to teaching the literacy hour is advantageous but can inhibit more adventurous teaching. Pupils are given targets to work towards in some classes, but this area is ripe for development. Teaching assistants often support pupils who need more help, and this is satisfactory. Occasionally, work is not adapted

sufficiently to the different learning needs of all pupils in the class, including those who are just beginning to learn English.

51. Provision has improved since the last inspection, and high standards maintained. The library has been extended and is well used. There is scope to extend the use of ICT. The subject has been co-ordinated well in the past. The new co-ordinator is keen to continue the good work done, but needs opportunities to do so.

### Language and literacy across the curriculum

52. **Good chances** are provided for pupils to extend their skills in other subjects, especially for reading and writing. Pupils use their writing skills frequently to record their observations in science or to re-tell historical events.

## MATHEMATICS

Provision in mathematics is **good**; the subject is given a high profile in the curriculum and pupils achieve well, especially in their number work.

### Main strengths and weaknesses

- The good teaching is helping to raise standards, although minor weaknesses in teaching are holding some pupils back.
- Pupils' good attitudes and very good behaviour are important contributory factors to the high achievement.
- The subject leader provides sound leadership but has too little time allocated to him to manage the subject effectively.

### Commentary

53. Standards are below national levels by the end of Year 2, but are in line with national averages by the end of Year 6. Pupils' achievements are very good overall because standards on entry to the school are low. The good achievement is largely due to the good teaching, which helps pupils to learn, and the good emphasis given to the development of number skills, as pupils move through the school. Some analysis of national test data takes place to help to identify and overcome weaknesses, which is helping to raise standards. However, results in national tests have fluctuated over time indicating that a trend of rising standards is not yet securely established.
54. Most teaching and learning are good. This is because teachers have high expectations and pitch work at appropriately challenging levels for most pupils. As a result, pupils put more effort into getting it right. Purposeful questioning develops clear understanding of new knowledge. High levels of enthusiasm from the teacher, good relationships and secure subject knowledge help to keep pupils motivated and involved. Learning support assistants work well with pupils with special educational needs and other less able pupils. These positive features of lessons help to explain the good attitudes to learning and mostly very good behaviour seen during the inspection, which contribute to the standards achieved. They also help to explain why most pupils take pride in their work.
55. Some areas of teaching and learning require development. For example, sometimes more able pupils are given work which they already understand before moving on to appropriately challenging tasks. Work is not always carefully matched to pupils' precise needs, with all pupils in a class sometimes completing work of a similar standard, especially in computation work. While marking is carried out conscientiously, it does not often help pupils to move to the next stage of learning. Some introductions to lessons are too long, which restrict the time available

for pupils to consolidate their work. This was observed in lessons in Years 3 and 5 during the inspection. Pupils do not yet have precise targets to help them to understand what they need to learn next. These negative features prevent some pupils from making the best possible progress.

56. The co-ordinator is keen to raise standards, and has compiled plans for the subject's continued development. However, there is no regular monitoring of pupils' work or of teaching and learning to enable him to find out what works and what requires development, and this impairs his effectiveness. Such monitoring would highlight other shortcomings in the provision such as the lack of development of mathematical skills, knowledge and understanding through other subjects, especially through ICT. 'Real-life' mathematics is not used often enough to help pupils appreciate the importance of number in our daily lives and to bring the curriculum to life for them. As at the time of the last inspection there are still too few opportunities for pupils to develop their initiative and understanding through investigative and problem-solving tasks.

### **Mathematics across the curriculum**

57. Skills in numeracy are given **good** emphasis in other subjects of the curriculum.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers have a good knowledge and understanding of science.
- Teachers develop pupils' scientific skills effectively.
- The role of the subject co-ordinator is not developed well enough.
- Marking does not identify what pupils need to do to improve.
- There are too few opportunities for pupils to design their own experiments.

### **Commentary**

58. Samples of pupils' work from last year show that standards by the end of Years 2 and 6 are average, as they were at the time of the previous inspection. However, pupils' progress is very good considering their below average attainment on entry. Teaching is good overall.
59. Teachers are diligent in teaching the factual content of science. Their good subject knowledge ensures that pupils use the appropriate vocabulary. For example, pupils in Year 2 were able to identify groups of foods and bread as part of the 'grain' group. A well-led discussion extended pupils' knowledge to include the 'seafood' group. In a lesson in Year 4 the teacher ensured that pupils understood the difference between common names and scientific names of bones. The discussion was focused and well supported by good use of a skeleton and animal bones. Most pupils therefore made good progress. Teachers ensure that pupils' study skills are developed well. Pupils therefore make good progress as they observe, classify and record. In Year 2, for example, they observed and recorded the names of parts of plants.
60. The school gives due emphasis to the investigative approach; indeed, in Year 6 at least half of the work analysed was of an experimental nature. A published scheme is used that ensures that pupils question, predict and explain. Discussions with Year 6 pupils indicated that they had a good understanding of scientific processes such as what was meant by a 'fair test'. Therefore pupils' scientific skills are well developed by the end of Year 6. However, there is limited opportunity for pupils to exercise independence and initiative by designing and constructing their own experiment in answer to the question 'Why?'. This means there is insufficient challenging work for the higher attaining pupils and they do not always make as much progress as they might.

61. Teachers mark the pupils' work conscientiously. It is usually dated and accompanied by a positive comment. However, teachers do not often indicate to pupils how they might improve their work. This is a missed opportunity to further raise standards.
62. Leadership and management of the subject are unsatisfactory. The curriculum co-ordinator has not had the opportunity to monitor and evaluate standards and teaching in the subject through scrutiny of planning, observation of teaching or analysis of test results. Therefore there is little awareness of what does and does not work well in science. This limits the effectiveness of management in raising standards by taking appropriate action.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

Provision in ICT is **good** in developing pupils' skills.

### **Main strengths and weaknesses**

- Teachers have very good subject knowledge; they demonstrate skills well and make effective use of classroom assistants.
- Leadership and management are good.
- Pupils do not make enough use of their skills in ICT in other subjects.

### **Commentary**

63. Standards by the end of Year 2 are higher than expected at this age and in line with national expectations by the end of Year 6. This represents an improvement on the judgements of the previous inspection. Overall this is very good progress when compared with well below average attainment of the pupils when they start school.
64. Teaching is good overall. Staff have very good subject knowledge that ensures that pupils' skills and vocabulary are developed at an early stage. For example, in a very good lesson in Year 1 the support assistant operated the *PowerPoint* demonstration and this good teamwork enabled the teacher to concentrate on giving clear explanations to individual pupils on how to operate the mouse. Pupils therefore made very good progress. They were quickly on task, excited but busy. They were able to load the program and used the mouse to click on, drag and place objects to create a fantasy picture. As the teacher explained how to save and log off many of the pupils were ahead of the game. They were giving the teacher instructions using correct ICT vocabulary!
65. Pupils continue to make good progress in Years 3 to 6 in the development of their ICT skills. This is because lessons are well organised and structured. Teachers are confident and skilled and are effective in illustrating ICT processes. Pupils therefore use word-processing skills very confidently by the end of Year 6. They present text in a variety of forms and styles and use graphics programs to enhance their presentations. The use of control programming is underdeveloped and remains an issue from the previous inspection.
66. Effective use is made of teaching assistants who contribute well to learning. During independent work they are supportive and encouraging with individual pupils. This makes sure that lower attaining pupils and those with English as an additional language are fully included so that these pupils make good progress.
67. Leadership and management are good because action has been taken to raise standards. The installation of the ICT suite and staff training have ensured that teachers have the necessary resources and skills to improve standards. The school makes good use of ICT to assist in management tasks such as in planning and in the administration of the school library. Assessed work in ICT for individual pupils for each year is stored on the computer. This represents an improvement on the previous inspection. However, teachers make insufficient

use of this information in planning to meet the needs of the pupils precisely, particularly higher attainers.

### **Information and communication technology across the curriculum**

68. The use of ICT in other subjects is **satisfactory** overall. Whilst there is evidence that ICT is used as a writing and research tool it is not so well used to aid learning in other subjects. This is particularly true in mathematics, science and design and technology.

## **HUMANITIES**

Provision in history and geography is **satisfactory**.

### **Main strengths and weaknesses**

- History and geography are used extensively to promote skills in literacy, contributing well to the standards in English.
- Pupils make sound progress in acquiring knowledge in both subjects.
- Teaching approaches are too narrow, placing little emphasis on the development of skills and practical activities.
- Co-ordinators do not have a clear enough overview of the subjects.

### **Commentary**

69. Standards in both subjects are in line with those expected but lower than at the last inspection because the subjects are given less attention. In common with many other schools the school has, rightly, placed a heavy emphasis on English and mathematics, but this has been at the expense of other subjects such as history and geography. The curriculum is linked to national guidance and supporting materials, which means pupils study a well-balanced range of topics over time, but the guidance has not yet been modified to meet the needs of the school. Pupils make satisfactory progress over time from the low attainments when they first start school.
70. Very few lessons in geography and history were seen so it is not possible to make a judgement about the quality of teaching overall. Although pupils make satisfactory gains in their factual knowledge there are not enough opportunities for them to develop the skills of enquiry or to engage in practical investigation and fieldwork. Both history and geography are used well to promote literacy but samples of pupils' work show that in general teachers provide too narrow a range of activities for the pupils. The written work in pupils' books is generally neat and well ordered with a good standard of English, although some of the written work is copied. However, there is very little evidence of tasks being modified to provide extra support for those who struggle to learn or further challenge for brighter pupils. In the one history lesson observed, pupils made sound gains in knowledge through the judicious use of a video of good quality, but the written task to copy from a text did little to inspire or deepen their understanding about the importance of the river Nile to the ancient Egyptians.
71. Some of the best work is in Years 1 and 2 where pupils benefit from a more practical approach to the subjects. For example, pupils record the features of the local area and their route to school in simple maps and visit a local museum as part of their work on Victorians. They begin to learn skills of historical enquiry by making comparisons between modern and old-fashioned toys and recording the clues that show a particular toy is old. Pupils in Year 2 considered the conditions in the Crimean War by framing their own questions to put to Florence Nightingale. Activities such as these are effective in bringing history and geography to life but are not seen consistently throughout the school.
72. The role of the co-ordinators is underdeveloped and much needs to be done to improve the leadership in the subjects in order to raise standards. Checks on the quality of teaching and learning and on pupils' work have been ineffective in highlighting shortcomings such as the lack

of provision for the differing needs of the pupils in many lessons. In some instances, all pupils copy the same work and activities such as this do little to develop historical or geographical skills or bring the subjects to life.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

Provision in art and design, music and physical education is **satisfactory**. In design and technology it is **unsatisfactory**. All these subjects are represented within the school's curriculum. However, design and technology is the least well represented, leading to below average standards by the age of eleven.

### **Main strengths and weaknesses**

- Provision for design and technology has improved since the last inspection though standards are still too low.
- Standards in some aspects of art are above national standards by the end of Year 2, and are in line with national levels by the end of Year 6.
- Younger pupils sing tunefully and enthusiastically.
- Games' skills are well taught.
- Subject leaders are not effective managers, although they provide satisfactory leadership within the constraints of their roles.

### **Commentary**

73. Design and technology is more secure in the curriculum than at the last inspection and teachers teach it more confidently. Pupils are starting to evaluate products, such as biscuits in Year 5, to help them with their own designs. However, the subject is still too thinly represented. Pupils do not have enough opportunities to build on knowledge, skills and understanding to enable them to reach national levels. For example, Year 2 pupils use pictures and words to help them design a moving vehicle, but at levels below national expectations. However, the portfolio of pupils' work provides evidence that the curriculum meets statutory requirements and helps teachers to evaluate the work of their own pupils when they are engaged in design and making activities.
74. Portrait paintings and well-observed pictures of Florence Nightingale undertaken by pupils in Year 2 are of a high standard and indicate that most pupils take pride in their work. Pupils in Year 6 show concentration and determination as they carefully recreate the figure of a running man. Evidence indicates that art is secure and well taught, and pupils enjoy the subject.
75. It was not possible to judge standards in music at the end of Year 2 and Year 6 because too little was seen during the inspection. However, younger pupils were observed singing enthusiastically, with accompanying actions to help keep them fully involved. They are taught well by a good teacher of music, who is a trained musician. Music from different cultures and from different countries was emphasised well in a satisfactory lesson in Year 5. A school choir, involving pupils from Years 5 and 6, has performed at local ceremonies and at various functions.
76. In physical education, all required areas are taught, including swimming and adventurous activities, which are included for Year 5 and 6 pupils on a residential visit to Ingleborough Hall. Games' skills, such as throwing and catching, are mostly taught well, enabling pupils to reach national levels as was seen in a lesson in Year 6 when pupils engaged in team games and practised rugby skills.
77. As at the time of the last inspection subject co-ordinators are not fully effective because they are not aware enough of the strengths and weaknesses in the subjects and the standards throughout the school. This is partly because they have insufficient opportunities to discover what needs doing to raise standards. There are still no consistent approaches to assessing

pupils' progress as they get older to enable teachers to build carefully on pupils' knowledge, skills and understanding. There are too few sporting fixtures with other schools to enable pupils to practise games' skills in real situations. There are too few opportunities in all subjects for pupils to co-operate, collaborate, and use their own initiative.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and relationship education is **satisfactory**.

78. Only one lesson was seen, so it is not possible to judge standards, teaching or learning. This Year 6 lesson by a visiting teacher was part of a programme. It was well orchestrated and led pupils to a better understanding of the implications of the medical and non-medical use of drugs. They responded to the visitor with interest and courtesy, showing considerable maturity in their answers to questions.
79. The school has recently completed a comprehensive policy and plan that show how issues are to be included in relevant subjects. Much work is included appropriately in the school's religious education programme. Recently, for example, Year 6 pupils have completed work on 'Friends and Family'. There is also good provision to include aspects of work in other subjects, including science, geography, mathematics and history. This brings together work done in previous years in a more formal way.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	3
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	3
<b>Overall standards achieved</b>	4
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	4
The school's links with other schools and colleges	4
<b>The leadership and management of the school</b>	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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