

INSPECTION REPORT

KEW WOODS PRIMARY SCHOOL

Southport

LEA area: Sefton

Unique reference number: 104867

Headteacher: Mr D Stubbs

Lead inspector: Mr P Martin

Dates of inspection: 22 – 25 September 2003

Inspection number: 256600

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll;	325
School address:	Ovington Drive Southport
Postcode:	PR8 6JW
Telephone number:	01704 533478
Fax number:	01704 537203
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Stalker
Date of previous inspection:	22 to 25 June 1998

CHARACTERISTICS OF THE SCHOOL

- Kew Woods is a large community primary school catering for 330 boys and girls between the ages of three and 11 years of age.
- Most pupils come from a white British background.
- Other pupils, about six per cent, have a range of different ethnic backgrounds.
- Two pupils are at an early stage of learning English.
- The percentage of pupils with special educational needs, about 13 per cent, is below the national average.
- The percentage of pupils who have statements of special educational needs, just over 1 per cent, is similar to the national average.
- The percentage of pupils who have free school meals is similar to the national average.
- Fourteen pupils left the school and seven arrived at times other than usual during the last academic year.
- The school received a Schools' Achievement Award in 2002 for improved results.
- A Nursery, currently with 17 children in the morning and 13 in the afternoon, has been opened since the last inspection.
- The headteacher had been in post for just over three weeks at the time of the inspection.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23262	Mr P Martin	<i>Lead inspector</i>	English as an additional language, science, information and communication technology, personal, social and health education
9843	Mrs S Drake	<i>Lay inspector</i>	
30724	Mrs D Hiscock	<i>Team inspector</i>	English, art and design, design and technology
22657	Mr M Madeley	<i>Team inspector</i>	Mathematics, geography, history, religious education
7994	Mrs P Weston	<i>Team inspector</i>	Foundation Stage, special educational needs, music, physical education

The inspection contractor was:

VT Education
 Old Garden House
 The Lanterns
 Bridge Lane
 London
 SW11 3AD

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet 'Complaining about Ofsted Inspections', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	3
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	5
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	9
OTHER SPECIFIED FEATURES	11
Community Provision	
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	12
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **fairly effective** school which provides **satisfactory** value for money. The school helps pupils to achieve satisfactorily and reach sound standards of attainment. The satisfactory quality of both teaching and learning makes a major contribution to the quality of education provided. Leadership and management are satisfactory overall, with the new headteacher providing good leadership in the short time he has been in post.

The school's main strengths and weaknesses are:

- The Nursery and Reception provision is good.
- Standards in writing are unsatisfactory.
- Standards achieved in mathematics and science are good.
- The school makes a good contribution to pupils' personal development.
- The results of assessment procedures are not used well enough to raise achievement.
- The provision for pupils with special educational needs is good.
- The leadership of the new headteacher is having a positive impact on the school's provision.
- Subject co-ordinators do not do enough to monitor and evaluate teaching and learning in their subjects.
- The unsatisfactory quality of information and communication technology (ICT) resources is a barrier to learning in the subject.
- The governors do not fulfil all of their statutory duties.
- The level and uptake of extra-curricular activities is very good.

There has not been enough improvement since the previous inspection. Procedures for monitoring and evaluating what is taught were one of the major areas identified for development in the last report, but they continue to be weak. It is only very recently that the school's plans for improvement have taken a long-term view. Procedures for formally appraising staff development and performance were another shortcoming noted in the previous report that has not been sufficiently dealt with. However, standards in spelling have been improved.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with 2002 ¹ :	all schools			similar schools
	2000	2001	2002	2002
English	C	C	C	C
mathematics	C	C	C	D
science	A	B	B	B

*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.*

Achievement overall is **satisfactory**. Achievement in the Nursery and Reception classes is **good**. Children attain the learning goals they are expected to reach by the end of Reception and in many cases go beyond. The results in the table above refer to results in National Curriculum tests in 2002. Now, achievement and standards are satisfactory for both infants (Years 1 and 2) and juniors (Years 3 to 6). In the infants, standards and achievement are satisfactory in reading but unsatisfactory in writing. Standards and achievement are good in mathematics. In the juniors,

¹ National comparisons for 2003 were not available at the time of the inspection.

standards are good in mathematics and science. Standards and achievement are satisfactory overall in English, but they are unsatisfactory in writing. Standards and achievement are good in pupils' personal, social and health education. Pupils with special educational needs achieve well in relation to their prior attainment.

The school makes **good** provision for pupils' spiritual, social, moral and cultural development. Pupils show a good level of maturity and responsibility to themselves and others. They like to be at this school; this is reflected in their **positive** attitudes, **good** behaviour and levels of attendance and punctuality.

QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. Teaching and learning are **satisfactory** overall. In the Nursery and Reception classes, the quality of teaching and learning is **good**. Good teaching leads to children learning well and making good progress. Overall, teaching and learning are **satisfactory** for Years 1 to 6. The quality of teaching is satisfactory overall and, as a result, pupils' learning is sound.

The school's curriculum **satisfactorily** meets all pupils' needs. The curriculum is enriched by very good provision for after-school activities. These are very popular with pupils and they make a good contribution to their personal development. The school provides a **good** level of care that helps to ensure pupils' safety and welfare. The school also has **good** links with parents that benefit the quality of education provided.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The headteacher demonstrates **good** leadership and has a clear vision and high aspirations for the school. Staff share these aspirations. The headteacher has already identified a number of areas for improvement in the short time that he has been at the school. The deputy headteacher lends **good** support. The governing body fulfils its role **satisfactorily**.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

In general, parents and pupils are pleased with the school. Parents are particularly pleased with their children's behaviour, progress and the way that the school helps them to settle into school life. A few expressed some concern that they are not kept well enough informed about their children's progress and that there was some bullying or harassment. However, the inspection team feels that the quality of information provided to parents is satisfactory and that pupils behave well. Pupils also have positive views of the school. They enjoy working and playing with friends and feel that teachers help them to do their best.

IMPROVEMENTS NEEDED

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

- Increase teachers' understanding of how to teach writing so as to raise standards.
- Build on recent good practice in analysing performance data to identify what pupils need to learn to improve their work.
- Develop the role of co-ordinators in improving subject provision and standards of achievement.
- Improve the quality of computer equipment to improve teaching and learning in ICT.

and, to meet statutory requirements:

- Fully implement the performance management policy.
- Adopt and implement a racial equality policy.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils reach **satisfactory** standards of achievement. Achievement is **good in the Nursery and Reception classes** and **satisfactory in Years 1 to 6**. Standards in English are satisfactory. Standards and achievement are good in mathematics and science. Girls do better than boys in mathematics.

Main strengths and weaknesses:

Standards and achievement:

- Overall: good by the time children are five years of age.
- Reading: good by the time pupils are 11 years of age.
- Writing: unsatisfactory by the time pupils are 11 years of age.
- Mathematics: good by the time pupils leave school, although girls do better than boys.
- Science: good by the time pupils leave school.

Commentary

1. On average, children start in the Nursery and Reception classes with attainment similar to that expected for their age. The quality of education they receive is good and by the time they are ready to start school in Year 1, their attainments in the different areas of learning are good. Children comfortably attain each of the early learning goals. This represents a good level of achievement.

2. Results of the National Curriculum tests at the end of Year 6 in 2002 (the latest year for which there are national comparative data) show that pupils' performance was average in English and mathematics and above average in science. At the time of the inspection, no national comparative data were available for the current year (2003), but results suggest that results were above average for English and well above for mathematics and science. These differ from inspection findings because the Year 6 pupils in 2002 were a higher attaining group, as evidenced by their results in the National Curriculum tests when they were in Year 2.

Standards in national tests at the end of Year 6 – average point scores in 2002²

Standards in:	School results	National results
English	27.3 (27.7)	27.0 (27.0)
mathematics	26.9 (26.5)	26.7 (26.6)
science	29.4 (29.6)	28.3 (28.3)

There were 46 pupils in the year group. Figures in brackets are for the previous year.

3. The results of the National Curriculum tests for Year 2 pupils in 2002 show that standards in reading and mathematics were similar to the national average but they were above the national average in writing. Although no firm comparative figures are available for this year (2003), it appears that standards in reading are above average but those in writing are well below average.

² Comparative data was not available at the time of the inspection.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	15.9 (15.9)	15.8 (15.7)
writing	15.0 (14.6)	14.4 (14.3)
mathematics	16.8 (17.2)	16.5 (16.2)

There were 44 pupils in the year group. Figures in brackets are for the previous year

4. In the present Year 2, standards in reading are average and pupils' achievement is satisfactory. However, standards are below average in writing, and pupils do not do as well as they should. They achieve well in mathematics and attain above average standards because of the quality of education they receive.

5. By the end of Year 6, standards in mathematics and science are good because of good teaching in Years 3 to 6. This represents good achievement in these subjects because the pupils started school with average levels of attainment. Girls do better than boys in mathematics. Attainment and achievement in English are satisfactory. This is because standards in reading are good, representing good achievement. Standards of achievement are satisfactory in speaking and listening. However, because of unsatisfactory teaching, standards in writing are below what they should be for pupils of this age, hence achievement in writing is unsatisfactory. Standards of achievement in personal, social and health education are good. The school's quality of education and the way in which it fosters pupils' personal development have a positive impact on this.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are **good**. Their attitudes and behaviour are also **good**. The school promotes pupils' personal development **well**, including their spiritual, moral, social and cultural development.

Main strengths and weaknesses:

- The school helps pupils to mature and accept responsibilities.
- The school makes very good provision for pupils' moral and social development.
- Pupils' behaviour is good; it is very good in Nursery and Reception.
- The school provides many additional activities that very many pupils enjoy.
- Relationships are good.
- The school does not prepare pupils effectively enough for life in a multicultural society.

Commentary

6. Pupils are very enthusiastic about the activities the school offers, particularly the new range of after-school activities, including clubs for pupils in Years 1 and 2. Pupils share their studies with each other eagerly and take interest in lessons that hold their attention and provoke thought. The school provides many opportunities during outdoor play for all pupils to play together in harmony and with growing responsibility. These strengths are harnessed well in lessons, during which pupils have the opportunity to reflect on their own learning. In these sessions, they respond well to the challenges posed. Pupils themselves say that they enjoy coming to school.

7. The school works well with families to assure that attendance levels are good. Pupils arrive promptly at school and parents support their children to ensure that they are ready and eager for lessons and the activities of the day.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	0.3
National data:	0.5

Unauthorised absence	
School data:	4.3
National data:	5.4

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

8. Pupils behave well. Very good provision in Nursery and Reception quickly establishes a climate in which trust, clear boundaries and imaginative experiences help children to learn how to work and play together. In the rest of the school, pupils work well together and co-operate in pairs or groups in discussions or shared work. The shared sense of belonging to the school contributes to the respect that pupils, including those pupils with special educational needs, show towards each other.

Exclusions in the last school year

Ethnic background of pupils

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	298	1	0
Mixed – White and Black African	4	1	0

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

9. The school's very successful provision for pupils' moral and social development is rooted in the same shared messages that tell pupils how they are expected to work and play together in this school community. The school's aims are reflected in stories and discussions in class assemblies and in the day-to-day discussions in lessons and around the school. Consequently, pupils have a very clear understanding of right and wrong.

10. The school has sustained these strengths in pupils' personal development since the time of the previous inspection. The generally calm manner and the courtesies that pupils show towards each other breeds a degree of leadership and initiative in older pupils and a healthy respect for different points of view.

11. Pupils from diverse family heritages get on very well with each other. They enjoy activities that enrich their understanding of local customs and events. However, the day-to-day resources available, including books, are too few to prepare pupils well for living in a multicultural Britain.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**.

Teaching and learning

The quality of teaching is **satisfactory** overall. The sound overall quality of teaching leads to **satisfactory** learning. The use of assessment procedures to raise standards of attainment and improve pupils' achievements is **unsatisfactory**.

Teaching and learning are:

- Good in the Nursery and Reception classes.
- Satisfactory for Years 1 and 2.
- Satisfactory for Years 3 to 6.

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10 (20%)	18 (36%)	20 (40%)	2 (4%)	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.

Main strengths and weaknesses:

- Teaching is good for children in the Nursery and Reception classes.
- Teaching is good, overall, in mathematics and science.
- The teaching of reading is good for Years 3 to 6.
- Teachers' understanding of how to teach and develop pupils' writing skills is unsatisfactory.
- Teachers' planning ensures that the content of lessons meets the requirements of the curriculum.
- Most teachers make good use of their knowledge of how well pupils have performed in a lesson to adjust their planning of lessons to follow.
- Teachers do not use assessment data effectively enough to inform longer term planning and target setting for individuals and groups of pupils.
- There has recently been a very useful analysis of how well pupils have performed in English and mathematics.
- Teachers use resources well.

Commentary

12. The quality of teaching is satisfactory overall and results in satisfactory learning. As a result, pupils reach satisfactory levels of achievement overall. However, there are variations in the quality of teaching. Lessons in the Nursery and Reception classes are planned well to meet the needs of the children. Because of this, they learn well so that, by the time they are five years old, they have reached higher levels of achievement than expected for this age group.

13. Teachers in Years 1 to 6 do not consistently build on pupils' achievements and prior knowledge. As a result, pupils' learning is at best satisfactory. Teachers plan lessons with clear objectives that they share with pupils. This provides pupils with a focus for their lessons and helps them to learn. Teachers have a sound knowledge of subjects and of the craft of teaching. Their understanding of teaching in mathematics is consistently good throughout the school.

14. Teachers regularly use a range of tests to assess pupils' performance in English and mathematics. They record their scores, but until very recently, they have not analysed these well enough to gauge levels of achievement or to identify what individuals and groups of pupils need to do to improve. It is only recently that pupils have been given targets for their own learning. These targets are useful when they have been set by mutual agreement between pupils and teachers. This helps pupils to understand what they are aiming for and how to achieve their goals, thus enhancing their learning. However, many pupils are unsure of what their targets are. Some teachers record pupils' achievements in other subjects, but this practice is inconsistent and the results are not effectively used in planning work. Teachers organise pupils for teaching English and mathematics so that pupils of broadly similar ability levels or ages are taught together. This helps to

overcome the challenge of teaching mixed age groups and aids pupils' learning. It is more successful when the teacher plans for different groups within the class, for example in a Year 6 lesson about fractions. Here the teacher set increasingly challenging problems for higher attaining pupils and, as a result, they made good progress.

15. The teaching of pupils with special educational needs is good so they learn well. They are given effective support in class and, if necessary, in smaller groups. A strength of the teaching is the way in which teachers ensure that all pupils are included in lessons and plan work that matches their needs.

16. Subject co-ordinators have not had enough opportunities to monitor the quality of teaching and learning in their subjects. This has meant that examples of good practice have not been shared and that shortcomings have not always been identified. The school has not yet successfully implemented its performance management policy, so improvements in teaching and learning have been delayed. The pupils themselves enjoy their lessons and feel that they are fully supported by their teachers.

The curriculum

The curriculum provides a **satisfactory** range of curricular opportunities. There are good opportunities for enrichment, including **very good** extra-curricular provision. The quality of both accommodation and resources is **satisfactory**.

Main strengths and weaknesses:

- The curriculum for the Foundation Stage provides a good range of activities which support good achievement.
- Provision for pupils with special educational needs is good.
- There is a very good range of extra-curricular activities.
- Personal, social and health education is integrated well into the curriculum.
- There are not enough good quality books in the library.
- There are not enough working computers in the computer suite.
- Playground and garden areas are run down.
- Storage for large outdoor apparatus used in the Foundation Stage restricts its use.

Commentary

17. The Foundation Stage curriculum provides a good range of activities, which support good achievement. The curriculum for pupils in Years 1 to 6 is satisfactory and enables the pupils to make satisfactory achievement. The school takes steps to ensure that all pupils, whatever their needs, have access to a full curriculum. All pupils are included in learning, irrespective of their gender, capabilities, or ethnic background. They find their lessons interesting. Provision for pupils with special educational needs is good. These pupils benefit from the school's commitment to inclusion. Teachers usually make sure that the curriculum is adapted to suit pupils' needs.

18. The school makes good provision for pupils' personal, social and health education through regular lessons and visitors to the school. An example of this was seen during the week of the inspection when a parent, who is an animal welfare assistant, came into school to talk to Years 5 and 6 pupils about the work of the RSPCA and the care of animals. Lessons in subjects such as English, science and religious education supplement pupils' understanding well in personal and health issues.

19. There are very good opportunities for the pupils to take part in activities to extend their learning. These are interesting and relevant, and are available for all pupils of all ages and gender, including those with special educational needs. There are good opportunities for older pupils to take part in

residential visits and in preparing for public speaking examinations. There is a very good programme of after-school clubs, all of which are well attended.

20. The school has a satisfactory number of teachers and support staff to cover the curriculum. An external music teacher provides very valuable additional support in music. The school accommodation is satisfactory overall. Outside the building, there are good grassy areas which are used very well, but the playground itself is uninteresting and has some potholes which collect water. The surface of the garden area is dilapidated and in need of attention. Equipment and resources are satisfactory overall. However, the quantity and quality of books in the recently formed library are unsatisfactory, so reducing pupils' opportunities for independent learning and developing research skills. The number of good quality books in classrooms helps to compensate for this. The quality of computers in the ICT suite is unsatisfactory. One third of the computers were not in service during the inspection and there is no equipment suitable for large group or class instruction or demonstrations. This reduces the quality of learning in ICT. Resources in the Foundation Stage are good overall and staff make good use of them. However, the lack of a covered outside play area and the unsatisfactory storage arrangements restrict the every-day use of the very good range of large outdoor equipment.

Care, guidance and support

The school is **good** at ensuring pupils' care, welfare, health and safety. It provides **satisfactory** support, advice and guidance for pupils. Its procedures for seeking and acting on pupils' views are also **satisfactory**.

Main strengths and weaknesses:

- Pupils feel very confident in approaching staff for help, which means that they feel comfortable in school and can concentrate on their work.
- There are very good induction arrangements, especially for the youngest children, which help them to settle swiftly into school life.
- General staff awareness of how to ensure child protection and health and safety is good, although formal procedures in this area need tightening.
- The school provides well for pupils with special educational needs.
- The monitoring of pupils' development is at an early stage, which means that when offering support, staff are dependent on their personal knowledge, with little evidence gained from monitoring.

21. Parents and pupils alike appreciate the good quality care that staff offer to them, which helps to create the friendly, secure atmosphere that pervades the school. Pupils rightly feel that there will be one or more adults who will support them when upsets occur. This helps them to concentrate on their work without distraction. Pupils with special needs are supported well and teachers provide effectively for their needs. The youngest children benefit from getting to know staff when they visit their homes, giving them opportunities to play with specially created activity boxes. Once in school, they respond well to the caring yet efficient way that they are greeted at the start of sessions and have plenty of opportunities to familiarise themselves with the main building. New arrivals higher up the school are also treated to a warm welcome.

22. Staff have a good awareness of how to respond if they have concerns relating to child protection; supervision of pupils at lunchtime is good and there are good arrangements to look after those who have accidents or feel unwell. However, although the school does carry out regular risk assessments and acts on the findings, it needs to improve its formal recording in this area to ensure there are no gaps in its information or action.

23. Teachers are interested in their pupils and listen to their views, which helps them get to know their individual needs. However, the fact that the school does not yet have formal systems in place through which to monitor pupils' personal development over time means that, while very caring, the

support that they offer is instinctive rather than focussed. The recent introduction of the school council has provided a useful new channel through which to involve pupils in the work of the school. However, this council has yet to establish itself fully as a forum through which pupils can make their views known.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses:

- Parents are very supportive of the school and willing to work with staff in the best interests of the pupils.
- The information provided for parents is of increasingly good quality but more can still be done to guide parents in helping their children.

24. All parents spoken with expressed very strong support for the school and appreciation for the way in which it helps their children to grow in maturity. A good number of parents regularly offer help, particularly in the Foundation Stage and with swimming. This improves the quality of education that pupils receive. Kew Woods School Association raises considerable sums of money, which have recently been used to attract matched funding to support the building of the library extension. Parents ensure their children attend regularly and punctually, working willingly with school if there are any concerns about their children's behaviour or progress. Those parents whose children have special educational needs are fully involved in their support.

25. Parents find staff very approachable and they are beginning to feel increasingly well informed about the school since the introduction of the weekly newsletter this term. The parents' handbook, which has been developed over some years, provides a particularly useful source of information about routines and expectations. However, the school does not issue parents with sufficiently detailed information about what their children will be learning in the coming term. Teachers write annual reports for pupils that include detailed comments about each individual's progress. These reports are satisfactory overall, though they do not include information about how well the pupil is performing in comparison to national expectations, nor do they highlight what the pupil should concentrate on in order to improve.

26. Teachers make sound use of the local area and its inhabitants as a resource for teaching and learning in subjects such as geography and history. Pupils develop their social skills by singing for residents of the local hospice at various times throughout the year. The confidence of older pupils is enhanced through their preparations for and delivery of speeches in the public speaking competition organised by a local high school. The transfer arrangements for pupils moving into Year 7 successfully help them to settle at their new schools.

27. In previous years, the school has offered classes for parents in order to help them support their children's learning. Some parents spoken with felt that these had been very helpful but no such classes were running during the inspection because the teachers concerned have left the school. There are firm plans in place to train other teachers to take up this role. A neighbouring college uses the school for adult ICT classes but this provision does not come under the brief of this inspection.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management of the school are **satisfactory**. The headteacher provides **good** leadership. The leadership of other key staff is **satisfactory**. The effectiveness of management is **satisfactory**. The governance of the school is **sound**. However, there has been **unsatisfactory** improvement in leadership and management since the last inspection.

Main strengths and weaknesses:

- The headteacher has a clear vision for the school, which is shared by colleagues.
- Management of the Foundation Stage is good and results in a good level of achievement for children in the Nursery and Reception classes.
- Subject co-ordinators do not effectively monitor and evaluate teaching and learning in their subjects.
- The school has not fully implemented Performance Management requirements.
- Staff are an effective team with high aspirations for their pupils.
- There is no race equality policy that outlines how the school will actively promote racial harmony.
- The governors do not compare the school's effectiveness with similar schools carefully enough.

Commentary

28. The school has not fully implemented the issues from the last inspection. Strategic planning has continued to be weak until very recently. Staff appraisal and later the performance management cycle were not implemented fully. The role of the co-ordinators remains undeveloped in monitoring and evaluating the quality of teaching and learning in the school. This means that possible weaknesses are not always identified quickly enough and good practice is not always shared widely enough.

29. The recently appointed headteacher has quickly shared his vision for the school, and this builds well on the strengths it already has. He and his able deputy have communicated this effectively. The new strategic plan is a suitable working document, given the very short time the headteacher has been in school. All staff know and share the senior managers' high aspirations for all pupils. The headteacher demonstrates his commitment to pupils by teaching mathematics each morning. Staff work well together, for example to share lesson planning across classes. This means that the school is increasingly effective in promoting a good ethos for learning for all pupils.

30. Not all staff completed the last performance management cycle, so only a few teachers benefited from the personal development that this statutory scheme offers. The deputy headteacher fulfilled her role admirably with those teachers she was responsible for.

31. The way the governing body set about recruiting a new headteacher was exemplary. Recent changes in governors' responsibilities mean that governors will have greater first-hand knowledge of the school on which to base their decisions.

32. The governing body have not yet fulfilled their statutory requirements on two counts. Firstly, they did not ensure that performance management was fully carried out for all teachers. Secondly, they have yet to produce a race equality policy that actively promotes multicultural awareness and understanding of the multicultural nature of the society in which pupils live.

33. Co-ordinators in most subjects are ineffective in helping improve the quality of teaching and learning in their subjects. Few have a clear understanding of standards in their subjects other than for the age group they teach.

34. The staff in the Nursery and Reception classes are effective in ensuring good quality Nursery and Reception provision, helping children achieve well and have a happy, safe and exciting start to their school lives.

35. Procedures for helping newly qualified teachers to settle into school are strong. The deputy headteacher is a good mentor. This, coupled with the training and non-contact time that is made available to newly qualified teachers, helps them to get off to a good start. However, new staff do not get enough opportunities to observe good practice in other classes or in other schools.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	705,290	Balance from previous year	77,230
Total expenditure	762,250	Balance carried forward to the next	20,271
Expenditure per pupil	2,135		

36. Governors work hard to spend the school's money wisely for the benefit of all pupils. However, they do not do enough to compare how well their school is performing compared to similar schools.

COMMUNITY PROVISION (this was a feature specified for inspection by Ofsted)

The school's links with the community are **satisfactory**.

Commentary

37. A local further education college uses the school as a base for classes in ICT for adults. This provision is organised and managed by the college, so does not fall under the brief of this inspection. The school has run Family Literacy and Numeracy classes in the past. Parents have welcomed these. However, the teachers who ran these classes have left the school and they have not been restarted.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision is **good** in the Foundation Stage.

At present, there is no teacher with overall responsibility for the Foundation Stage. However, this does not detract from the good quality of the curriculum planned or the support and guidance given to the children. The three teachers and the support staff work very well together. They plan the programme for each half term, taking full account of the early learning goals in the Foundation Stage curriculum. In the Nursery, the exceptionally welcoming and stimulating environment sets the children off to a very good start to learning.

Main strengths and weaknesses:

- The curriculum meets the needs of children well.
- Teaching is very good in the Nursery.
- Parents are given very good information to help them to know how to help their children.
- All staff are committed and enthusiastic.
- The ethos for learning is very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Children achieve well because the very good teaching in Nursery ensures that they are encouraged to take responsibility for their own actions at an early age and this continues in the Reception classes.
- Children achieve standards above those expected for their age by the end of the year.
- Children work very well together in groups and their behaviour is good.

Commentary

38. Children make good progress in this area of their development because teachers have high expectations of them. Throughout the Nursery and Reception classes, children are encouraged by the staff to share equipment and to take turns. At snack time, they are familiar with and cope well with the routines. For example, in the Nursery, children thank the cow puppet for their milk and put their photos in the box to record that they have had their snack. The teacher successfully encourages children in the Reception class to change independently for physical education. A good number of children fold their clothes neatly and place them down carefully. Children queue for lunch or to go into the hall in a sensible and careful way.

39. Teaching is good overall, and very good in the Nursery. All members of staff are patient and caring and this helps children to develop their social awareness. They offer good praise and encouragement and value the contributions that children make. Children learn well, in a kindly, usually quiet and secure learning environment. All staff give clear ideas of what is expected of the children, including the difference between right and wrong. Teachers are patient and supportive. They encourage children to work together. Consequently, the children in the Foundation Stage are happy and confident children who make good progress.

Communication, language and literacy

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

Main strengths and weaknesses:

- Resources are attractive and interesting.
- Opportunities for small group and one-to-one teaching help children to achieve well.
- Relationships are good.
- Good links across all areas of learning reinforce learning.
- Parents support their children's reading at home.
- Joining of two Reception classes makes the group too big for story time at the end of the day.

Commentary

40. Most children achieve well and are on course to exceed the early learning goals by the end of Reception year. Good, carefully structured teaching enables the children to make good progress in their speaking, listening, reading and writing skills. Teachers use a wide range of strategies to encourage the children to develop their vocabulary and confidence in speaking. In the Nursery, staff work closely with the children in most activities, encouraging them to talk and think about what they are doing. Staff do not miss any opportunities for developing speaking and listening. For example, children are encouraged to talk about what they see as they look at their reflection in the mirror when painting their portraits. In a Reception class, children develop their speaking and listening skills well through role-play and are given many opportunities to share their ideas and news with an adult. They are starting to sustain attentive listening, and respond with relevant comments.

41. The overall good teaching is characterised by a good understanding of the needs of young children and the very well organised and exciting activities that motivate them. Writing is displayed in all areas of the Nursery and Reception classes and this is effective in encouraging the children to write. Children enjoy working on the 'writing' tables, making books and lists and practising writing their names. In the Nursery, no opportunities are lost in encouraging the children to make marks on paper. For example, children record their names after they have completed activities such as having their snacks. The development of reading skills has a high priority. Most lessons based on the development of these skills include the reinforcement of initial sounds and identifying rhyming words. A love of books is fostered when the children first arrive in Nursery. They quickly learn how to handle books and can be seen behaving like readers, turning the pages and reading to each other. In Reception, this good practice continues and children happily use the headphones to listen to a story whilst turning the pages of a book. In one lesson, both Reception classes were joined together for story time. This was a large group and despite the number of adults present, not all children were able to listen attentively to the story. All children are encouraged to take books home to share with their parents and the teacher writes useful comments to help parents support their children.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses:

- Adults question children very well and use a wide variety of activities to support learning.
- Good attractive equipment aids teaching and learning.
- Children have good supervised and unsupervised opportunities to use equipment.

Commentary

42. Teaching and learning are good in the Reception classes and very good in the Nursery. Adults take every opportunity to develop the children's mathematical skills and particularly the development of mathematical language. They question the children whilst they are engaged in a variety of activities, always trying to draw out and encourage mathematical understanding. For example, in the Nursery, the teacher asks the children if they know the shape of the tray holding the buns. She very expertly uses the hand-made resource of 'Five Currant Buns' to great advantage with groups of children, varying her questions to suit the ability level of each group. One higher ability child was able to say that if the currant buns cost a penny each and three are sold, there is 3p in the till, leaving him with 2p. In Reception, the children work in pairs using computer programmes to sort shapes by colour, shape and size whilst others reinforce the ordering of numbers to 20.

43. Staff help children make good progress through practically based learning activities. Teachers in the Nursery and the Reception classes provide many activities and experiences so that the children develop their mathematical skills through play as well as through directed teaching. Teachers plan their lessons well so that children's learning is built securely lesson after lesson.

Knowledge and understanding of the world

Pupils' knowledge and understanding of the world is **good**.

Main strengths and weaknesses:

- Strong teaching using links to other areas of learning to promote understanding.

Commentary

44. In the Nursery, children explore their senses, communicate their responses and develop an idea of number when they taste currant buns. The activity is well planned and taught. The teacher encourages the children to taste cherries and currants, and to record their views using smiley faces. She extends the children's vocabulary, encouraging them to reply to her questions using words such as 'crunchy'. In the Reception classes, children learn parts of the body, and know that bones are inside the body. Songs such as 'Head, Shoulders, Knees and Toes' and simple games such as 'Simon Says' are used very effectively to reinforce the children's learning. In both Nursery and Reception, information technology is used well to reinforce the children's learning across the curriculum.

45. Teachers provide interesting and challenging activities to extend the children's vocabulary and understanding of the world around them. Good teaching ensures that the children make consistently good progress. Attractive displays and books ensure that the children are engaged by their learning. It is a strength of the teaching that the Reception and Nursery teachers plan the curriculum so that the children's learning is carefully incorporated into other areas of learning.

Physical development

Children's physical development is **good**.

Main strengths and weaknesses:

- The children can use their bodies with good control when they run or make large movements.
- Good use is made of musical instruments.
- Their control and co-ordination when, for example, holding pencils or handling tools is improving.
- Access to outdoor play equipment is restricted.

Commentary

46. The children reach standards above what is expected. Most show good co-ordination and awareness of space. Teaching is very good in the Nursery and good in the Reception classes. Teachers pay particular attention to warming up and warming down exercises. In the Nursery, one child commented that her heart was beating faster because she had been dancing, whilst others note that they are 'puffed'. No outdoor lessons were observed during the inspection. However, photographic evidence suggests that the teachers encourage the children to use the outdoor equipment to develop their skills of climbing, balancing and jumping. Unfortunately, some of the outdoor equipment is difficult to get at and this sometimes restricts its use. All children develop their manipulative skills well by handling dough, scissors and small toys. Some children are less secure than others when using and manipulating smaller objects, such as pencils and paintbrushes. Teachers are aware of this and give the children a wide range of experiences to improve these skills.

Creative development

Provision for children's creative development is **good**.

Main strengths and weaknesses:

- Children are taught well and have many opportunities to learn new techniques and use different materials.
- Support assistants focus well on the main purposes of different lessons and encourage independence.
- Very good partnership between support assistants and children in one-to-one teaching.

Commentary

47. In the Nursery, children are becoming more independent and selective, for instance in choosing their own tools and materials when painting their portraits. They use a mirror to aid their accuracy when inserting features of their face. As part of their work on the body, children select different textured materials for different parts of the body and use a glue spreader well to create their collage. Whilst this is taking place, the teaching assistant ensures that the children are engaged in purposeful discussion, allowing decision-making, whilst carefully guiding the children to practise their skills of cutting and gluing. A similar activity takes place in Reception; here the children have built on their previous experience. Their portraits displayed on the wall show far more detail and control when using fine lines to add detail. Favourite songs are well taught and the children enjoy the many opportunities for singing. In Reception, this activity is reinforced well by a visiting music teacher. The children join in sequenced movements such as clapping their hands together then tapping their knees to the beat of the music. The children listen attentively and follow instructions. They leave the hall marching to the beat of 'The Grand Old Duke of York'.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses:

- By the time they leave the school, pupils read well. Boys and girls love books and are eager to talk about the stories they enjoy. They speak clearly and demonstrate maturity and confidence in the views they offer and the opinions they express.
- By the time pupils leave the school, the standard they achieve in writing information and fiction is below that typically seen of pupils the same age. Pupils are interested in writing but they do not achieve as well as they should. Boys achieve less well than girls, reflecting the national picture.
- The good quality of marking seen in a minority of classes helps pupils to improve their work. This is not seen in other classes.

Commentary

48. Standards in reading are average in Year 2. Pupils read a lot in school and at home and they understand what they read. They benefit a great deal from the support that their families provide. Books are shared at home and pupils use the local library. Higher attaining pupils enjoy talking about the characters and the chain of events in the stories they read. Average and lower attaining pupils use clues from the illustrations and the plot but some of these pupils are not able to sound out unfamiliar words easily. This adversely affects their spelling and is a symptom of inconsistent teaching of phonics in Years 1 and 2. Teachers in Years 3 and 4 compensate for this gap in pupils' skills. By the time pupils leave for secondary school, they reach above average standards of reading for their age. Higher attaining pupils read with a fluency and expression that is enriched by their thirst for literature. Pupils' skills in using the library to find information for themselves come from browsing non-fiction books in lessons rather than the school library. This is newly established but limited in resources. Pupils use ICT for word processing and higher attaining pupils in Years 5 and 6 use the Internet well to search for information.

49. Standards in writing are below average at the end of Years 2 and 6. Most pupils in the school do not achieve as well as they should, though higher attaining pupils in Year 6 do well. In Years 1 and 2, variability in the quality of teaching across classes is made worse by too little attention to the basics of writing sentences. Pupils can talk about the exciting words and phrases they read but this strength is not used to develop their writing. This is evident in the legacy of underachievement in writing in the junior years. Good and very good teaching in some classes in Years 5 and 6 deals successfully with the barriers to writing that have formed, particularly for boys. Well-crafted and imaginative writing by the higher attaining pupils in Years 5 and 6 indicates that they do well because teaching arrangements and methods address their interests. These teachers forge links with pupils' love of reading. Where teachers show pupils how to improve when they mark a piece of writing, pupils know what they need to do and act on this advice. Leadership in the subject has addressed some aspects of this underachievement with some success. Spelling and handwriting are being tackled effectively. Variability in the quality of teaching and uneven use of effective methods to develop pupils' writing across the classes in each age group are the main reasons for this underachievement. The new headteacher has begun to introduce measures to monitor and evaluate the quality of teaching. These are promising.

50. Standards in speaking and listening are average by the end of Year 2 and Year 6. A number of Years 5 and 6 pupils benefit from the links with other schools through public speaking performances. The opportunity for pupils to talk in pairs and in groups is one of the features that enrich the quality of learning in some good lessons. Pupils with special educational needs achieve similarly to their classmates. The very few pupils for whom English is an additional language also achieve as well as other pupils.

Language and literacy across the curriculum

51. The school offers pupils sound opportunities to use their language and literacy skills across the curriculum. For example, pupils write stories with alternative endings using word processors. Pupils write reports in science and read thoughtfully in history, identifying fact and opinion.

MATHEMATICS

The quality of provision is **satisfactory**.

Main strengths and weaknesses:

- Standards are above national expectations in Year 2 and Year 6.
- Setting in Years 3 to 6 is successful.
- The teaching and learning of higher attaining pupils is good.
- Performance data has not been used to identify underachieving groups.
- Year 1 pupils are expected to record 'sums' too soon.

Commentary

52. Standards are above national expectations in Years 2 and 6 and are similar to the last inspection. Higher attaining pupils do well at this school. A large percentage of them reach the higher levels in both year groups. Standards in national tests rose in both Year 2 and Year 6 in 2003 after some years of decline because of intensive input by the local authority and the co-ordinator, and a move to single age classes in Years 3 to 6. Both groups of pupils scored highly in numerical work but less well in the understanding and using mathematics. Currently all pupils demonstrate satisfactory achievement from an above average starting point. However, the school's recently produced data shows that boys in Year 6 in 2003 did not achieve well whilst girls achieved very well. This was true for 2002 also.

53. In Years 1 and 2, teaching and learning are satisfactory. Teaching two year groups together presents challenges to which some teachers rise better than others. Two teachers used assessment well to modify their weekly plans, and this led to more suitable tasks being given to Year 1 pupils. Teachers use resources well to aid pupils' understanding, for instance shopping items and coins to teach 'take away'. Teaching assistants support the learning of pupils with special educational needs well. When teaching is less successful, lesson planning lacks sufficient detail. Often, Year 1 pupils are expected to record sums before they have understood the process.

54. Teaching and learning are good in Years 3 to 6. Higher attaining pupils are consistently challenged to think and work at a high level. Pupils respond by applying themselves well when working independently and during collaborative work. The best planning prepares challenging tasks for different ability groups, even when pupils are taught in similar ability groups. Teachers use praise well to encourage pupils. They use resources well to help pupils understand better, for example, the use of lengths of string in a Year 3 lesson on measurement. Pupils' understanding is improved because teachers ask pupils to explain their strategies and this helps them to improve their understanding. Teachers also develop pupils' thinking by offering challenging tasks, as when a Year 4 class were asked to prove that the angles of a regular hexagon were equal. However, the quality of

marking is inconsistent across the whole school. The best marking moves pupils forward because they know what to do to improve.

55. Management of the subject is satisfactory. The co-ordinator, a leading mathematics teacher herself, has helped colleagues teach mathematics more skilfully by sharing the information gained from recent courses. This has improved standards in 2003 and has established a positive culture towards mathematics in all pupils. The introduction of half-termly tests has helped teachers understand pupils' strengths and weaknesses better, and some modification of the programme has occurred. However, end-of-year test scores have not been analysed thoroughly enough. The underachievement of boys over the last two years has gone unnoticed. Recently introduced system changes mean that this is unlikely to happen again. The results of tests are being carefully analysed and differences in achievement trends are now being identified so that remedial action can be taken. Computers were not used at any time during the inspection in observed mathematics lessons, even though this was an issue at the last inspection. Overall, the quality of education and standards are similar to those reported at the last inspection.

Mathematics across the curriculum

56. Pupils' use of their knowledge of mathematics in other subjects is satisfactory. Measuring skills are developed in design and technology and pupils estimate distance quite well in a local study in geography. Nevertheless, few teachers specify in their formal plans opportunities to extend pupils' understanding of mathematics in other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- Standards of achievement are good by the time pupils leave school.
- The quality of teaching is good for pupils in the juniors.
- Teachers develop scientific investigation skills well.
- Assessment procedures are not used well enough to plan work for different levels of ability in each class.
- The subject co-ordinator has not had enough opportunities to monitor the quality of teaching.

Commentary

57. By the end of Year 2, pupils have achieved satisfactorily and their attainment is similar to that expected of pupils at that age. However, because of good teaching in the juniors, pupils learn well and by the end of Year 6 leave school with above average standards when compared with all schools nationally. This shows that pupils achieve well. Pupils who have special educational needs achieve well because they are given a sound level of support. The few pupils who do not speak English at home are also soundly supported and achieve well.

58. The quality of teaching is sound in Years 1 and 2, but good in Years 3 to 6 so pupils learn well. Teachers plan well-structured sequences of lessons during which pupils build up their knowledge and understanding, for example, when they learn about different ways of describing sound in Years 1 and 2. Teachers use questioning well to develop pupils' ideas. In Years 5 and 6, teachers ask probing questions which encourage pupils to think about what they already know and apply it to a new problem. In one class, a pupil gave a succinct explanation of the reasons why he believed a sponge was solid, drawing on what he already knew about solids, liquids and gases. A key feature in the good quality of learning is the way in which teachers teach skills of scientific investigation. In a class of Years 3 and 4 pupils, the teacher encouraged pupils to design their own way of testing if different materials conduct electricity and to devise their own method of recording. This effectively helped the pupils to develop skills in experimental design and recording as well as organising their own learning. In a good Years 5 and 6 lesson, the teacher asked pupils to find a way of measuring

the amount of water in different soils. This set a good level of challenge to which the pupils rose well. However, although teachers collect information about how well pupils are performing, they do not always plan work that builds on individual or group levels of scientific ability in a class. This means that higher attaining pupils achieve well, but lower attaining pupils sometimes struggle to keep up. This is reflected in the school's results in the national science tests at the end of Year 6 in which a greater proportion than average reach higher levels, but not as many reach average levels. However, teachers sometimes provide sheets that help pupils record their work at a suitable level for their literacy skills.

59. Leadership and management are sound. The co-ordinator has analysed the results of national curriculum tests to identify which topics pupils have learned well, or otherwise. However, the co-ordinator has not had enough opportunities to monitor teaching quality. The curriculum is enriched by visitors into school and visits to the theatre to watch entertaining scientific ideas. There has been a sound degree of improvement since the previous inspection. The quality of education and standards reached by the time pupils leave school are similar to those reported at the previous inspection. The shortcomings noted about aspects of teaching skills in scientific investigation have been dealt with. Similarly, lessons now have clear learning objectives. However, the co-ordinator does not yet monitor the quality of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses:

- Pupils have positive attitudes to the subject.
- Resources are unsatisfactory.
- Assessment procedures are not used well enough to plan work for different levels of ability in classes.

Commentary

60. By the time pupils leave school at the end of Year 6, standards are similar to those expected. Achievement is satisfactory. It is not possible to make a judgement on standards or achievement at the end of Year 2 because the inspection team did not see enough lessons or samples of work from Years 1 and 2. However, the single lesson seen and the few samples available indicate that provision is satisfactory. Teaching and learning are sound overall. In the Years 1 and 2 lesson, the teacher used the computers in the classroom to teach pupils basic keyboard skills, linking these well with literacy skills. As a result of the teacher's sound instruction and good preparation, pupils learned how to put a space between words and to put capital letters where needed. Other pupils in the class were making sound progress carrying out pencil and paper tasks linked to the main activity. They were well supported by the classroom assistant.

61. There is a computer suite but only ten out of fifteen computers were working during the inspection period. These computers are not suitable for recording or playing sound except through headphones. This meant that in the Years 5 and 6 lessons, only one person in each group of three pupils could hear the sounds the group was working with. There is no equipment suitable for large group or class demonstrations or instruction. Nonetheless, Years 5 and 6 teachers overcame these barriers to learning and teaching by providing clear explanations, instruction sheets, and advice and guidance during the lesson. Because of this, pupils made sound progress in learning to link sound and pictures in presentation software. Pupils have positive attitudes to the subject, and this helped them to overcome the disadvantages of working in large groups with barely adequate computers. They worked well with each other, taking turns to carry out the activities and sharing headphones readily.

62. Leadership and management are sound. The co-ordinator has only recently taken responsibility for the subject. He has identified the need to collect information about pupils' performance. Planning and examples of work done show that the required curriculum is adequately covered. The standards achieved are similar to those reported in the previous inspection, although the shortcomings reported at that time have not been fully addressed. In some instances, teachers record pupils' level of skills but this practice is inconsistent. This means that all pupils in the mixed year group classes work on the same theme, even though some are more confident than others. The quality of resources is a barrier to learning that teachers work hard to overcome.

Information and communication technology across the curriculum

63. There are some good examples of the use of ICT in teaching and learning in other subjects, for example, in Year 6 story writing. However, the technology is inconsistently used in this way.

HUMANITIES

Overall, provision for humanities is **satisfactory**.

Main strengths and weaknesses:

- Teachers have good subject knowledge in history.
- Visits in history and geography make a positive contribution to pupils' learning.
- There are too few opportunities for pupils to use their writing skills in humanities.
- Co-ordinators have too few opportunities to monitor and evaluate the quality of teaching and learning.

Commentary

64. Few lessons were observed in humanities. These included two lessons of religious education, one in a Year 3/4 class, and one in a Year 5/6 class; two lessons of history in Years 5/6; one lesson of geography in Year 3/4.

- In Year 2 standards achieved are:
 - * Similar to those expected nationally in geography.
 - * Similar to those expected by the locally Agreed Syllabus for religious education.
- In Year 6 standards achieved are:
 - * Similar to those expected nationally in history.
 - * Similar to those expected by the locally Agreed Syllabus for religious education.

65. Additionally, discussions were held with older pupils and the limited amount of pupils' work available was scrutinised.

66. No geography was being taught in Years 5/6 and no history in Years 1/2 at the time of the inspection so no judgement is made on pupils' standards or teaching.

67. The school has focussed on raising standards in English, mathematics and science recently. A consequence of this focus is that standards in the humanities have slipped since the last inspection, when they were above national expectations whereas now they meet them.

Religious education

68. Pupils in Years 1 and 2 have a growing understanding of different religions and how they celebrate events like the birth of a baby, weddings and funerals. Teaching and learning are

satisfactory. Teachers explain ideas quite well. Tasks are different for the two age groups but involve too much colouring and too little writing for Year 2 pupils.

69. Pupils in Year 6 have a sound awareness of the major world religions. They know something of the leaders, important books, ceremonies and places connected with Christianity, Islam and Hinduism. They are starting to understand the differences and similarities between the faiths. They have just started studying Judaism and have good recall of key vocabulary, like 'menorah'. Teaching and learning are satisfactory. Tasks are clearly explained, but sometimes they are mundane, like making a card for a baby, and do not extend pupils' learning enough.

Geography

70. In Year 2, pupils know the countries that make up the British Isles. They have a sound vocabulary of the locality and know something of far away places because of the travels of 'Barnaby Bear'.

71. Visits, especially to Malham, make a lasting impression on pupils. They enjoy learning first hand and recall accurately many of the activities they completed.

History

72. In Year 6, pupils understand that some events happened a long time ago, and some are more recent. They place the units studied in the correct order and talk in some depth about each one. Higher attaining pupils have a good understanding that there are different viewpoints of the same event. They also appreciate that it was a hard life for the poor in each of the periods they have studied. In Year 5/6, pupils are starting to research events. They compare the mode of government of Athens and Sparta quite well. One pupil said, 'You can't trust the newspapers', indicating that he knew to read more than one account of an event to get a more accurate picture. Teaching and learning are good. Lessons are lively and stimulating. Pupils enjoy them, thus enhancing their quality of learning. Role-play, research, discussion and writing all play a part. Trips to places of historical interest are recalled graphically by Year 6 pupils and have made a positive impact on their learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The school's provision for creative, aesthetic, practical and physical subjects is **satisfactory** overall.

Main strengths and weaknesses:

- Pupils develop good art appreciation skills.
- The quality of design and technology experiences has improved since the previous inspection.
- The school's provision for music has improved.

Art and Design, Design and Technology

Provision in both art and design, and design and technology is **satisfactory**.

Two lessons were seen in art and none in design technology. There was insufficient evidence to make a judgement on standards attained by the end of Year 2 or Year 6. Similarly, no judgement could be secured on the quality of teaching and learning in these subjects. Inspectors looked at the small sample of pupils' work in these subjects, including photographs and work on display and talked with pupils from Years 5 and 6.

Main strengths and weaknesses:

- Pupils' appreciation of the work of artists is a strength.
- The school provides a stimulating variety of activities in design and technology.

Commentary

73. Pupils in Years 1 and 2 successfully blend pastels in the style of the artist Monet. Pupils in Years 3 and 4 show an keen interest in the work of the artists they study and some of them are able to compare their knowledge of other artists by noting the techniques used. They understand primary, secondary and tertiary colours and thoroughly enjoy mixing and grading tones to match those examined in the works of the artist August Macke. Year 6 pupils thoughtfully discuss the composition of a picture and consider the effect of forms, shape and colour. Pupils' achievement in this aspect of the curriculum is satisfactory. In the two lessons seen, teachers extended pupils' ideas and vocabulary well and gave them the opportunity to express their ideas and feelings in response.

74. Photographic evidence and discussion with Years 5 and 6 pupils indicates that they greatly enjoyed the challenges posed in design and technology. The level of challenge is a significant improvement since the previous inspection. The design, construction and testing of models of land yachts provoked interest and provided a critical dimension to the subject. The process of designing, making and testing their vehicles against clear criteria involved browsing the Internet to download logos and the use of complex tools and materials. These pupils achieved well.

Music

It was not possible to judge standards of achievement or teaching at the end of Year 2 or Year 6 for this inspection. This is because only three lessons were observed, two of which were taught by a visiting teacher.

Strengths and weaknesses:

- The visiting teacher has very good subject knowledge and excellent management of pupils enabling them to learn very well.
- Pupils are very well behaved, keen to learn and collaborate well when singing.
- The teacher can dominate the lesson so that pupils become passive learners.
- End-of-lesson reviews are too short to be effective.

Commentary

75. Pupils in Years 1 and 2 are introduced to recorders. The visiting teacher uses good teaching techniques to aid them so that they remember the musical notes. Because of this, pupils quickly memorize the fingering for the notes on their recorders. Older pupils in Years 5 and 6 demonstrate their ability to control sounds through singing. They are able to sing with clear diction, pitch, control and a sense of expression. They sing in unison and in two or four parts.

76. Since the last inspection, the school has made satisfactory attempts to improve provision in the subject. These include:

- A new scheme of work.
- An after-school keyboard club.
- An arrangement whereby pupils take part in music workshops, for example on jazz, so that they widen their musical experience.
- The services of a music teacher from the local education authority's Music Support Service.

77. The visiting teacher is regularly timetabled and teaches music throughout the school. However, the subject manager left last term and there was no planning for the summer term. A short-term plan is now available for the subject and management intends to finalise longer-term plans after the inspection. The previous planning suggests that all areas of the curriculum were taught. During the week of the inspection, the emphasis was on singing.

Physical Education

There is insufficient evidence to make a judgement on standards of achievement or overall provision.

Strengths:

- Teachers' planning and expectations are high.
- Pupils work well together in pairs and larger teams.

Commentary

78. Only one lesson was observed during the inspection. The teacher planned and taught an effective lesson that helped pupils to make good progress in developing ball skills. They achieved well because of good teaching. The lesson was well organised and the teacher gave the pupils good opportunities to evaluate their own learning. They decided that they had concentrated too much on defence and would need to develop their skills of attack.

79. The subject is soundly managed. The co-ordinator has a good understanding of what needs to be taught and the planned curriculum meets requirements. Swimming is taught in half term slots rotated throughout the year. Outdoor and adventurous activities are provided as an option during the school's annual residential visit. There are a good number of extra-curricular activities to support the subject. However, the co-ordinator has had few opportunities to monitor and evaluate teaching in the subject or to provide demonstration lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

No personal, social and health education lessons were observed during the inspection.

Provision in personal, social and health education is **good**.

Main strengths and weaknesses:

- The school's provision helps pupils to become mature and responsible members of the school community.
- This provision is integrated well into the rest of the curriculum.
- Recording and assessment of pupils' personal and social development is at an early stage.

Commentary

80. Although no lessons were seen, the school fosters pupils' personal, social and health education well. The outcomes of this provision can be seen in the pupils' positive attitudes to work and their good behaviour in lessons and their regard for each other on the playground. Teachers foster personal and social responsibility in lessons and in assemblies. The focus for infant and

junior assemblies and the preparation of Christmas shoeboxes for needy children encourage pupils to consider children who are less fortunate than they are. They are encouraged to think about their own responsibilities when they hear about caring for pets. The science curriculum includes elements of how to keep healthy and eat well.

81. The subject is soundly led. Staff have recently undertaken a course on how to teach 'Circle Time', a way of encouraging pupils to discuss areas of concern so that they reach a common understanding in an atmosphere of mutual trust.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	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).