

INSPECTION REPORT

LOWER WORTLEY PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107972

Headteacher: Mrs B Giles

Lead inspector: Mr N Hardy

Dates of inspection: 9th – 12th February 2004

Inspection number: 256790

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	312
School address:	Lower Wortley Road Leeds, West Yorkshire.
Postcode:	LS12 4PX
Telephone number:	0113 2639272
Fax number:	0113 2319982
Appropriate authority:	Governing Body
Name of chair of governors:	Mr N Walton
Date of previous inspection:	11 th May 1998

CHARACTERISTICS OF THE SCHOOL

Lower Wortley Primary School is situated on the fringes of the city of Leeds and is larger than many other primary schools. The school is involved in the Leeds Education Action Zone and is involved in the Excellence in Cities project. It received a Schools Achievement Award in both 2001 and 2002 and a Healthy Schools award in 2003. Most pupils are from a white British heritage and there are a small number of mixed race pupils. Currently there are no Traveller or refugee pupils attending the school. None of the pupils attending the school are at an early stage of learning English as an additional language. The number of pupils eligible for free school meals is broadly in line with the national average. The number of pupils currently on the school's special educational needs list is similar to the national average. Most of these pupils have learning difficulties and several have speech and communication difficulties. Attainment on entry to the school is at broadly expected levels. There is little movement into and out of the school at times other than normal transfer.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
29262	Nicolas Hardy	Lead inspector	Mathematics, art and design, design and technology
11468	Judith Menes	Lay inspector	
2615	Eileen Parry	Team inspector	Foundation Stage, special educational needs, English as an additional language, science
33225	Elisabeth Greensides	Team inspector	English, information and communication technology, music, physical education
8006	John Watson	Team Inspector	Geography, history, religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Lower Wortley Primary School is a caring school that provides a **satisfactory** standard of education. Both the governors and school staff have a clear focus on raising standards, especially in the core subjects of English, mathematics and science. The quality of teaching is satisfactory overall, but with some particular strengths in the Foundation Stage, the infants and in Years 5 and 6, where some of the teaching seen was very good and occasionally excellent. There is a positive atmosphere toward learning in the school; pupils have good attitudes and their behaviour is very good. By the time pupils reach Year 6 the standard of their work in most subjects is at satisfactory levels except in English where standards are below expected levels and in design and technology where they are above the standards expected.

The school's main strengths and weaknesses are:

- Pupils' attitudes are good and behaviour is very good with very little harassment or bullying and pupils enjoying very good relationships with adults and each other.
- The quality of teaching is consistently very good in the Foundation Stage, where assessment procedures are excellent.
- The teaching of spelling, punctuation and presentation is not of sufficient quality to raise standards in English.
- Although marking is consistently completed, teachers' comments do not sufficiently inform pupils how they could improve their work.
- The provision for pupils with special educational needs is good.
- The breadth of the curriculum is enhanced through the provision of French and good opportunities for pupils to be involved in extra-curricular activities.
- The care provided for pupils is very good and they work in a safe and healthy environment.
- Links with parents, the community and with other schools and colleges are good.
- The governance of the school is good and helps to provide the school with a clear direction.
- The checks on the quality of teaching are not sufficiently rigorous.

STANDARDS ACHIEVED

The results achieved by pupils in Year 6 over the last three years are set out below. These show a sharp decline in standards in English in 2003 from the above average results achieved in 2001 and 2002. Results in mathematics and science also fell to below average levels in 2003, largely because of the higher than average number of pupils with special educational needs in that year group. Inspection evidence based on the school's assessment records, pupils' previous work and on lesson observations indicates that results will improve for pupils in the current Year 6.

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

*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 achieve satisfactorily overall but achievement in the Foundation Stage is good, with most children in this age group expected to reach the targets expected. Pupils with special educational needs and those from different ethnic heritages make similar progress to other pupils. Inspection evidence reveals that there is some unevenness in the progress being made by pupils, especially

younger junior pupils. This results from a lack of rigour in the monitoring of the quality of teaching. Standards in mathematics and science, together with most other subjects where judgements could be made, are at expected levels. Those in English are currently below average for pupils in Year 6. Standards in design and technology are above expected levels.

QUALITY OF EDUCATION

During the inspection in excess of two thirds of teaching was of good or better quality. However, the quality of work produced by pupils over a longer period indicates that standards of teaching are satisfactory and that as a result, pupils make satisfactory progress and achieve appropriately. The curriculum provided is good and includes French for pupils in Years 5 and 6. A good range of extra-curricular activities, visits and visitors, suitably enriches the curriculum. Appropriate links are made between many of the different subjects in the curriculum, although there is little evidence of information and communication technology (ICT) skills being widely used.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school provided by the headteacher and senior staff are satisfactory. They have enabled the school to maintain the positive attitudes of pupils and the safe and secure environment in which to learn. The leadership team have a clear vision for the future development of the school and are creating a strong team approach to improving standards through effective training. The monitoring role of senior staff and subject co-ordinators is not sufficiently developed or rigorous to improve all teaching. The governing body plays a full and productive role in the development of the school and ensures that all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents support the school well and almost all have positive views of the manner in which the school is run. Both parents and pupils agree that the school is a place they enjoy attending. There is general agreement that most pupils behave well and that children are friendly. Parents are happy with the progress that their children are making and with the quality of information the school provides about the progress their children are making.

IMPROVEMENTS NEEDED

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

- to raise standards in English by ensuring that the quality of pupils' spelling, punctuation and presentation is improved;
- to ensure that guidance on how to improve their work is provided to pupils through more constructive marking;
- to ensure that the use of ICT is enhanced for subjects across the curriculum;
- to provide rigorous and regular monitoring of teaching to ensure that the general standard reaches that of the best;
- to increase the organisation and regularity of the provision of homework to enhance pupils' learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils who are currently in Year 6 are attaining the expected standards in mathematics and science and in most of the other subjects inspected. Standards in reading are also at expected levels, but those in writing are below average. Overall, pupils achieve satisfactorily. There are no significant differences in the achievement of boys and girls.

Main strengths and weaknesses

- Children achieve well at the Foundation Stage and make good progress.
- Standards in reading, writing and science for pupils in the infants are above average levels.
- Overall standards in English for pupils in Year 6 are below average because insufficient attention is given to spelling, punctuation and presentation of their work.
- Standards in design and technology are at above expected levels.

Commentary

1. The results achieved by pupils in the national tests in 2003 show an appreciable fall, especially in English, from those seen in previous years. This was largely the result of a well above average number of pupils who were on the school's special educational needs list. Too few pupils achieved the expected Level 4 and the more difficult Level 5, particularly in English where results fell to well below the national average, but also in mathematics and science.
2. Results for pupils in Year 6 in English since 2000 show a rapid fall, going from well above average in 2000 to well below average in 2003. In the same period, results in mathematics fell from well above average to below average levels. Results in science show variations between average and below average levels. For pupils of infant age, results show a steady increase in standards in reading from 2000, rising from average levels in 2000 and 2001 to above average levels in 2002 and 2003. Results in writing of the same pupils rose rapidly from 2000, when results were at average levels, to 2002 when standards were well above average, before falling back to expected levels in 2003. Results in mathematics also rose to above average levels in 2003. Overall, the trend in the school's results at the end of Year 6 show improvements below those seen in many other schools but for pupils in Year 2 improvement is at rates better than those seen in other schools.

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

Standards in:	School results	National results
English	25.2 (27.9)	26.8 (27.0)
Mathematics	26.1 (27.3)	26.8 (26.7)
Science	28.4 (28.3)	28.6 (28.3)

There were 41 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence reveals that standards for pupils in Year 6 have risen from last year's low levels and are at expected levels in mathematics and science. Although they have improved in English, they still remain below expected levels. Pupils in the infants achieve well, with many making good progress. However, in the juniors, achievement is satisfactory overall because of the limited progress many pupils make in English in Years 3 and 4, especially in writing where pupils' skills in spelling, punctuation and presentation are often unsatisfactory. Many pupils are articulate and speak confidently and are encouraged to give full answers and reasons when

answering teachers' questions. Appropriate technical vocabulary is taught and is expected in discussions. Suitable opportunities are provided for pupils to extend their writing skills in subjects such as history and geography and pupils are developing appropriate note-taking skills. For pupils in Year 2, standards in reading and writing are at above expected levels because of the good quality teaching they receive and the increased focus on the development of the necessary reading and writing skills. Current standards in mathematics are at expected levels for pupils in Years 2 and 6, largely because the school has correctly focused on pupils applying the skills they have learned to solving mathematical problems. There is, however, little evidence of pupils using ICT to generate graphs from the data pupils have collected. Standards in science are above expected levels in the infants, largely because of the focus on investigational science that heightens pupils' interest and enthusiasm for the subject. By Year 6 standards are at expected levels and pupils demonstrate suitable knowledge and interest in scientific concepts. Older pupils' below average skills in spelling, punctuation and presentation, however, sometimes limit the quality of their work. Pupils with special educational needs and those who are on the school's gifted and talented register achieve satisfactorily and make appropriate progress.

4. Standards in design and technology are above expected levels because a good variety of skills are taught and pupils are enthusiastic about the development of their practical skills. Where judgements could be made in other subjects, standards are at satisfactory levels in both infants and juniors and pupils achieve satisfactorily. The standards achieved by children towards the end of the reception classes are at expected levels in communication, language and literacy, mathematical development, creative development, their knowledge and understanding of the world, physical development and their personal and social development. Children achieve well in the nursery and reception classes because of the good teaching and the effective curriculum they receive.

Pupils' attitudes, values and other personal qualities

The school makes **good** provision for pupils' personal development. Pupils' spiritual development is **satisfactory**, but their moral, social and cultural development is **good**. Pupils have positive attitudes to school and they behave **very well**. Pupils' attendance and punctuality are **satisfactory**.

Main strengths and weaknesses

- The quality of relationships in school which helps pupils to learn to share and co-operate well with each other.
- The school's management of pupils' behaviour which supports their learning and personal development.
- The support the school provides to help pupils to gain confidence and self-assurance.

Commentary

5. Levels of attendance are in line with the national average and most pupils arrive in school on time. The school monitors pupils' absence effectively.
6. Pupils like coming to school and enjoy the activities that are provided. They are attentive in class, are eager to answer questions, and get on with their work well. All staff treat pupils with respect and kindness and this is reflected in the warm and welcoming atmosphere in the school. Pupils are very friendly and interact very well with each other as well as with staff. Pupils of different ages mix well and older pupils look after the younger ones so that they feel safe in the playground. They co-operate very well in lessons, sharing equipment and working together in pairs or larger groups.
7. The school has high expectations for pupils' behaviour and pupils respond very well by moving sensibly around the building and up and down the steps in the playground. They behave very

well in class and assembly, and incidents of bullying or harassment are rare. The school deals effectively with incidents of bad behaviour or bullying through a clearly structured system of rewards and sanctions, and by recording and monitoring outcomes. Parents are informed about school policies on behaviour and are involved if their child's actions give cause for concern.

8. The school ethos and curriculum nurture the development of self-esteem in pupils as they move up the school. They respond well to opportunities to consider how they would feel in different circumstances and to understand how others might feel. They can express their feelings in class in the knowledge that they will be listened to and respected. Pupils learn that they all have something worthwhile to offer and they willingly take on responsibilities that contribute well to the life of the school.
9. The school provides good opportunities for pupils to develop socially and participate in the school community, for example by running clubs at lunchtime and helping with the summer fair.
10. Pupils elect team leaders who are then responsible for organising activities for their team at monthly meetings. They are proud of their role and take it seriously. There is good provision in the curriculum and through links with the community for pupils to find out about other cultures and to consider issues of racial equality.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.0
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

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	180	0	0
White – Irish	1	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	3	0	0
Chinese	1	0	0
No ethnic group recorded	64	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of the education provided is satisfactory. The school provides a good curriculum, enhanced by the teaching of French and the provision of a wide range of opportunities for pupils to extend their learning through extra-curricular activities, educational visits and visits from, for example, theatre groups, musicians and leaders of different faiths. A positive ethos within the school and pupils' good attitudes and very good behaviour ensure that there is a good atmosphere for learning.

Teaching and learning

The quality of teaching is satisfactory overall. During the inspection no unsatisfactory teaching was seen and there were many examples of teaching that was good, some that was very good and teaching that was occasionally excellent. Information on pupils' progress, especially in English, mathematics and science, is collected regularly and consistently and is beginning to be used effectively to ensure an appropriate level of challenge for all pupils, resulting in an improvement in standards.

Main strengths and weaknesses

- The quality of teaching in the Foundation Stage is very good overall and assessment procedures are excellent.
- Some of the teaching seen during the inspection in the infants and in Years 5 and 6 was of good, sometimes very good and occasionally excellent, quality.
- The school uses the subject strengths of its teachers well in several subjects.
- Teaching assistants who support pupils with special educational needs are used well.
- The extension of pupils' learning through homework is not well developed.
- The comments in pupils' books do not give them sufficient guidance on how to improve their work.

Commentary

11. Teaching in the Foundation Stage is very well planned and is enthusiastically delivered, resulting in children who are interested in their work and eager to learn. The teachers and teaching assistants work excellently as a team, providing children with a very good range of challenging activities and experiences in the different areas of learning. This ensures children's good progress and achievement. Considerable time and effort are spent on the development of children's personal and social skills, especially in the nursery, and this creates a very positive platform for children's future learning and ensures that they settle quickly into the routines of the school. Considerable care is taken to record the progress children make and this helps the teachers and support staff to provide interesting activities to challenge and extend children's learning.
12. Teaching in the infants is good overall. Most lessons are well planned and move with a good pace. What pupils will learn is usually shared with them and this helps pupils to focus clearly on what they will be expected to know by the end of the lesson. Pupils' previous work shows that the tasks set provide a good level of challenge and that expectations, of the amount and quality of what is to be produced, are good. The rate of progress slows in Years 3 and 4, because the expectations of the quality of work pupils will produce are not sufficiently high. Progress is more rapid in Years 5 and 6, where the teachers are more experienced and produce lessons that are the result of effective planning, good relationships that help to retain pupils' attention and ensure their very good behaviour, engaging activities and high expectations. This was seen to very good effect in an excellent mathematics lesson for pupils in Year 6 where pupils eagerly investigated number patterns. However, in some lessons and in pupils' workbooks in subjects such as history and geography, too little attention is paid to the quality of spelling, punctuation and presentation. Limited use is made of homework to extend pupils' learning and it is not systematically organised. This was an issue in the previous inspection report.

13. The quality of the lessons seen is set out in the table below.

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	7 (16%)	22 (51%)	13 (30%)	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. Systems to assess pupils' progress are satisfactory in the infants and juniors. Regular tests are completed in English, mathematics and science and the results recorded and analysed. This is beginning to have positive results and is helping to raise standards, especially in English and mathematics where the information is helping teachers to set challenging targets for the improvement of pupils' work. Pupils' work is regularly marked. However, although comments on the work are consistently provided, they do not offer sufficient guidance to pupils on how they can improve the quality of their work.

The curriculum

The curriculum provides a **good** range of activities. There is also a **good** breadth of opportunities outside the school day to support pupils' learning. The quality of accommodation is unsatisfactory for children in the Foundation Stage, and is poor in the rest of the school. Learning resources in the nursery and reception classes are good but are at unsatisfactory levels in the rest of the school, particularly in ICT and in library resources. This is largely the result of the poor accommodation that often limits pupils' opportunities in these areas.

Main strengths and weaknesses

- The provision for children in the Foundation Stage is very good.
- Good emphasis is placed on scientific enquiry which helps to raise standards.
- Support for pupils with special educational needs is good.
- Personal and social education is promoted well.
- There are many opportunities for pupils to take part in extra-curricular activities.
- Poor ICT accommodation and provision hinders learning.

Commentary

15. All the National Curriculum subjects are covered to an appropriate level and are relevant to the ages and interests of most of the pupils. Statutory requirements are fully met, and pupils are satisfactorily prepared for their next stage of education.
16. Provision for pupils with special educational needs is good. Support from learning and teaching assistants is good with other support provided through booster classes and additional support groups. There are sufficient teachers and support staff to meet the needs of the curriculum. The school has an appropriate sex education policy and a drugs awareness policy, both of which add successfully to the teaching of personal and social education. The circle time approach is used successfully to help pupils develop their awareness of others and to help them engage in constructive discussion.
17. Year 5 and 6 pupils have the opportunity to learn French and specialist music teachers provide effective instrumental tuition for some pupils. During the year there is a wide range of activities outside the school day. This includes, for example, cycle and road safety training, dance and athletics. Pupils engage in sport, which includes girls' football, and make cultural and residential

visits that contribute effectively to their personal, social and cultural development. Involvement with the local churches is good.

18. There are some effective links between subjects, so that the skills learned in one aid learning in another. Pupils' writing skills are beginning to be used effectively in subjects such as history and geography, especially in Years 5 and 6, and this is beginning to raise standards. In some classes, pupils receive an inappropriate level of challenge with both the brightest and least able pupils sometimes expected to complete the same tasks and there is too much copying of work from the board. This is unsatisfactory.
19. The standard of accommodation is poor, although the teachers work hard to make their surroundings as pleasant as possible. Resources are managed appropriately within the constraints of the budget. Although the school has made suitable provision in the computer suite, few opportunities exist in classrooms for pupils to practise and extend their ICT skills. The school has created a small library which contains non-fiction books, but the range and number of these are limited.

Care, guidance and support

The school takes **very good** care of pupils. It provides **satisfactory** advice and guidance for pupils based on the monitoring of their achievements and personal development, and makes **satisfactory** provision to seek their views and involve them in the work of the school.

Main strengths and weaknesses

- Very good provision for the health and safety of pupils enables them to feel safe and to concentrate on their work.
- The headteacher and all staff know pupils and their families well and provide very good support for the welfare of individual pupils.
- Pupils joining the school are given very good support.

Commentary

20. There is a strong ethos of care throughout the school that has a positive effect on pupils' welfare and personal development. The existing school building and grounds offer potential hazards that are well understood and guarded against by staff through effective procedures and constant vigilance. Effective procedures for child protection are in place. There is good provision in the curriculum and through links with the community for pupils to learn how to take care of themselves.
21. Staff have developed very good relationships with pupils so that pupils feel confident in approaching them with problems. They know pupils well and are quick to notice if a child is upset or unwell. The appointment of a learning mentor provides added support for the well-being of individual pupils. The headteacher conducts a 'happiness survey' regularly in which all pupils grade their own happiness level. She records and follows up any concerns with individual pupils, however they are identified. However, in terms of academic support, teachers' assessment and marking do not consistently result in good guidance being given to pupils on how they can improve their work once they have left reception class. There are very good procedures to introduce children to nursery, and to help them settle if they join the school during the year.
22. The school does not regularly seek the views of all pupils through questionnaires or a school council. However, pupils do have opportunities to make suggestions about the school during personal, social and health education lessons and they have been involved in initiatives such as improving the take-up of school lunches where some of their suggestions have been implemented. The school has taken the opportunity offered by the planning of the new school to

involve pupils in its design and encourage them to think constructively about their school and the facilities they would like to see in the new building.

Partnership with parents, other schools and the community

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

Main strengths and weaknesses

- Action taken by the school in response to parents' concerns is effective and appreciated by most parents.
- Most parents' views of the school are positive.
- Links with the community to support pupils' learning and personal development are good.
- Links with local secondary schools to support pupils' transfer to Year 7 are very good.

Commentary

23. Parents are pleased with the school and the education and care their children receive.
24. They support school events and are willing to become involved in fund-raising and other activities. They are well informed about the school, for example about the proposals for the new building, and about their children's progress. The school provides helpful guidance on how parents can support their children's education at home. The school makes parents feel welcome and staff are friendly and approachable if parents have queries or concerns. There are very good procedures to respond to parents' concerns which are recorded, together with the action taken. Where appropriate the situation is monitored to ensure that improvement is sustained and parents are informed.
25. The school has worked hard to build links with business in the community. For example, a car dealership has provided useful sponsorship for the girls' football team. There is a wide variety of other links that enrich the curriculum and enhance pupils' learning, such as links with sports clubs and a local bakery. Services for harvest and Christmas are held in local churches and are open to parents and members of the congregation. Visits and workshops with the West Yorkshire Theatre are popular with pupils and have made an important contribution to their personal and social education.
26. The local Education Action Zone has enabled the appointment of a transfer assistant who provides a valuable link with two secondary school and very effective support for pupils. She works with pupils in the classroom, prepares them for life at the secondary school, passes information about pupils between the schools and is present and available at the secondary school as a familiar face once the pupils transfer. Liaison with the other main secondary school gives good support for pupils' transfer and the school is informed on how pupils progress during their time at the high school. There are links with another primary school, feeder playgroups and child minders and teacher training colleges that keep the school in touch with all phases of education in the community.

LEADERSHIP AND MANAGEMENT

The leadership is **satisfactory** and is correctly focused on raising standards, especially in the core subjects. The management of the school ensures that the school runs smoothly. Governance of the school is **good**. The governing body is strongly supportive of the school and demonstrates a good understanding of the areas of its strength and areas for development. The financial management of the school is efficient and the budget used wisely.

Main strengths and weaknesses

- The governing body is well informed and has a strong voice in determining the direction the school is taking.
- The headteacher and governors are developing a good team approach to the running of the school.
- The monitoring of the quality of the teaching is not sufficiently rigorous in all subjects to ensure improvements are made.
- The headteacher, senior staff and governors have ensured that there is a positive atmosphere for learning for pupils of all abilities in the school.

Commentary

27. The governance of the school is good. There is an appropriate committee system that regularly reviews the progress being made on the various aspects of the school improvement plan and maintains a clear focus on the improvement of standards, especially in the core subjects of English, mathematics and science. Governors have undertaken suitable training to ensure that they have the necessary skills to help the school develop.
28. The headteacher and senior managers provide satisfactory leadership for the school. They have a clear vision of the direction the school is to take and this is shared with all staff, including those new to the school. This has ensured some effective teamwork in the planning of the curriculum. However, the monitoring of the quality of teaching is only well developed in English and mathematics. While some curriculum leaders have appropriate opportunities to check on the quality of teaching and to support colleagues, this does not extend sufficiently to all subjects. Although some teaching staff have received training in observing lessons and more are being trained, the process lacks the necessary rigour to impact on the quality of all teaching. The school is effective in fostering a positive atmosphere towards learning in the school and relationships are characterised by mutual respect. All staff provide good role models in their relationships with one another. Considerable time and effort have been spent on ensuring that all pupils are able to join in all activities and lessons, which results in most pupils being interested in what they are to learn and behaving very well.
29. The management of the school is satisfactory. Daily routines are efficient and administration runs smoothly. Appropriate systems are in place so that the school can monitor the progress that pupils make during the year through regular testing in English and mathematics. Records of the skills pupils learn in other subjects are made and the school has recognised that this practice needs to be developed further. The induction of new teaching staff is appropriately organised although the observations of their lessons are not always sufficiently rigorous to ensure improvements in the quality of teaching. There is a well-established programme of training for all teaching and support staff and this is focused on the priorities identified in the school's improvement plan.
30. The financial management of the school is good. Although the school is currently carrying a large surplus budget, this is very clearly earmarked for the provision of new resources when the school moves to its new location, hopefully in 2005. The governors, headteacher and senior managers have a good understanding of the principles of best value and have regularly monitored the school's academic results against other national and local schools as well as the cost of other services used by the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	619000
Total expenditure	615549
Expenditure per pupil	2446

Balances (£)	
Balance from previous year	102630
Balance carried forward to the next	106081

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

31. The Foundation Stage has a 26 place nursery and two reception classes with 38 children. The pattern of standards when children first start in the nursery is below that expected for three year olds. Children's achievements are good and children are likely to achieve the learning goals by the end of the reception class. The provision in the Foundation Stage is very good and teaching is very good; these represent a very good improvement from the judgements of the previous inspection. A particular strength is the excellent systems for assessing how children are getting on, which contribute positively to the quality of teaching and learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- There are very good arrangements to start children in the nursery and to move them on to reception.
- The provision encourages children to be independent.
- Staff know children well and respond to their individual needs.

Commentary

32. Standards are in line with those expected by the end of the reception year; children's achievements are good. There are very good arrangements to help children to settle in to the nursery securely and happily, which involve home visits and parents staying with their children if they wish at the start of the session. Equally good arrangements exist for the transfer from nursery to reception. Staff from nursery change over with those from reception classes so that children get to know their teachers before they move. Teaching is very good in all classes. A strength in reception classes is that the teachers have only one room and they make good use of this to work flexibly so that they can take account of the different learning needs of the children. Teachers plan well and provide a wide range of activities where children can work on their own, with a partner, supported by an adult or in a group. This ensures that children have the opportunity to develop good working relationships with one another and with the adults who work with them. Adults work together very well and move flexibly from the activities they are planned to support to where there is a need for them based on what children are doing at the time. This ensures that there is always a calm purposeful atmosphere in the classrooms. Some of the activities develop children's sense of curiosity and wonder very well. For example, the dimly lit sensory room in the nursery is full of different lights, surfaces that reflect light, and containers and boxes of objects that children love to open and explore. Adults set good examples for the children that help the children to understand how they should treat one another. Activities that are put out are exciting but children can also help themselves to other equipment that is stored on accessible shelves so that they become engrossed in what they are doing and can work for extended periods. Children's attention and focus on their learning are very good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults constantly encourage children to talk.
- There are many opportunities for children to read and write.
- Children in reception classes have more formal activities that develop their learning very well.

Commentary

33. Standards are in line with those expected by the end of the reception year; children's achievements are good. In the nursery, there are some children who are reluctant to talk but happily respond by action or gestures and some whose speech is still indistinct in reception, but almost all children talk with each other and with adults confidently. Teaching is very good. The range of activities in all classrooms provides plenty of opportunities for children to talk and adults constantly engage children in discussions. The reception classes have introduced more formal sessions that follow the National Literacy Strategy guidance. Teachers use the flexibility of having both classes in one room to group children according to their abilities and activities are, therefore, pitched very well at what children need to learn next. Children are adept at hearing initial and end sounds of words and are confident in their responses. The more able group are beginning to blend sounds at the beginnings, middles and ends of words as they read and write.
34. There is a good range of books. Children in the nursery enjoy sharing them with adults. In reception classes, children handle books carefully and enjoy telling stories to match the pictures. Most children can recognise their name and the initial sounds of words; some can name letters and simple words. Teachers in reception regularly send home tasks such as lists of words that parents can help their children to learn and this helps children to acquire knowledge of sounds and words that they can recognise more quickly. The highest attainers are reading simple texts using their knowledge of sounds to help them.
35. Children are encouraged to write as they play in nursery, and in reception classes there are more formal opportunities to develop writing skills. More advanced children write confidently using a good range of words that they can spell such as *to*, or *can*. When they attempt harder words such as *duytiful* (beautiful) without help, they show a good knowledge of sounds. Most children make a fair effort at copying; a few are still at the very early stages of writing where they make marks that sometimes have letter shapes.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Learning is very well developed through the quality of provision.
- More formal activities in reception work very well to develop children's learning.

Commentary

36. Standards are in line with those expected by the end of the reception year; children's achievements are very good. Teaching is very good. Adults constantly assess children's learning as they teach and adjust what they plan to meet the next stages that children need to learn. Children count up to ten in reception with the more able counting securely up to 30; they partition sets of ten objects and record the results. The more able group are developing a very

good knowledge of the names of shapes in two and three dimensions; they can name cubes and cuboids and some know cones and cylinders. One child when challenged to say how many sides a cube had, replied "Six" without needing to count.

37. Provision is very good in the nursery and in reception classes. Much mathematical activity is built into the provision; children take toys to play with and replace them on outline shapes so that they are constantly matching for shape and size. All adults use every opportunity to build children's mathematical skills and knowledge, such as counting, wherever a natural link can be made. The numeracy sessions in reception classes work very well because the two classes are thought of as one unit and children are grouped and taught according to their needs, all adults contributing well to the process.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **very good**.

Main strengths and weaknesses

- There are many activities to excite children's interest.

Commentary

38. Children reach the standards expected by the end of reception; teaching and learning are very good in all classes. There is a very wide range of play equipment and learning experiences set out or accessible so that children can learn across all of the different parts of knowledge and understanding of the world. For example, a display of torches, coloured transparent boxes and reflective surfaces in the nursery allowed children to experiment freely; the sensory room also develops an awareness of light sources and reflective surfaces as well as giving children a wide experience of objects made from different materials. Children in the nursery quickly spotted where liquid poured into funnels and through a tangle of pipes would emerge; they were puzzled when the teacher turned the final section of one stretch of piping upwards. One child did return with a solution and although unable to explain in words he showed understanding by turning the pipe downwards again so that the water would emerge. Children in reception are learning about people from other countries and about different animals, using the stimulus from the story of a lion hunt. Children in the nursery quickly gain confidence in computers and control the mouse to move objects around the screen.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Challenging activities in the outdoor play area develop the children's skills very well.

Commentary

39. Although no outdoor or large-scale physical activities were seen in the reception classes, what was seen in nursery suggests that children are likely to achieve the early learning goals by the end of reception. Teaching is very good. There is satisfactory provision for outdoor play with arrangements for reception children to use the more adventurous equipment and large space of the nursery outside play area once a week. The good range of equipment put out means that each child has choice and good levels of physical activity. Children cycle around a prepared track confidently and rarely bump into each other. Good links are made with the indoor activities so that learning is reinforced. For instance, the work on the three bears story in the nursery was

imaginatively transferred outside into activities that involved making the different houses from straw, wood and bricks.

40. The children in all classes have access to a wide range of construction equipment and to tools, such as those used for playdough or puppet making, that give very good provision for developing their hand and eye coordination.

CREATIVE DEVELOPMENT

Provision is **very good**.

Main strengths and weaknesses

- A wide range of activities develop the children's skills very well.

Commentary

41. Teaching and learning are very good and children are likely to achieve the early learning goals by the end of reception. The nursery classroom contains many opportunities for children to explore and experiment with ideas and materials, for example imaginative play areas, paint and collage, small world toys and musical instruments. Music played continuously in the background sets a calm mood. A similar provision is carried on into reception classrooms although this is not quite as rich because of the small size of the room. Adults in all classrooms encourage children to talk about their work and often act as role models by working alongside children and sharing what they are doing. Adults clearly value children's efforts, for example by encouraging children to cut out their own puppets, however roughly these are done. Skills in mixing powder paint are begun in the nursery and encouraged in reception. Children observe, draw or paint with care; good examples were seen based on models and photographs where children had captured very well the colours and shapes of animals such as pandas and giraffes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH and MODERN FOREIGN LANGUAGE

Provision in English is **satisfactory** overall.

Main strengths and weaknesses

- By Year 6 pupils' writing skills are insufficiently developed to fully support work in other aspects of the curriculum.
- Pupils in the infants achieve well and standards are above those of similar schools.
- There is a developing use of writing in other subjects.
- New assessment and pupil tracking procedures, which target support for those pupils requiring increased teacher intervention, are beginning to raise attainment.
- Achievement in writing by Year 6 is below national standards because insufficient emphasis is given to the basic skills of punctuation, presentation and spelling.

Commentary:

42. Results in English have fallen steadily since 1999, and there was a further, significant, drop in 2003. In reading, standards are higher than those in writing and are above expected levels by Year 2. They are at satisfactory levels by Year 6. Pupils' reading skills are developed in a variety of ways. They are beginning to use the skills of inference and deduction by the end of Year 2 and can compare and contrast a variety of styles of writing by the end of Year 6. By Year 2, standards are above expected levels in both reading and writing and pupils have

achieved well. While standards in reading are at expected levels in Year 6, those in writing are below average because of the lack of basic skills in punctuation and spelling, and pupils have not achieved well enough.

43. Analysis of work and results of tests and assessments reveal that a significant number of children in the infants made above average progress last year. These pupils are making faster progress than those in the junior section of the school because teaching is good overall, and planning ensures that pupils are excited about their work and learn well in all classes, showing much interest. Younger pupils make good progress in the skills of reading and writing through the use of 'Jolly Phonics' and this has had a particular impact on the progress of boys.
44. Although there has been a lack of emphasis on the basic skills of punctuation, presentation and spelling in the junior classes, there is a renewed focus on these, particularly in Years 5 and 6, where teachers have recognised the need to improve basic skills, and are beginning to plan lessons which target these specific areas of writing. Pupils have draft books for jotting down notes, and are encouraged to use self-correction techniques to improve their spelling and punctuation by checking their own work, and on occasion, that of others. Strategies to improve writing in other areas such as style and description are also being introduced. For example, in a very good Year 5 and 6 lesson, the teacher used visualisation techniques to develop descriptive writing, and because pupils were stimulated and enthusiastic throughout the lesson, achievement was very good. They were encouraged to use whiteboards and notebooks to draft and redraft, and there was good emphasis on both spelling and punctuation.
45. Teachers throughout school are beginning to give opportunities for pupils to effectively develop their writing skills in other subjects. This is effective, especially in history and geography, where pupils are encouraged to apply writing skills in a variety of ways to develop their own understanding and knowledge. For example, pupils learning about Julius Caesar write and receive e-mails; pupils write about the early Olympics in Greece in the form of a newspaper report, and describe the differences between two geographical areas.
46. Pupils in Years 5 and 6 receive lessons in French at the local community learning centre. Although at an early stage of development, this is proving effective in raising pupils' awareness of other cultures and languages, and is helping to improve pupils' confidence. Early lessons are based appropriately on the spoken language and are effective in increasing pupils' interest in languages.
47. The co-ordinator for English has analysed and identified specific areas where improvement needs to be rapid, and there are good plans for improvement in these areas. This has been the result of recent assessment procedures which detail exactly what each pupil can and cannot do, and which effectively track pupils' progress throughout school. Teachers are encouraged to discuss the progress of individual pupils with each other at the start and end of each year, and because of this many pupils are targeted, supported and challenged to achieve higher levels. However, the full impact of these measures is not yet being seen, and pupils are not sufficiently aware of their own targets for improvement. Marking assesses what pupils know and can do, but does not give sufficient information on areas for improvement, and this sometimes limits progress.
48. Pupils with special educational needs and those of lower ability are ably supported by well-trained teaching assistants, and the achievement of these children is often good. For example, children with special needs in a Year 5 and 6 lower ability set were given support in a very small group, and much emphasis was placed on the strategies for better spelling to give pupils skills for the future.

Language and literacy across the curriculum

49. Although writing skills themselves are being developed throughout other subjects, pupils' basic writing skills are still insufficiently developed to fully support work in other subjects. In most classes, teachers do not make sufficient use of wall space to display key words for science, history and geography, and this can slow pupils down and have an effect on the amount of work produced. The presentation of work of many pupils throughout Years 3 to 6, but markedly in Years 3 and 4, is unsatisfactory. There is much crossing out and untidy work, and there is insufficient emphasis on the spellings of dates, days, and key words in the work – for example 'febaury' and 'matriels'. Procedures for setting out work and learning have recently been standardised but these are not yet well established, and monitoring by the co-ordinator in order to ensure consistency from class to class is not sufficiently rigorous. Lack of emphasis on presentation skills has a significantly detrimental effect in science, where untidy charts and tables can mislead and skew results.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Some of the teaching of mathematics is very good, especially for older pupils.
- A regular and positive feature of mathematics work is the use and application of mathematical skills in problem solving.
- Lower attaining pupils are well supported by experienced and knowledgeable teaching assistants and this helps most to make good progress.
- Limited homework is provided to extend pupils' learning.
- Written comments provided by teachers in pupils' books do not provide sufficient guidance to inform pupils on how to improve their work.

Commentary

50. Standards of mathematics are at satisfactory levels by the time pupils are in Year 6 and Year 2 and are at similar levels to those seen at the time of the last inspection. The pupils receive a suitably balanced mathematics curriculum with an appropriate focus on the development of numeracy skills. The planning of mathematics is satisfactory and caters for the needs of the full ability range, providing an appropriate level of challenge for the brightest pupils. Less able pupils are well supported by teaching assistants who spend the necessary time explaining to them how to complete their work. This often results in these pupils making good progress in lessons.
51. The quality of the teaching of mathematics across the school is satisfactory overall. This judgement, however, masks the high quality of some of the teaching. In some lessons, particularly in Years 2, 5 and 6, the teaching is good and occasionally excellent. The subject co-ordinator has very good skills and uses these to good effect in her teaching, for example, in a Year 6 lesson where pupils investigated number patterns. In this lesson pupils made very good progress and achieved well because the lesson was well planned and delivered with enthusiasm and pupils were eager to contribute their ideas and answers.
52. A consistently good feature of mathematics work is the emphasis placed on the development and use of problem-solving skills. For example, when pupils have developed a secure understanding of addition and subtraction and recognise the value of different coins, teachers follow this with a range of suitably challenging problems. Less effective is the care and attention given to the presentation of pupils' mathematics work in some classes. Although the marking of pupils' work is regularly and conscientiously completed, there is little evidence of pupils being required to complete some of their corrections. Teachers regularly comment on the quality of pupils' work, but rarely are these comments designed to provide help and advice on how to

improve the quality of their work. There is little evidence of pupils being provided with homework to extend what they have learned in lessons.

53. The co-ordination of mathematics is good and the benefits of hard work to improve standards are beginning to be realised. The co-ordinator regularly checks on the quality of teachers' planning and has completed an examination of pupils' work. Some checks on the quality of teaching have been carried out, but are not sufficiently rigorous in providing help and guidance, especially to the less experienced teachers.

Mathematics across the curriculum

54. Satisfactory links are made between mathematics and other subjects in the curriculum. Sound measuring skills are developed in design and technology when pupils make shelters in Years 5 and 6. Timelines are used in historical studies to ensure that pupils understand the passage of time. In science, pupils use negative numbers when investigating temperature and use co-ordinates when locating position in geography. Little use is made of ICT to generate a variety of graphs using data pupils have collected.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are above average by Year 2.
- Standards of presentation in Years 3 and 4 are not good enough.
- Pupils are taught how to investigate and enquire through practical experiences.
- The co-ordinator uses good subject knowledge to support colleagues but has insufficient time to monitor standards and the quality of teaching and learning in lessons.

Commentary

55. By the time pupils reach the end of Year 2, standards in science are above average and pupils' achievement is good. By the end of Year 6, standards are in line with those nationally expected and pupil achievement is satisfactory. These standards are similar to those at the previous inspection by Year 6 and better by Year 2. Pupils with special educational needs make the same progress as their classmates because they are well supported.
56. Year 2 pupils are currently learning about how slopes and surfaces affect the distance that an object can travel. They are able to predict, demonstrate sound skills in investigating and are beginning to have an understanding about keeping the test fair. Their work is well presented; higher attaining pupils write up their conclusions well, with good sentences and spelling. Their work shows above average levels of understanding.
57. By the end of the Year 6, pupils understand the investigative process, are able to predict and to carry out a fair test, and some pupils are able to draw conclusions from their results. Pupils understand about cycles such as the water cycle and the life of plants. They remember terms they have been introduced to, such as germination and photosynthesis, but are not always clear what these are. Similarly with work on materials and their properties, pupils recall learning about how materials change, know about reversible and irreversible changes and have met words such as evaporation and filtration; they do not always use the correct term to describe the process. Whilst higher and average attaining pupils complete their work, many lower attaining pupils do not; they struggle with the need to copy out the introductory sentences and record their findings. Often they do not manage to reach writing the conclusions.

58. The quality of teaching overall is satisfactory; it is good in Years 1 and 2. The lessons seen were consistently well taught. Teachers take time to find out what pupils know, activities are well planned according to pupils' ability and good use is made of teaching assistants, who often help lower attaining pupils and give them good support. Teachers mark pupils' work with many positive comments, but only occasionally with guidance on how they can improve. As a result, all of the pupils enjoy science and believe that they are good at it. However, none of the Year 6 pupils spoken to had a clear idea about how they could raise the standards of their work. Teachers in Years 3 and 4 are accepting standards of presentation from pupils that are not high enough. In other years, standards of presentation are acceptable.
59. Pupils enjoy the practical part of their science work. They regularly use mathematical skills as they measure and record their work in tables, diagrams and graphs but there is little opportunity for them to use computers to aid them in their learning.
60. The subject is led and managed satisfactorily. The co-ordinator is hard-working and she has a satisfactory knowledge of the state of science throughout the school through talking to colleagues, looking at planning and seeing ongoing work. There has been little time for her to check directly what is happening in classrooms.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Pupils work well together in paired or collaborative work.
- Inadequate resources, due to the limitations of the present building, restrict progress.
- There is a lack of challenge for pupils of higher ability.

Commentary

61. Achievement in ICT by the end of Years 2 and 6 is satisfactory. Pupils have adequate skills that are developed progressively, but they cannot practise and develop these skills sufficiently and progress is limited due to the lack of resources and the limitations of the present ICT suite. This is very small and narrow, and becomes extremely hot and uncomfortable very quickly. It is difficult for teachers and assistants to move easily around the room, resulting in some pupils having to wait longer than necessary if they are struggling. The school is developing plans to address this during the building of the new school.
62. Teachers make good use of the facility that controls the pupils' computers, and use this effectively to demonstrate techniques and skills. There are appropriate checks to ensure that pupils do not have access to unsuitable material from the Internet. Pupils work well together and are enthusiastic about their work. For example, in a lesson where they sent and received e-mails to and from 'Julius Caesar', they were confident in discussing together, and could be seen helping each other at various stages.
63. Work for most pupils is set at an appropriate level, and those with lower ability are supported well by teaching assistants and other pupils. However, in lessons, activities are often planned at the same level for all pupils and this leads to a lack of challenge and extension for those of a higher ability. This is sometimes due to low expectations by the class teacher. Where challenge is built in, pupils can and do achieve well. For example, pupils in Year 5 attend some ICT lessons at the local secondary school, and are able to create effective multi-media presentations on the theme of Nursery Rhymes. The positive strategy of giving pupils the opportunity to comment on the quality of the work of others gives them further ideas for improvement.

64. Staff knowledge is sufficient, and balance across the different areas of ICT is ensured by medium-term planning which outlines what skills and knowledge should be taught in different year groups. The co-ordinator is new to this responsibility and is developing a sound vision for the improvement of the subject.

Information and communication technology across the curriculum

65. There are not enough computers or space on the timetable for the ICT suite to effectively support the use of ICT in other subjects.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Pupils can accurately comment on contrasting environments.
- Pupils listen well and, when given the opportunity, express themselves clearly.
- Teachers' marking does not provide enough information to help pupils improve.

Commentary

66. Standards are average by Year 6, with most pupils achieving satisfactorily. In both key stages, pupils' attainment is in line with national expectations but standards are not as high as at the time of the last inspection when pupils' attainment was above the national expectation.
67. In the infants, pupils carry out a study in which they look for similarities and differences between their own lives in Wortley and those of people in the Mexican town of Tocuaro. They are able to express their views about the contrasting environments through the interpretation of photographs. Pupils use interesting descriptive language and produce a wide range of practical ideas and suggestions to enliven their work.
68. By Years 3 to 6, most pupils can accurately use co-ordinates to accurately locate places on a detailed map in a good link with mathematics. Pupils confidently use geographical terms like 'eastings', 'northings' and 'key', and are aware that some maps have the title 'Ordnance Survey' and understand what this means. They also understand compass directions and know, for example, where 'south-west' is on a map.
69. The imaginative teaching seen provided good opportunities for pupils to learn. Teachers used some good questioning skills to probe pupils' understanding and successfully drew in the different ability groups within the class who were given the opportunity to discuss their ideas and develop their understanding. Teachers' marking praises pupils for their efforts, but provides very little to guide them as to how they can improve the standards of their work.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils have a positive attitude to learning about history.
- History comes alive through historical re-enactments.
- Teachers' marking needs to show pupils how to raise the standard of their work.

Commentary

70. Standards are average by Year 6, with most pupils doing as well as expected. In the infants, pupils compare toys past and present, study the Great Fire of London, and Florence Nightingale and experience a wide range of historical re-enactments. In the juniors, pupils know about the living conditions, religion and the idea of democracy as practised in Ancient Greece. When studying World War 2, pupils had the benefit of listening to a former evacuee who visited the school to talk about his experiences and to be interviewed by the pupils. In preparation for this, the pupils had produced a selection of interesting questions. Some pupils took notes whilst others taped the discussion. Explanation, persuasion, argument, description, narration and letter writing were also noted within the study of Ancient Greece. Pupils have the opportunity to investigate the history of the local area and the changes that have taken place over time. Within this, pupils compared old and new photographs of Wortley and identified changes.
71. The enactment of the role of Queen Boudica by the class teacher captured pupils' interest and established an effective atmosphere for learning. Good questioning ensured that pupils remained alert, focused and absorbed, achieving well within the lesson. Although pupils' work is regularly marked, teachers' comments do not identify areas for improvement.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils are increasing their knowledge and understanding of some of the major faiths of the world, including Christianity.
- Pupils enjoy religious education and find it interesting.

Commentary

72. Standards in religious education are average by Year 6, with most pupils achieving satisfactorily. Pupils' work was examined in all key stages and discussions with pupils also took place. At both key stages, pupils' attainment is in line with the requirements of the agreed syllabus for religious education.
73. At the end of the infants, pupils know about the Jewish Shabbat meal, Sukkoth, and the Christian festivals of Harvest, Advent and Christmas. They are aware that the Bible is a special book and of the uniqueness of religious buildings. At the end of the juniors, pupils know about the Muslim festival of Ramadan as well as the reasons for fasting. Pupils also know the importance of Mohammed and the giving to poor and hungry people. Other work covered includes the creation story, the idea of wonder associated with washing prior to worship and the Five Pillars of Islam. The study of Christianity involves learning about Bible stories, the differences between the Old and New Testaments and aspects of the life of Jesus. Interviews with pupils reveal that they enjoy religious education and find it interesting. People of different faiths visit the school, with outings being made to local churches and a synagogue. This helps pupils to develop a satisfactory understanding of a variety of different faiths and contributes positively to their spiritual and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- The design aspect of the subject is developed well.
- Pupils develop appropriate skills in using a wide range of materials, including those used in printing and sculpture.

Commentary

74. The quality of teaching was good overall. Good links with mathematics in the lessons focusing on design ensured that pupils increased their skills in measuring accurately. Pupils also used their knowledge of joining different materials acquired from design and technology to create strong structures when making shelters. Pupils show a secure understanding of the design process and are able to describe how they evaluate and modify their designs. Standards in both the infants and juniors are at expected levels and pupils achieve satisfactorily.
75. Evidence of other art and design work was gathered through discussions with pupils and from displays around the school. This reveals that standards in observational art, painting, printing and sculpture are at expected levels by Year 6. Younger pupils develop their design skills well when creating colourful collage pictures and prints, as in a very good lesson in Year 2. Older pupils use natural materials appropriately to create sculptures in the style of Andy Goldsworthy. By Years 5 and 6 pupils show an appreciation of different printing techniques, using repeated block patterns and learning about the creation of batik work. Suitable links are made between art and design work and other subjects, through the use of pictures to illustrate and enliven their work. Pupils in the infants use a wide range of collage materials to create their idea of the imaginary island of Struay when studying geography. Older pupils show an increasing appreciation of artists such as Jackson Pollock, Piet Mondrian and Pablo Picasso, sometimes using ICT to create pictures in the style of the artist.

Design and technology

Provision in design and technology is **good**.

Main strengths and weaknesses

- The school takes a consistent approach to the design process.
- Pupils' design and technology vocabulary is developed well.
- There is a good coverage of all the aspects of design and technology.

Commentary

76. Only one lesson of design and technology was observed during the inspection so it is not possible to make a judgement on the quality of teaching in the subject. Photographic evidence and interviews with pupils reveal that coverage of the subject is good and pupils develop good skills in the various designing and making processes. By Year 6, pupils understand terms such as 'disassembly' and know about the importance of evaluation and finish in improving the quality of the product. Younger pupils consider carefully their designs for playground furniture, using an agreed planning format, and consider how to make their models stable and strong. Good use is made of construction kits for pupils to gain hands-on experience of model making. Pupils' interest in design and technology is heightened well through food technology when they design and make pizzas and fruit salads. Careful note is taken of the need for hygiene.

77. Older pupils describe their experiences in using a variety of materials and how these can be joined. Good links are made with other subjects. Pupils use their science skills well to incorporate lights into models – for example, lighthouses using their knowledge of circuits. Pupils in Years 3 and 4 develop their measurement skills well when they design and make colourful boxes. They also produce designs and prototypes when making a range of shoes, using the correct technical vocabulary. Pupils in Year 6 appropriately use the Internet to carry out research before designing and making their own musical instruments.

Music

78. No lessons were seen in music, and it was not possible to gather sufficient evidence to comment on standards or achievements in music. The small amount of singing heard in assembly was of a satisfactory standard. Pupils have the opportunity to learn clarinet, flute and horn with a visiting teacher. There is currently no school choir.

Physical education

79. In the very few lessons seen during the inspection, teaching was at least satisfactory. Pupils did not always get sufficient opportunity to watch and evaluate each other's performances, and there was sometimes a lack of opportunity to refine and improve control or performance. Pupils in Year 4 make good progress in swimming. There is a good programme of enrichment, including visiting sports people and dancers, and a range of extra activities for pupils to join in. These include both boys' and girls' football and other sporting competitions with local schools. There is a satisfactory balance across different aspects of the subject, and a visiting dance teacher adds strength to the curriculum.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils enjoy a good range of opportunities to extend their social skills through a wide range of events.
- Pupils are encouraged to develop good relationships based on care and consideration for others.
- Drug awareness education and sex education feature strongly in the school's personal, social and health education and citizenship programme.

Commentary

80. Pupils show good attitudes towards their work and their behaviour is very good. They enjoy very good relationships with one another and with the adults in the school. There is a very positive atmosphere within the school that encourages pupils to take responsibility and to consider others. This results in a harmonious community in which pupils are free from harassment and are able to develop lasting friendships. Regular opportunities are provided to extend social experiences through sporting links with other schools, through contact with visitors to the school and through the residential educational visit.
81. The school's curriculum provides good opportunities for pupils to learn about social problems, and pupils are provided with good quality drug awareness education, giving them the

necessary information for taking responsibility for their own actions. The regular personal, social and health education and citizenship programme contributes well to raising pupils' awareness of the needs of others. This can be seen to good effect in the mature way they treat each other.

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