

## INSPECTION REPORT

### **LITTLETOWN JUNIOR, INFANT AND NURSERY SCHOOL**

Littletown, Liversedge

LEA area: Kirklees

Unique reference number: 107670

Headteacher: Mrs S Fenton

Lead inspector: Mr R Gill

Dates of inspection: 23<sup>rd</sup> - 25<sup>th</sup> February 2004

Inspection number: 256759

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior, Infant and Nursery  
School category: Community  
Age range of pupils: 3 - 11 years  
Gender of pupils: Mixed  
Number on roll: 151

School address: Bradford Road  
Liversedge  
West Yorkshire

Postcode: WF15 6LP

Telephone number: 01274 335245

Fax number: 01274 335245

Appropriate authority: The Governing Body

Name of chair of governors: Mr M Bland

Date of previous inspection: May 1998

## CHARACTERISTICS OF THE SCHOOL

Littletown Primary School is a small school, with 151 pupils, situated in Liversedge, Kirklees and serves an area of social disadvantage. Most of the pupils live locally. The school was awarded Investor in People status in 2003. The proportion of pupils who have special educational needs is about average compared to all primary schools, but in some year groups the number is high and this has a marked effect on the school's results in National Curriculum tests. A higher than average number of pupils have a statement of special educational need. The majority of these pupils have learning difficulties but the school caters increasingly for pupils with behavioural difficulties. Few pupils have a minority ethnic heritage and are learning English as an additional language. The school's population is a changeable one. In some year groups the number of pupils entering the school, beyond the normal point of entry, is significantly high. Pupils are taught in mixed-age classes in every year except Year 1. The pupils' attainment when they start school is below average. Many of the teachers have been appointed since the last inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |            |                | Subject responsibilities  |
|--------------------------------|------------|----------------|---|
| 4074                           | R Gill     | Lead inspector | English<br>English as an additional language<br>History<br>Geography<br>Religious education   |
| 8988                           | J Cross    | Lay inspector  |   |
| 17907                          | M Bowers   | Team inspector | The Foundation Stage<br>Science<br>Design and technology  |
| 30954                          | B Ashcroft | Team inspector | Mathematics<br>Information and communication technology<br>Physical education<br>Art and design<br>Music<br>Special educational needs |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a sound standard of education.** Pupils' achieve satisfactorily despite standards that sometimes appear low when compared to national averages. Children achieve well in the nursery and reception class (Foundation Stage). Good leadership has steered the school through a difficult period. New staff have been inducted well and teaching is satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Some very successful teaching results in highly motivated pupils who enjoy learning;
- The quality of teaching is not yet consistent enough through the school;
- There are too few opportunities for pupils to use their skills in speaking and writing;
- Pupils with special educational needs are included well and make good progress;
- The school has a good environment for learning and links well with the local community.

The school has maintained many of its good features since 1998 when it was last inspected. There has been a high staff turnover, increased numbers of pupils with special educational needs or behavioural difficulties and a major building programme. These potential barriers have been managed well. The school has tackled successfully all of the key issues from its last report. For example, homework is now set regularly throughout the school and parents are more involved in their children's learning.

### STANDARDS ACHIEVED

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

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

**Pupils' achievement is satisfactory.** Results in English appear to have been well below the national average for two years. The school recognises, correctly, that standards in writing could be improved, but more importantly that the small class sizes at Littletown make this sort of comparison unhelpful. Invariably, a significant proportion of pupils with special educational needs has an exaggerated effect on the overall results. Standards in mathematics and science have been predominately average, except for 2002 when there was a very high proportion of pupils that found learning difficult. Current standards are about average for pupils in Year 2. In Year 6 standards are below average in mathematics and science, and well below it in English. However, pupils, many of whom have special educational needs, have achieved satisfactorily overall and are making good progress in their final year. Children make good progress up to and including their reception year; many reach the nationally expected levels by the time they enter Year 1.

**Pupils' personal qualities, including their spiritual, moral, social, and cultural development, are good.** Pupils enjoy school and attendance is similar to that in most schools. Their attitudes and behaviour in lessons are good and sometimes very good.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory. Teaching is satisfactory overall**, but there are some peaks of good and sometimes very good practice. Lessons are more often very good in the Foundation Stage and in Year 5/6. Here teaching is buoyant and optimistic; it contains a precision based on exactly what pupils need to know and seamless organisation to make learning successful. Methods of assessment are good, but there are aspects of inconsistency throughout the school in marking and setting targets, which prevent teaching and learning being better overall. This affects the achievement by pupils capable of higher attainment.

The curriculum provided is satisfactory and pupils' learning is enhanced by good opportunities for visits and visitors. Those pupils with special educational needs are well provided for and make good progress, particularly when supported by the teaching assistants. This is a caring school that is keen to seek pupils' views and act on them. Partnership with parents and the local community is generally good and has a positive effect on pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The school is well led by the headteacher, deputy head, senior staff and governors, all of whom possess drive and direction in developing the school and coping with times of change. Governors are involved and informed. They are meeting their statutory responsibilities in full. Management is satisfactory with some shortcomings in ensuring consistency in the quality of teaching and its influence on pupils' learning. The monitoring of teaching does not include enough reference to learning and pupils' achievements.

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

Parents have a generally satisfactory opinion of the school. Many particularly like the way in which their children are inducted into, and taught in the Foundation Stage unit. The view held by some parents that their opinions could be more actively sought is justified.

Pupils are pleased with the school. They particularly appreciate the work of the school council, the educational visits and the newly built classrooms.

## **IMPROVEMENTS NEEDED**

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

- Improve the consistency of teaching and learning across the school;
- Increase opportunities for pupils to use their skills in speaking, listening, reading and writing.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils' attainment in English, mathematics and science in Year 6 is below the national average, but their achievement overall is satisfactory. Standards in Year 2 meet the standard expected nationally and pupils achieve satisfactorily. Children achieve well by the end of the reception class (Foundation Stage).

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

- Pupils' make faster progress in Year 5/6 in English, mathematics and science;
- Children make good strides in learning in the nursery and reception unit;
- Pupils' success in subjects that include written work varies too much between year groups;
- Standards achieved in speaking and listening are generally low.

#### **Commentary**

1. The trend is for pupils to achieve satisfactorily over their time in school. Children enter the school, in the nursery and reception unit, at levels generally below what might be expected for their age. They make good progress until the end of the reception year when many reach the nationally expected level. From then on satisfactory standards are maintained with some variation, often marked, between classes.
2. It is hard to use statistics alone to demonstrate the school's success because each pupil represents a relatively high percentage of the final figure. One or two lapses in attainment can alter the school's results quite significantly. The proportion of pupils with special educational needs can also have a dramatic bearing on the school's overall result when compared to other schools nationally. This was the case in 2002, in Year 6, and will be again at the end of this year. Despite these bulges in the number of pupils with special educational needs, they achieve well owing, in part, to the good support they receive from teaching assistants.
3. Currently, standards in Year 6 are below nationally expected levels in mathematics and science and well below them in English. Results in English are lower because pupils have weak skills in speaking and this affects their ability to write well formed sentences. Standards are also low because about half of the pupils in Year 6 have difficulties with their learning and several find it hard to control their behaviour. Some times this is not the only barrier to progress that the school faces. In 2003, for example, over a third of pupils in Year 6 entered the school after Year 1 and this had an effect on the speed at which they made progress. Despite these potential difficulties, pupils in Year 6 are currently achieving well with the help of good, and often very good teaching, that is expert at getting pupils of all abilities to grasp ideas and show understanding.
4. Children in the nursery and reception class achieve well because they work in such a purposefully designed and equipped classroom, and the entire staff team work so collaboratively. Pupils' attainment in English, mathematics and science in Year 2 is subject to similar barriers to those that exist in Year 6. However, they are currently reaching satisfactory standards, which represents sound achievement. The success of pupils throughout the school in two aspects of learning is less pronounced. Their writing and speaking about their work; asking questions and commenting on what is said by other people, does not progress as quickly as other aspects of learning.



5. The school is well aware that pupils' overall attainment is often hampered by lower standards in writing and explaining themselves orally and has already made plans to put this right. Often, in writing, it is the lack of pupils scoring at the higher levels in National Curriculum tests that gives the school low grades overall. Initiatives have been introduced to tackle these deficiencies, which are resulting in different degrees of success. This leads to too great a variation in pupils' progress from class to class. In some lessons, for example, teaching requires pupils to answer orally in full sentences, and in others one word or short phrases are often accepted.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 15.5 (15.0)    | 15.7 (15.8)      |
| writing       | 15.1 (14.0)    | 14.6 (14.4)      |
| mathematics   | 15.8 (17.0)    | 16.3 (16.5)      |

*There were 25 pupils in the year group. Figures in brackets are for the previous year.*

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 25.1 (25.0)    | 26.8 (27.0)      |
| mathematics   | 27.2 (25.3)    | 26.8 (26.7)      |
| science       | 29.2 (28.0)    | 28.6 (28.3)      |

*There were 25 pupils in the year group. Figures in brackets are for the previous year.*

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

Pupils have good attitudes towards their learning and they are generally well behaved in lessons and around the school. Staff cultivate pupils' spiritual, moral, social and cultural development effectively overall. Attendance is satisfactory and almost all pupils arrive at school punctually. There were two fixed period exclusions last year.

**Main strengths and weaknesses**

- Rewards and celebrations successfully boost pupils' performance and raise their self-esteem;
- The challenging behaviour of a small number of pupils is managed well by the staff;
- Pupils develop into mature individuals who care about others;
- Relationships throughout the school are good;
- Multicultural education is insufficient to prepare pupils adequately for later life.

**Commentary**

6. The school has done well to maintain its positive climate for learning despite the changing nature of its intake, disruption caused by building work and the high turnover of teachers since the last inspection. Pupils' positive attitudes, values and other personal qualities remain key to their achievements.
7. Pupils in the nursery and reception unit continue to be highly interested in their work and very well behaved due to the strongly nurturing environment and stimulating activities that the staff

provide. The pupils are actively helped to conform and get on well together so that all can learn effectively.

8. The ethos of support and encouragement continues as pupils get older. Teachers make pupils feel special by valuing them as individuals and tackling their needs and sensitivities, helped immensely by the learning mentor and other special needs and teaching assistants. Rewards and prizes for success of all kinds, and recognition of particularly good work in assembly, spur pupils of all abilities to try their hardest and give of their best.
9. Staff expect pupils to behave well throughout the school day, in accordance with fully discussed, very prominently displayed rules that help the pupils to be ever mindful about their conduct. Almost all pupils respond positively to these expectations but a few, particularly in Years 3 to 6, sometimes exhibit challenging behaviour that has the potential to prevent others from learning. This unacceptable behaviour is handled effectively by the staff, who sometimes teach these pupils apart from their classmates. The views of parents and pupils broadly concur with these findings about behaviour. Occasional incidents of bullying are dealt with effectively by involving the parents and providing appropriate support. Racism is similarly not tolerated and pupils of different ethnic heritages mix freely and easily at all times.
10. Pupils' personal development has improved since the last inspection and is now good. They are more self-disciplined, considerate and responsible now. Older pupils, for example, were very careful not to dominate a discussion with school council representatives. They thoughtfully encouraged others to have a say first despite their eagerness to talk about achievements and ideas for further improving the school. The council, introduced since the last inspection, is helping pupils to feel good about themselves. A younger representative described how she 'grew bigger' with pride on hearing that she had been elected by her classmates.
11. Pupils' cultural development remains satisfactory overall, but the school is not sufficiently raising their awareness of the richness of cultures that make up British society. They learn about other world faiths and traditions through the arts and humanities but have too few first-hand experiences from visits or other links.

## Attendance

Attendance is back in line with the national average after dipping below in recent years. Staff have put a lot of work into stressing the importance of regular and punctual attendance to families. The strategies used have successfully reduced the rate of unauthorised absence by two-thirds to a level which is now only slightly above the national average.

### **Attendance in the latest complete reporting year 2002/03 (%)**

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 4.9 | School data          | 0.5 |
| National data      | 5.4 | National data        | 0.4 |

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

## Exclusions

### *Ethnic background of pupils*

| Categories used in the Annual School Census |
|---|
| White - British                             |
| Mixed - White and Black Caribbean           |
| Mixed - White and Asian                     |
| Asian or Asian British - Pakistani          |
| Parent/pupil preferred not to say           |

### *Exclusions in the last school year*

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 128                  | 2                                 | 0                              |
| 1                    | 0                                 | 0                              |
| 2                    | 0                                 | 0                              |
| 1                    | 0                                 | 0                              |
| 4                    | 0                                 | 0                              |

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a sound quality of education. The quality of teaching and learning is satisfactory. The system of assessment is adequate. There is a suitable curriculum, which is enhanced well by activities beyond the classroom. The school cares well for pupils' personal needs. There are good links with parents and the local community. Pupils rightly appreciate the way that the school values their opinions and acts on their ideas for improvement.

### Teaching and learning

While satisfactory overall, teaching and learning are good, with some very good features, in Year 5/6 and the Foundation Stage. The sound system of assessment contributes to pupils' general progress, but some pupils could make quicker progress if teaching made better use of the information about their learning.

### Main strengths and weaknesses

- Teaching is particularly effective in the nursery and reception unit, and in Year 5/6;
- Teaching lacks consistency in the way that lessons influence the rate of pupils' progress;
- The teaching of literacy across the curriculum is not developed in enough depth;
- Pupils with special educational needs learn well with the help of teaching assistants.

### Commentary

12. The quality of teaching is similar to that found at the time of the last inspection, when it was described as good. Since 1998, teaching has improved nationally and thus what was judged to be good then is now deemed satisfactory.
13. Good and sometimes very good teaching is more often found in the Foundation Stage and with the oldest pupils in Year 5/6. There are, however, examples of good teaching elsewhere in the school. The key to the success of the best teaching lies in the rate at which pupils make progress, as a result of the crystal clear expectations that teaching contains and the way in which they are expressed. Pupils and their parents appreciate these facets of the school's work. They talk generously about the way in which lessons are lively and interesting. Leadership and management within the school have also played their part. For example, the drive from the governors and the headteacher to continually improve the work taking place has given staff the confidence to develop their practice.
14. In a Year 5/6 lesson about conditional sentences pupils were left in no doubt about the ambitious purpose of the lesson and how they were expected to succeed. Targets about the

time pupils were expected to take on any activity were precise and as a result learning was swift. The impact of teaching on learning was immediate owing to the rigorous work ethic and tight organisation that existed. Similarly, in the Foundation Stage children developed their competence in spelling and writing very well through activities related to the 'Garden Centre'. Children were attentive and keen to answer questions and worked very well on their own when required.

15. The quality of teaching ranges from satisfactory to very good with some good teaching in every class. Thus in every lesson the majority of pupils make at least satisfactory progress in their learning. However, the lack of consistency between lessons is a weakness in the school's provision. The difference between satisfactory and good learning, for example, lies in the way teachers are able to provide stimulating activities for both higher and lower attainers and maintain the motivation of both groups. It is a difference in the zest and pace of lessons. In some satisfactory lessons the higher attainers lack sufficient challenge. It is often the lack of additional challenges for pupils capable of higher attainment that prevents lessons from being good or very good. Moreover, teaching does not provide enough scope for pupils to discuss their own ideas and decide how well they have done in relation to the lesson's objective. The information about pupils' previous progress is not used well enough to guide their achievement in lessons. For example, pupils' written work is marked rigorously in some classes and loosely in others. Even within the same class below average attainers are given helpful guidance about how to improve their written work, but those capable of higher attainment are not. The marking of pupils' work and the targets that accrue from this have a bearing on the expectations set for pupils in lessons, particularly for the higher attainers. This lack of a firm link between marking and pupils' next steps in lessons means that, over time, some of the value of good lessons is lost. By contrast, pupils with special educational needs often achieve well because they are well supported in class. Teaching assistants work well with pupils and their teachers to calm emotional upset or make sure that ideas are assimilated.
16. The school is correct in its analysis that pupils' writing is not developed well enough and that pupils' ability to speak clearly and fluently about their learning is weak. Currently, there are too few opportunities for pupils to practise and broaden the scope of their writing in the humanities subjects, for example.

**Summary of teaching observed during the inspection in 27 lessons**

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 0         | 7         | 10   | 10           | 0              | 0    | 0         |

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

**The curriculum**

Overall, the curriculum is satisfactory. It provides a range of worthwhile opportunities that cater well for the interests, aptitudes and particular needs of the pupils. The Foundation Stage curriculum is very good. The curriculum includes good opportunities for enrichment. The accommodation and resources are satisfactory overall.

**Main strengths and weaknesses**

- The provision for pupils with special educational needs is good;
- Provision for children in the Foundation Stage ensures that they make good progress;
- Higher attaining pupils are not always challenged enough;

- A varied programme of experiences through visits and other activities helps to enrich the curriculum;
- The position of the school library inhibits opportunities for independent research.

### **Commentary**

17. The curriculum meets the statutory requirements and all the subjects of the National Curriculum are taught, including provision for religious education and collective worship. The provision for those pupils with special educational needs is good. Individual education plans contain specific targets that effectively address the needs of the pupils. This ensures that they are fully included in the lessons and other aspects of the curriculum. The very good curriculum in the Foundation Stage is very broad and balanced, and responds to the needs of all the different ability and maturity levels of the children. A very good balance exists between adult-directed and child-initiated activities.
18. The school operates a topic cycle with all the subjects built into the topic for each year group. In order to accommodate the mixed-aged classes, the focus of the topic is altered every two years. This ensures that the content is shifted and pupils do not cover the same work for two years running. In some cases the planning, in subjects beyond English, mathematics and science, does not cater for the higher attaining pupils and opportunities are lost for them to extend their knowledge.
19. A varied programme of visits and visitors is appreciated and enjoyed by the pupils. Good use is made of the local environment to make the curriculum more interesting. For example, they visit Dewsbury Museum and this makes their study of Victorian times more meaningful to them. The annual residential trip each year provides challenging, rewarding and worthwhile experiences for older pupils.
20. Staffing levels are adequate. The expertise of the teachers and support staff ensures that the learning needs of the pupils are met. Administrative, lunchtime and maintenance staff make a valuable contribution to the provision made for the pupils.
21. Overall, the accommodation is satisfactory. The recently built extension has considerably improved the facilities for the pupils. The information and communication technology (ICT) room ensures that pupils have access to the bank of high quality computers. However, opportunities for independent book research are limited because the library is situated in the same area.

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

Staff take good care of the pupils and support and guide them effectively. They seek pupils' views well about the life and work of the school and take on board their suggestions for improvements.

### **Main strengths and weaknesses**

- Staff successfully promote pupils' care, welfare, health and safety;
- The work of the learning mentor and other assistants is a strong factor in helping pupils with special educational needs to achieve well;
- Pupils' personal development is very effectively monitored and nurtured by the staff;
- Better use could be made of assessment data to guide pupils' academic progress;
- Good arrangements are made to ensure that new pupils settle in smoothly to the nursery and reception class.

### **Commentary**

22. Staff continue to provide a caring and supportive environment within which all pupils feel safe and secure. The school is a happy place where mutual respect and genuine care and concern promote the best interests of every child. Pupils value the trusting relationships that they establish with the staff, which enable them to talk to an adult if they have any worries or are upset. Staff safeguard the pupils from harm by following locally agreed child protection arrangements, and they minimise safety risks effectively, particularly important during the recent building work. One pupil aptly commented, 'I really love this school because I get looked after'.
23. Staff know pupils' difficulties and sensitivities well and respond effectively to meet their needs. This understanding begins before the children start school when staff in the nursery and reception class visit families at home to exchange information. Pre-visits to school and sensitive induction help pupils to gradually ease into routines and expectations.
24. The number of pupils with special educational needs has risen since the last inspection and the school has increased the level of experienced support that it provides accordingly. Pupils who find it hard to learn receive help that is well matched to their needs in lessons. The few who sometimes have difficulty controlling their behaviour or anger are sensitively taught suitable strategies for coping by the learning mentor and staff from outside agencies. Their removal from the classroom, on occasions when they are distracting others, to work in the calmness of a small group setting, enables everyone to benefit from learning more effectively.
25. The school acknowledges pupils' success suitably, by praising and rewarding those who have made strides in their academic or personal progress. Some parents expressed concerns that staff were occasionally invoking unfair, blanket loss of privileges that penalised the whole class when only some pupils failed to meet expectations. Staff have responded positively to their criticisms and the rewards and penalties system is now operating successfully.
26. Staff have worked hard to turn around the once high rate of unauthorised absence and the fall in attendance with much success. The school now expects parents to explain their child's absence on the first morning and contacts them immediately if they fail to do so. This is a good safety feature because all are then clear where responsibility lies for looking after the child. The education social worker is suitably involved with a small number of families causing concern. Class attendance charts and weekly rewards successfully help to bring home the importance of regular and punctual attendance to pupils.
27. Pupils are actively encouraged to contribute towards improving their school through, for example, the school council which regularly gives elected representatives from Year 1 to Year 6 a useful forum for consultation. Staff spend considerable time and effort in assessing pupils' academic performance, but they do not use this information as well as they might to involve pupils in seeking ways to improve their work.

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

The school's partnership with parents and the wider community is good. Its links with other schools and colleges are satisfactory overall.

### **Main strengths and weaknesses**

- Parents are informed well about their children's progress and the topics that are taught;
- Home visits play a large part in establishing successful links with parents;
- Governors put in a lot of effort to ensure that their annual meeting for parents is well attended and enjoyable;
- Visits and visitors enrich pupils' learning and personal development effectively;
- The school does not consult with parents sufficiently about its life and work.



## Commentary

28. The school's partnership with parents has improved since the last inspection. Reported key weaknesses at that time have been tackled effectively. Homework is now much more structured and, along with frequent updates for parents about the curriculum, enables them to get more involved in their children's learning. Omissions in the governors' annual report to parents have been rectified and it now meets statutory requirements.
29. Nursery and reception staff begin to build trusting relationships with the parents when they visit families at home before the children are first admitted to school. These informal visits successfully enable staff to explain routines and expectations, and discuss any concerns that parents might have.
30. Many parents are extremely supportive of the school, particularly valuing the good start that their children get off to in the nursery and reception class. One appreciative parent described the school as '...one of the most important and cherished parts of the community through the hard work of the staff.' Others expressed concerns, some of which are justifiable. They are correct in thinking that their opinions could be more actively sought. Although the school invites parents to comment upon certain aspects of its provision, such as the way that governors report annually to parents, staff are not getting a broad enough picture of their views. Greater opportunities for staff to gauge parental satisfaction through, for example, surveys, meetings or informal chats would be mutually beneficial. The once thriving parents' association petered out some time ago. Plans to reinstate it are wise, as it would offer an additional forum for parents to have a greater say in the school.
31. The view of some parents that they are ill informed about their children's progress is unwarranted. Parents have termly opportunities for discussions with class teachers and they receive detailed, highly personal annual written reports that clearly tell them how well their child is doing.
32. Staff actively encourage parents to learn about the curriculum. The governors' annual meeting for parents is particularly successful in getting them into school because governors and staff go to a lot of trouble to attract families along. Governors award prizes to the pupils for all kinds of achievement and pupils put on entertainment for their families.
33. The school uses the local community well to bring learning alive for the pupils. Members of the community are invited into school to share their experiences and expertise. These include local clergy, dignitaries, health care practitioners, safety officers and sports coaches. Local amenities are used well for educational visits. Pupils, for example, visit the park, theatres, museums, archaeological digs and a residential home for the elderly.
34. Strong relationships with a local high school are beneficial. Joint sports, science, technology and music ventures help to raise standards. Links with local primary schools are developing but not yet making an impact upon pupils' learning. Students on work placements from local colleges bring a freshness of approach to the school.

## LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. Leadership by the governing body and the headteacher is good. Management is sound, but the school acknowledges correctly that there are some areas that require improvement.



## Main strengths and weakness

- The governing body, headteacher and staff have tackled the recent difficulties well;
- There is variation between classes in the quality of teaching and this is not identified clearly enough by the school's checking procedures;
- Leadership of the Foundation Stage is strong;
- Provision for pupils with special educational needs is managed well;
- The way assessment information is managed could be further improved.

## Commentary

35. In 1998, the school was judged to be good with many strengths. Since then it has experienced several barriers to progress. A sizeable turnover in staff, increased numbers of pupils with emotional problems, more pupils who join and leave the school part way through their school career and the disruption caused by the extensive building programme have all taxed the school's resources. Good leadership by the governors and the headteacher has helped the school to largely overcome these difficulties. The school's strong ethos has been maintained throughout the times of change. This is appreciated by parents and pupils alike. Teaching assistants have become adept at working with pupils who find learning difficult for academic or emotional reasons. The high proportion of pupils with special educational needs, in some years, presents a challenge for all staff. This challenge is met well, particularly in Year 6. Moreover, the governors meet their statutory requirements including the need for a race equality policy, which is monitored satisfactorily.
36. The governors have worked enormously hard to improve the school's accommodation. Older pupils now enjoy top quality facilities. Their success in this respect is double-edged because it highlights the difficulties contained within the older part of the building in terms of lack of space and poor layout. The library, for example, has been reduced in size by the computer suite, which leaves the pupils with limited facilities for independent research using books.
37. The school has an adequate system for monitoring teaching, but the schedule for observation does not include aspects relating to pupils' learning, achievement or attainment. As a result, the variation between classes does not receive the attention that it needs. For example, many staff are new and whilst they implement the school's policies for marking pupils' work, improving opportunities for pupils to write more often and getting pupils to speak up in lessons, the success with which this is done is variable. This is one of the causes for the uneven progress made by pupils.
38. The provision of a Foundation Stage unit was just in place at the time of the last inspection. Since then, it has maintained its initial level of success. The headteacher plays an active role in overseeing the developments and the co-ordinator leads the team well on a day-to-day basis. Children enjoy working in such a warm, welcoming and exciting environment. Their parents are rightly pleased with the progress that they make.
39. The school employs some good methods of assessing pupils' work and levels of attainment. The results of these assessments are recorded reasonably well, but not in a way that allows judgements about progress, by groups or classes of pupils, to be made very quickly. This is a weakness in an otherwise satisfactory system. The inconsistencies that occur in the marking of pupils' work are not generally spotted by co-ordinators. This applies particularly to subjects in which pupils write to communicate their ideas and findings.

## Financial information

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

| Income and expenditure (£) |        |
|----------------------------|--------|
| Total income               | 470641 |
| Total expenditure          | 456561 |
| Expenditure per pupil      | 2495   |

| Balances (£)                        |       |
|-------------------------------------|-------|
| Balance from previous year          | 9491  |
| Balance carried forward to the next | 14080 |

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

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

Provision for children in the Foundation Stage is good and has improved since the last inspection. Children are prepared well for transfer to Year 1. Children enter the nursery group in the September after they have reached their third birthday. They attend part-time. The children enter the reception group at the beginning of the term immediately before their fourth birthday. The majority of children are taught in a single age group. All children achieve well because the teaching is good and the curriculum is well planned to provide a wide variety of interesting and relevant activities, which are well matched to their needs. All adults set excellent role models for the children and manage them well. There is a good ratio of adults to children ensuring that the needs of all are met well. All staff work very well as a cohesive team, carefully monitoring all children's progress. There are very good links with parents.

It was not possible to make an overall judgement on provision in creative development, but the work on display indicates that standards are as expected. Role play was used effectively during the inspection to develop children's imagination and mini environments were set up that enabled children to develop their imaginative play. Children used construction kits imaginatively to create models of futuristic vehicles and buildings. They mix paint confidently to create specific colours as they create abstract patterns and form collages using a variety of coloured materials.

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

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

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

- Children achieve well because of the good teaching and high expectations set by staff;
- Every opportunity is taken to enhance children's development;
- Supporting relationships are established so that children feel confident and happy.

#### **Commentary**

40. Children have good social skills and conform to the high expectations set by staff. The clear boundaries and the consistent role models set by the adults ensure that children know what is expected of them and they have quickly learned the correct way to behave. The excellent teamwork of the adults gives the children superb role models for co-operation and a calm but rigorous approach to work. As a result, children come into the room each morning with a spring in their step; eager and ready to learn. The older reception children are very good role models for their younger classmates. The majority of the children show an interest in what they are doing and concentrate well, even when they are not directly supervised. Children are in line to reach the expected goals by the end of the year with some exceeding them.
41. Children are continually encouraged to feel confident, become aware of what they achieve and are reminded of the high standards that adults expect. Children are friendly and take pride in their work. They are encouraged to share and take turns amicably and to put their hands up when answering a question. They are continually encouraged to work as part of a group and, consequently, they learn how to appreciate the needs of others. Children who do not conform are dealt with firmly but fairly. They are expected to clear up after themselves, which most do without prompting. The very supportive relationships ensure that children feel confident and secure and are able to seek help when required. The gains in learning evident in this area are the result of continual reinforcement of rules by adults, and treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to succeed.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Teachers and support staff take every opportunity to develop the children's language skills;
- A large number of children do not achieve the expectations in the sentence writing aspect of this area of learning.

### Commentary

42. Teaching and learning are good. The majority of children are on course to meet the standards expected in this area of learning in all aspects with the exception of writing. A significant number of children enter the nursery with underdeveloped speech and literacy skills. All staff, being fully aware of this, take every opportunity during all activities to develop children's vocabulary through exciting and interesting activities. For instance, the children were studying the theme of 'The Garden Centre'. All children visited the local 'Garden Centre' where adults continually engaged them in conversation, introducing new words and ensuring that the world of ornamental plants and vegetables came alive. On returning to school, children examined sets of vegetables, learning about whether they grew under the ground or on the surface of the soil. Vegetables new to the children, such as onions and leeks were introduced. Children were able to practise this new vocabulary when they were involved in role play in the school 'Garden Centre'. Other children were mixing and cooking pancakes. The support assistant continually chatted to the children, asking them questions so that they had to think and choose appropriate words to describe what they were doing. Children are confident to talk and adults are genuinely interested in what they have to say.
43. Children enjoy books and listen attentively when a story is read to them. Individual children enjoy browsing in the book corner. They know how to handle books and enjoy 'reading' the pictures.
44. Children in the reception year learn to read during very good and carefully adapted literacy lessons. They follow the words in a 'big book' expertly constructed by the teacher containing carefully chosen sentences associated with the photographs of the local 'Garden Centre'. This adds significantly to their levels of interest. More advanced children have moved on from their emergent writing and spelling practices, and now confidently spell simple words with a good degree of phonetic accuracy. The more advanced children are beginning to write short three and four word sentences. However, these skills are under developed in the children with average ability. Whilst there are sufficient opportunities for children to write in the classroom office and as part of their role play, strategies to involve more children in sentence writing have not yet been identified. There are good opportunities for children to practise their emergent writing skills and to use sand and salt trays and paint to develop their handwriting skills. Many children in the nursery group have begun to write their name and children with special educational needs are beginning to develop their writing skills.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Teachers plan a wide range of activities to support learning, which ensures that children achieve well;
- Every opportunity is grasped in all activities to promote children's mathematical development.

## Commentary

45. Teaching and learning are good. Teachers plan a stimulating and challenging range of interesting activities to promote mathematical understanding. Most children are working at levels expected for their age and more advanced children are working at higher levels. For example, most children are counting to 9 and the more advanced count to 16 and beyond. Adults use a variety of number rhymes and songs to help children count. They are fully aware of the children's current levels of expertise. For instance, in a mathematical activity connected with the 'Garden Centre' project, children were carefully collecting sets of 4, 5 and 6 seeds, whilst more advanced children were compiling and totalling lists of types of seeds they were going to purchase at the school 'Garden Centre'. One child proudly showed her shopping list, which included an accurate totalling of 8,5,7,2 and 3. She proudly announced that she was going to buy 25 seeds. Children apply their knowledge of number to the use of money. They accurately recognise two-dimensional shapes and create shape patterns that include colour and tessellation. Teachers have expert knowledge in respect of the teaching of mathematics and, consequently a very good mathematical environment has been established. This ranges from formally planned lessons adapted from the numeracy strategy, where children are formally taught new skills and given work which considers their current level of competence, to opportunities to sort and classify as they hang pairs of socks on the washing line. They collect crockery of the same colour to set a table in the home corner or mix and measure the various ingredients that constitute a pancake.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area;
- Staff use questioning very effectively to enhance the children's knowledge and understanding of the world around them;
- A full range of educational visits to places of interest within the locality widens the children's knowledge of their environment.

## Commentary

46. Teaching and learning are good and children achieve well. Most are working at the level expected for their age. A variety of interesting activities is planned to stimulate children's curiosity and enhance their understanding. For example, children visit the local wildlife sanctuary and have opportunities to observe exotic animals, such as lizards and snakes. Grandparents come into the school to talk about their life as children. Other planned outdoor activities enable children to explore their environment; for instance, children learn new facts about living creatures when they are engaged in pond dipping. They also learn about the ceremonies of non-Christian religions, for example, Diwali.
47. During the inspection, children were involved in pancake making. There was great mirth and excitement as they practised tossing a pancake. The good teaching here was characterised by the quality of questioning that made the children think about health and safety issues, such as the need for clean hands, taking care when working with hot things, what happens to the separate ingredients when they are mixed together and how easy it is to spread the chocolate once it has melted.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Good use is made of the outdoor play area where children have continuous access and regular timetabled sessions;
- Good use is made of the school hall for dance, movement and gymnastic activities.

### Commentary

48. Pupils are working at the level expected for their age and teaching and learning are good overall. Children confidently ride a good variety of wheeled vehicles. They show good levels of control and balance and are mindful of safety and the presence of other children. The manipulative skills are effectively taught through a full range of activities where children develop accurate pencil control, an ability to thread objects onto a string to create a necklace, and the skills to join components of construction kits to assemble model vehicles and buildings.
49. Children responded enthusiastically to very good teaching in a movement lesson where they listened attentively to music and interpreted it by jumping, stretching and shrinking as they pretended that they were beans. They successfully interpreted the beans' growth, travelling round the hall in different ways, showing very good awareness of space. Many children demonstrated high levels of expertise, being able to remember, then copy and repeat simple actions and skills.
50. The study of the available photographic evidence indicates that children receive a full range of physical activities which includes being taught by sports coaches.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Some good measures have been introduced to improve writing, but they are used inconsistently;
- Pupils achieve well in Year 5/6;
- Pupils with special educational needs succeed well;
- Some pupils could achieve more in writing and speaking.

### Commentary

51. It is difficult to base judgements about the school's success on national statistics because small groups of pupils can influence significantly the reliability of the figures. However, there is a pattern for results in English to be below or well below the national average, by the end of Year 6, when those in mathematics and science are not so low. The school is rightly concerned that pupils' achievement in English is often restricted by their inability to explain themselves well enough when speaking, which, in part, causes their lower standards in writing. By contrast, standards in reading are average.

52. The current attainment in Year 6 is well below the national expectation, but this is largely because half of the pupils have special educational needs. Nevertheless, the entire year group, including those capable of more demanding work, is achieving well because good, and sometimes very good, teaching has a powerful influence on their learning. Standards reached in Year 2 meet the national requirement and pupils are doing well enough.
53. The school, in its efforts to improve pupils' writing, has introduced methods of setting pupils targets linked to a greater emphasis on well marked work. Pupils' work is better planned to include more practice at writing in different styles and an emphasis on quality rather than quantity. In the best teaching, these initiatives are very effective. For example, in Year 5/6 the marking of pupils' work is most dynamic. It is like a lively conversation between teacher and pupil that inspires good construction and stylish sentences. One higher attaining pupil wrote, in response to the encouragement given by skilful teaching on the power of short snappy sentences, 'Heart pounding. Feet hot. I jogged up to Blacklist rock.'
54. Achievement elsewhere in the school is sound, as a result of the satisfactory teaching that exists. The initiatives have been applied, but inconsistently. Even within the same class, the lower attaining pupils, for example, have good guidance on how to improve, but those capable of higher standards are not inspired so well. The marking of pupils' work is often not detailed enough. The variation in teaching across the school often has a direct influence on the speed at which all pupils make progress in expressing themselves orally and on the degree to which higher attainers produce more complex pieces of writing. In some classes pupils' verbal responses are weak and go uncorrected, while in others greater emphasis is placed on how ideas are expressed.
55. Leadership and management of the subject by the co-ordinator, which is sound overall, has put in place some good initiatives to tackle the improvements needed in pupils' writing, but they are not being applied equally well in all classes. Furthermore, initiatives to improve pupils' skills in speaking are only just being launched. The school is aware of these inconsistencies, but it does not yet have an adequate system of checking pupils' work to judge the effect of any initiatives. This has a limiting effect on the overall progress made in writing. The headteacher and teaching assistants work well in targeting pupils that need an extra boost. These pupils make good progress under these circumstances.

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

56. Pupils receive some good opportunities to use their learning in English across the curriculum, but overall, opportunities are limited. This is partly due to the reduced space in the library. Pupils do use reference books in their classes, but they are no longer taught the skills of research in a library setting. They express regret that this is the case. Pupils' writing in subjects beyond English and science is not as good as it should be. Not enough demands are made on them to produce well crafted pieces of writing, particularly in the case of those pupils capable of more demanding work.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- There is some very good teaching in Year 2 and Year 5/6;
- Some satisfactory teaching could be improved;
- Pupils with special educational needs achieve well because of the support they receive;
- The subject is well led and managed;
- Marking is not always used to its best effect.

## Commentary

57. At the time of the previous inspection, standards were in line with the national average. In the most recent tests taken in 2003, the results for pupils in Year 2 were below the national average but when compared to similar schools they were in line. Standards by the end of Year 2 are currently about average. The results for 11-year-olds in 2003 showed a marked improvement from the previous year and were in line with the national average. When compared to similar schools the results were well above the national average. Inspection evidence indicates that standards are now below the national average and there will be a dip in the results this year. There are reasons to explain this. Half of the class have special educational needs. There is also a high mobility factor of pupils leaving or commencing their learning mid way through the school's education programme rather than at the beginning of a key stage.
58. There is no significant difference between the achievement of boys and girls, and pupils achieve satisfactorily. However, those pupils with special educational needs achieve well in relation to their abilities. This is because work is planned at the right level for them and they receive good and often very good support from the learning support assistants. Their confidence is developed because the main teaching points of the lesson are reinforced in their group activities.
59. The National Numeracy Strategy has been implemented satisfactorily. Most pupils are encouraged to explain how they have calculated their answers. By contrast, in some lessons, the mental arithmetic part is not used effectively. Pupils chant out answers altogether making it difficult for teachers to assess which pupils actually know the answers. Others merely do not join in and listen to the rest. In otherwise satisfactory lessons the tasks are not always matched to the ability of the groups. For example, in Year 4 and 5, pupils who tried measuring angles with a protractor made little progress because the task was too difficult.
60. The very good teaching in Year 2 and in the Year 5/6 class contains some common themes. Activities are interesting and all pupils are keen to be involved. The level of challenge is strong for pupils of all capabilities and teaching assistants effectively help those who find the tasks difficult. Lessons keep to time very well and not a moment is wasted. Pupils really enjoy the varied resources to hand, for example, the individual whiteboards on which they can record their ideas and the fans with numbers on them. This very positive side to teaching and learning is in contrast to the satisfactory lessons in which achievement could be improved.
61. Leadership and management of mathematics are good. The co-ordinator has a clear vision for the subject to help build on current practices. Work and test results are analysed to see where improvements can be made. The school is aware of the inconsistent progress made by some pupils and is in the process of tackling the issues involved.

## Mathematics across the curriculum

62. ICT is being used to support mathematical learning in some lessons. Pupils collect data and produce graphs and charts in science. They use their measuring skills when they are designing in design and technology.



## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Achievement is highest and teaching at its best in Year 6;
- Insufficient opportunities are planned in some lessons to challenge higher attaining pupils;
- Pupils' work shows that they are often involved in scientific investigations;
- Assessments are not always used effectively to direct planning.

### Commentary

63. Standards in science in Year 2 are average. They are below average in Year 6. In the 2003 national tests, all Year 6 pupils achieved the national standard and more than one in three achieved the higher level. Teachers' assessments of pupils in Year 2 identified a similar pattern. These results were above the national standard. The relatively small numbers of pupils in each school year and the wide variations in their ability results in fluctuations in pupils' attainment year-on-year. In the current Year 6, there are higher numbers of pupils with special educational needs and, although these pupils achieve well, they do not achieve the national standard. Pupils currently in Year 2 are likely to achieve standards that are lower than those attained in 2003. No differences were observed between the achievement of boys and girls, and pupils with special educational needs, particularly those in Year 6, achieve well.
64. Teaching is satisfactory, but the activities planned do not sufficiently challenge the higher attaining pupils. However, discussions with Year 6 pupils indicated that the higher attainers there were making good progress. They clearly understood how to set up a fair test and refine their experiments to make the results more accurate. They made reasoned predictions about the effect of cargo (weight) on the performance of a model lorry moving down a slope and they could argue their case about the relevant effects of the forces of gravity and friction. Teachers have secure knowledge and organise their lessons effectively. Good use is made of practical experiences such as 'plant safaris', which engage pupils' interests. However, the opportunities for more advanced younger pupils to fully extend their knowledge and skills are limited. Year 6 pupils came alive when they were involved in practical investigations into pulse rate and the effects of exercise. They enthusiastically and sensibly worked in groups, collaborating well together to collect data, taking turns and recording their information accurately. In this very good working atmosphere, the adult successfully took on the role of consultant - helping pupils develop their investigations through careful questioning and discussion. This made pupils think things through and gain a deeper understanding of what constitutes an investigation and the important link between exercise and healthy hearts.
65. These findings reflect those of the previous report. There are some areas for development. Assessment procedures are not generally used to identify the higher attaining pupils and appropriately challenging scientific activities are not always planned for them. Good use of the mathematical procedures of data handling encourages pupils to analyse their test results. However, ICT is not used systematically to support learning in the subject.
66. Teachers are aware of the importance of the use of correct scientific vocabulary and effectively introduce accurate terminology into their lessons. The newly appointed co-ordinator has completed a suitable subject action plan, which includes the tracking of pupils' progress and the development of monitoring procedures to raise standards in the subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Resources for ICT are good and pupils have good access to computers;
- Good leadership and management have ensured that the school's provision is up-to-date;
- ICT is not used enough in other areas of the curriculum.

### **Commentary**

67. Pupils' standards are in line with those expected at the end of Year 2 and Year 6. Although similar standards were reported at the time of the previous inspection, the school has worked well to maintain standards.
68. Pupils in Years 1 and 2 are confident in using computers and have a range of basic skills. The majority know how to word process and can make changes to their work using the back space or delete keys. Older pupils have a wide range of ICT skills that they apply with confidence. When Year 6 pupils were preparing 'PowerPoint' presentations, they were capable of collecting pictures from a 'My Pictures' folder. These were then transposed onto slides and animated with arrows and key words to depict the journey from Leeds/Bradford Airport to Hawaii. They were able to add a soundtrack.
69. In a good lesson seen in the Year 4 and 5 class, pupils were controlling output devices by building up a sequence of events. They were all able to program the computer to make seven lights flash in sequence. In this lesson all pupils, including those with special educational needs, achieved well because of the targeted support they were receiving.
70. Leadership and management of ICT are good. Staff have received a programme of training and support which has improved their subject knowledge and confidence in teaching. Assessments take place at the end of each unit and pupils' progress is also tracked through the school portfolio of work. There is a good range of resources that includes a well equipped ICT suite, a range of television and audio equipment and a digital camera, as well as a range of computers in every classroom.

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

71. The school has worked hard to develop ICT links across other areas of the curriculum, and staff plan their work accordingly. Computer programs are used in English and mathematics to reinforce the work being completed in the lessons. Word processing is used in literacy to prepare finished pieces of work for display. Pupils are developing the skills of ICT to research information, but the school is rightly aware that this aspect is in need of development.

## HUMANITIES

72. Only one lesson was observed in history and none in geography so it was not possible to make an overall judgement about provision in these subjects. However, pupils' work was examined and they talked about their work and achievements.
73. Pupils in Year 6 state that **history** is one of their favourite subjects because it involves visits, handling artefacts and making models. They remember with great clarity a visit to a local museum to study the Egyptians. In a Year 4 and 5 lesson, pupils had just returned from the museum and were still caught up in the excitement of seeing mummies dating back thousands of years. This kind of learning makes history come alive. The co-ordinator has worked hard to provide an interesting and varied curriculum linked to visits and visitors. There are also good examples of drama being planned into the unit of study, for example, in Year 2. Pupils compose questions that they want to answer in their work, such as seen in the Year 3 and 4 studies of the Vikings. Lessons are generally pitched at those pupils of average attainment so those capable of going further are not stretched by extension tasks or materials.
74. The programme for **geography** is thoroughly planned by the co-ordinator, and pupils often communicate their understanding well using maps, charts and posters. For example, pupils in Year 5 have made good use of mapping and tables to describe what they have found out about an Indian village called Chembakolli. Sometimes pupils use too many worksheets in their learning, which limits the challenge for average and higher attaining pupils.
75. Leadership and management in history and geography are satisfactory. Pupils' work from across the school is collected well to exemplify standards achieved. This work is not yet used to prompt questions about how different groups of pupils are achieving and whether they could be doing better.

## Religious education

Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- There is some strong teaching in Year 2 and in Year 5/6;
- The breadth and depth of pupils' written work varies between classes;
- Opportunities for writing are not challenging enough for higher attainers;
- The curriculum includes the good use of visitors to broaden pupils' awareness.

## Commentary

76. The quality of teaching overall, the achievements of pupils and the standards they reach are all satisfactory, but there are some peaks in practice mainly in Year 2 and Year 5/6.
77. The promotion of discussion in Year 2 is the strongest feature related to pupils' learning. In one lesson, for example, pupils were asked to think about leaders and the special qualities that they possess. It was the probing open-ended questions that set the pupils thinking and they responded with well considered and thoughtful answers, particularly the higher attainers. In Year 1 there is also a good bias towards discussion. For example, in one lesson pupils prepared questions for a disabled visitor and asked them with sensitivity and genuine concern. Those pupils that could concentrate for long periods really enjoyed this kind of learning. They listened well and broadened their horizons. This feature of including visits and visitors in the programme of work is well planned and generally makes a good contribution to pupils' learning. However, in some lessons teachers do most of the talking and pupils do not get enough opportunity to talk about their opinions and ideas.

78. Pupils in Year 5/6 have a very rounded provision. Their overall attainment is barely satisfactory, but achievement is good in this class owing to the strong way in which pupils who find behaviour difficult are channelled into productive thinking and higher attainers aspire to meet the different challenges that they receive. For example, some pupils capable of higher than average standards in writing produced very well written pieces of work when asked to retell a story from the Islamic tradition for an infant audience. They express the view that this type of work is interesting because it contains a real purpose, which appeals to them.
79. Pupils' achievement in writing, generally throughout the school, is not as impressive. They acquire a satisfactory level of factual knowledge about Christianity and other religions. However, the degree to which they use this information to write about their own ideas and feelings varies throughout the school. In some classes, for example in Years 3 and 4, pupils write with great feeling about what makes them feel special in connection with their studies about special places and special events. This kind of writing is not so apparent in other classes. There is a lack of emphasis on the higher attainers recording their deeper insights for others to read.

### CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. Only one lesson was seen in design and technology, art and design, music and in physical education. It is not therefore possible to make a firm judgement about provision. Pupils' work was analysed and discussions took place with staff and pupils.
81. In **design and technology** analysis of pupils' work showed that they were gaining experience of a range of materials and techniques and were developing the expected subject skills through designing and making a variety of products. Younger pupils had created patterns on materials before cutting out tunic shapes and sticking them together. Older pupils followed designs of good quality in constructing slippers. The finished products were carefully evaluated and lists of attributes were compiled in respect of what makes a good slipper. Pupils experimented with levers, balloons and simple hydraulics to make objects move, doors in models open and illustrations in cards change position. Evaluation of photographs of pupils' work indicates that they work hard and enjoy themselves.
82. The subject makes a good contribution to pupils' spiritual and cultural development through the designing and making of musical instruments and of Greek style food. This is a similar position to that found by the last inspection.
83. The subject is sufficiently resourced. The newly appointed co-ordinator has produced an innovative action plan, which is intended to give pupils greater opportunities to complete their work by teaching design and technology alternately with art and design. A useful portfolio of pupils' work is currently being assembled and the subject is to feature in the next school development plan.
84. In **art and design**, there is a good focus on the development of skills of painting and drawing. Pupils are given the opportunities to use a range of materials, such as paint, crayons, pastels and textiles. Throughout the school they are encouraged to look carefully. Their observational drawings show good attention to detail. Pupils handle collage materials confidently and attach them precisely. In the very good lesson seen, Year 6 pupils were sketching a cube incorporating perspective to create a three-dimensional image.
85. In **music**, a new scheme has recently been introduced. This is now giving all of the staff more confidence to teach the subject. Pupils sing tunefully in assemblies. Their singing skills are developed each week when the music co-ordinator uses her expertise to teach singing to all the pupils throughout the school. In the good lesson seen, pupils were exploring the musical structures in a song. They ended the lesson by writing their own lyrics to a song they heard at the beginning of the lesson. This was performed successfully in assembly the following day.

86. In **physical education**, pupils attend swimming lessons in Years 4, 5 and 6. By the time they leave school the vast majority are confident swimmers. Opportunities are given to all pupils to join in many different sporting activities. Specialist physical education coaches have been into school to give pupils taster sessions of different sports. In a good lesson seen, Year 1 pupils were developing a range of actions to perform linked sequences. The pupils showed control and co-ordination as they moved around in the limited space available.

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

87. Only one lesson was sampled in this area of the school's work and so no judgements are made about overall provision.
88. The school places great importance upon promoting pupils' personal and social development and encouraging them to keep safe and well. Weekly discussion times in lessons enable pupils to talk through any concerns or raise issues that matter to them. A wide range of visitors from the local community successfully raise pupils' awareness of health and safety issues, particularly during the school's annual 'health week'. Parents are invited into school to learn more about the dangers of drugs as part of a specially devised programme that helps their children to make informed life choices. The health visitor talks to older pupils about puberty, sex and relationships. Pupils of all ages, apart from nursery and reception, have a taste of democracy through the school council. Pupils prepare manifestos prior to the vote and those elected proudly represent their classmates. In addition, visits from the local Member of Parliament and Mayoress further increase their understanding of citizenship.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

*Inspection judgement*

*Grade*

|  |          |
|--|----------|
| <b>The overall effectiveness of the school</b>                       | <b>4</b> |
| How inclusive the school is  | 4        |
| How the school's effectiveness has changed since its last inspection | 4        |
| Value for money provided by the school                               | 4        |

|                                   |          |
|-----------------------------------|----------|
| <b>Overall standards achieved</b> | <b>4</b> |
| Pupils' achievement               | 4        |

|   |          |
|---|----------|
| <b>Pupils' attitudes, values and other personal qualities</b> | <b>3</b> |
| Attendance  | 4        |
| Attitudes   | 3        |
| Behaviour, including the extent of exclusions                 | 3        |
| Pupils' spiritual, moral, social and cultural development     | 3        |

|  |          |
|--|----------|
| <b>The quality of education provided by the school</b>           | <b>4</b> |
| The quality of teaching  | 4        |
| How well pupils learn  | 4        |
| The quality of assessment  | 4        |
| How well the curriculum meets pupils' needs                      | 4        |
| Enrichment of the curriculum, including out-of-school activities | 3        |
| Accommodation and resources                                      | 4        |
| Pupils' care, welfare, health and safety                         | 3        |
| Support, advice and guidance for pupils                          | 3        |
| How well the school seeks and acts on pupils' views              | 3        |
| The effectiveness of the school's links with parents             | 3        |
| The quality of the school's links with the community             | 3        |
| The school's links with other schools and colleges               | 4        |

|  |          |
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| <b>The leadership and management of the school</b> | <b>4</b> |
| The governance of the school                       | 3        |
| 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).*