

# INSPECTION REPORT

## **ST EDWARD'S CATHOLIC PRIMARY SCHOOL**

Boston Spa, Wetherby

LEA area: Leeds

Unique reference number: 108012

Acting Headteacher: Mr T Robertshaw

Lead inspector: Mr M Newell

Dates of inspection: 5<sup>th</sup> – 8<sup>th</sup> July 2004

Inspection number: 257640

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Voluntary Aided  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 83

School address: Westwood Way  
Boston Spa  
Wetherby  
West Yorkshire

Postcode: LS23 6DL

Telephone number: 01937 843946

Fax number: 01937 541763

Appropriate authority: The governing body

Name of chair of Mrs C Brookes  
governors:

Date of previous June 1998  
inspection:

## CHARACTERISTICS OF THE SCHOOL

The school is situated in Boston Spa, close to Wetherby in Yorkshire. The school was without a permanent headteacher during the inspection and the post was filled by an acting headteacher from another school in the diocese. The school gained Investors in People, Activemark and Healthy School awards in 2003. There are 83 pupils on the school roll with slightly more girls than boys. The school is much smaller than other primary schools. There are year groups with a relatively high level of pupil mobility. The vast percentage of pupils are of white ethnic heritage and, of the small number of pupils from different ethnic backgrounds, none are at an early stage of acquiring English. The percentage of pupils identified as having special educational needs is below the national average, although the percentage of pupils with Statements of Special Educational Needs is above the national average. The nature of special educational needs includes moderate learning difficulties, severe learning difficulties, hearing impairment and physical impairment. The percentage of pupils known to be eligible for free school meals stands at eight per cent and this is below the national average. Attainment when children start at the school covers the full ability range, varies from year to year and is slightly above average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Mr M Newell	Lead inspector	English French Information and communication technology Art and design Design and technology Music Physical education
19335	Mrs S Dixon	Lay inspector	
20301	Mr P Isherwood	Team inspector	English as an additional language Special educational needs Foundation Stage curriculum Mathematics Science History Geography Personal, social and health education and citizenship

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school where pupils achieve and attain well, and at times very well, in many subjects by the time that they leave school. There are many strengths in teaching, although there needs to be more challenge for some pupils in Years 1 and 2. The curriculum is rich and varied and the school is well led and managed. Taking all factors into account, the school provides good value for money.

#### The school's main strengths and weaknesses

- Children get off to a flying start to their educational lives in the Foundation Stage.
- By the time that pupils leave school they achieve well in the core subjects and many foundation subjects, although work is not challenging enough for some higher-attaining Year 1 and in particular Year 2 pupils.
- The school is well led and managed.
- Teaching is very good in the reception/Year 1 class and good in Years 3-6. Throughout the school, teaching assistants and the learning mentor make a major contribution to pupils' learning.
- Across the school, pupils are offered a good and at times very good range of learning activities.
- There is room for improvement in writing standards.
- Most pupils love school and all it has to offer, are keen to do their best and behave well.
- The school is caring and supportive and celebrates the individuality of pupils.
- The very good links with other schools and the good links with parents and the community bring another dimension to the quality of pupils' learning.
- The provision made for pupils' personal development is not as strong as it could be.

The school has made good improvement since the time of the last inspection. The issues identified were tackled in a rigorous manner and, for example, curriculum planning, standards in information and communication technology and information to parents are all much improved. Overall standards have improved since the last inspection and there is a good awareness from the acting head, staff and governors of what is needed to make this an even better school

### STANDARDS ACHIEVED

#### Year 6 Results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	A*	B	A	A
Mathematics	A	A	A	A
Science	C	A	A	A

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

Achievement overall is **good**, although it is satisfactory for some Year 1 and 2 pupils. The small number of pupils in each year group across the school means that comparisons with national statistics are not always reliable. However, the above table shows that on the basis of the 2003 National Curriculum tests for Year 6 pupils, attainment was well above the national average in English, mathematics and science and well above average when compared to similar schools. The range of inspection evidence indicates that standards are above average in English, mathematics and science, although writing standards are only at an average level across the school. Reading standards are very high by the time that pupils leave school. The differences between the 2003 National Curriculum test results and inspection findings can be explained by the fact that the present cohort of Year 6 pupils contains a higher percentage of pupils with special educational needs. Pupils also achieve and attain well in information and communication technology and some foundation subjects by the end of Year 6.

Standards in English, mathematics and science are currently above average by the end of Year 2 and reflect the natural ability of the pupils. Writing standards, although satisfactory, are not as strong as reading. Achievement is satisfactory overall, but there is not enough challenge being provided for some higher-attaining Year 1 and 2 pupils and this prevents attainment levels from being higher. Standards in art and design are above average by the end of Year 2 and pupils achieve well.

Children get off to a very good start in the Foundation Stage and achieve well and, at times, very well. Attainment levels when children start school cover the full ability range and, whilst there is some variance from year to year, attainment on entry is usually slightly above average. By the end of the reception year, all children attain the early learning goals in all areas of learning and some children are working at higher levels.

The provision made for pupils' spiritual, moral, social and cultural development is **good**. The provision made for pupils' personal development is satisfactory overall. Opportunities are not consistently provided for pupils to take initiative and responsibility for their own learning or to be more actively involved in setting and reviewing their own targets. The behaviour and attitudes of many pupils are good overall and for some very good, and add much to the ethos of the school, although a minority of Year 3 and 4 pupils are the exception to this rather than the norm. It is evident that many pupils love coming to school and this is reflected in the very good attendance rates, which are well above the national average. Punctuality is good.

## **QUALITY OF EDUCATION**

The school provides a **good** quality of education. Teaching and learning are **good** overall, very good in the Foundation Stage and satisfactory for pupils in the Year 1/2 class because at times, tasks set are simply not challenging enough. Teaching assistants across the school make a significant contribution to pupils' learning. Assessment and tracking procedures are good, but more rigorous use could be made of the data to explore why some pupils are not attaining even higher standards. The curriculum is good overall and very good in the Foundation Stage. Very good opportunities are on offer to enrich pupils' learning outside of the formal curriculum. The provision made for the care and welfare of all pupils is good. Initiatives such as the school council are new and are not yet fully embedded in school practice to enable pupils to take a proactive role in contributing to the decision-making processes of the school. The school has established very good links with other schools and colleges, particularly local special schools, which add to the inclusive ethos of the school.

These links, together with the good links established with parents and the community, add much to pupils' personal as well as educational experiences.

### **LEADERSHIP AND MANAGEMENT**

Overall leadership and management of the school are **good**. In his short time in the post, the acting headteacher has gained a swift and astute grasp of the school's strengths and areas for improvement and has not shirked from tackling issues. His good leadership qualities have gained him the respect of staff, pupils, parents and governors. Leadership of some key subjects and aspects of school life are good. Governance of the school is good.

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

The vast majority of parents are happy with the quality of education that the school provides, find the school to be approachable and believe the quality of teaching and learning to be good. A minority of parents felt that bullying has been an issue, but that the acting headteacher and governors have dealt with incidents well. Inspection findings support this assertion. Extensive discussions with pupils indicate that many hold very positive views about the school and thoroughly enjoy school. Pupils feel that bullying does arise from time to time, but are confident that it will be tackled quickly and sensitively.

### **IMPROVEMENTS NEEDED**

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

- Ensure that the work that is set for the higher-attaining pupils in the Year 1/2 class is consistently challenging and demanding, and that the analysis of test and assessment data is rigorous enough to help this to occur.
- Ensure that writing skills are taught in a direct and systematic manner across the school and that opportunities to develop pupils' writing skills in different areas of the curriculum are planned for and capitalised upon.
- Enable pupils to take more responsibility for their behaviour and learning, involve them more in setting and reviewing their own targets and in making decisions about school life.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

Standards are **above average** in many subjects by the time that pupils leave school. Achievement overall is **good**. Children achieve **well** in the Foundation Stage and in Years 3-6. Achievement in Years 1-2 is **satisfactory**.

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

- Children get off to a flying start in the Foundation Stage.
- Pupils achieve well in Years 3-6.
- Standards are good, and over time very good, by the time that pupils leave school.
- There is not enough challenge for some higher-attaining Year 1 and, in particular, Year 2 pupils.

#### **Commentary**

##### **FOUNDATION STAGE**

1. Attainment levels when children start school vary a little from year to year and are above average overall. Children get off to a very good start to their educational lives in the Foundation Stage because of the often very good teaching and exciting learning activities which enable all children to achieve well overall and at times very well. By the end of the reception year, all children have attained the early learning goals across all areas of learning and some children have exceeded them.
2. In Key Stage 1 and Key Stage 2, there are only a small number of pupils assessed each year and so comparisons with national test results need to be treated cautiously. In addition, there are a varying number of pupils with special educational needs in the different year groups and there are times when there is a significant level of pupil mobility in particular year groups.

##### **KEY STAGE 1**

3. On the basis of the 2003 National Curriculum tests and teacher assessments for Year 2 pupils, attainment was above the national average in science, in line with the national average in reading and mathematics and below the national average in writing. When compared to similar schools on the basis of free school meals, attainment was below average in reading and mathematics and well below average in writing. The school's trend of improvement is above the national trend. Inspection findings indicate that standards are above average in reading, mathematics and science and at an average level in writing. The differences between test results and inspection findings can be explained by the natural ability of the present Year 2 pupils. The achievement of pupils is satisfactory overall but could be better because at times there is not enough challenge for some of the higher-attaining Year 1 and particularly Year 2 pupils. Year 1 pupils, when educated with the reception-aged children, achieve well. There may well be some difference between the 2004 National Curriculum test results and inspection findings. This is because the 2004 results will not include two pupils who took the National Curriculum tests when they were Year 1 pupils and whose results were included in the 2003 and not the 2004 statistics. Both these pupils were higher-attaining

pupils. Standards in art and design are above average by the end of Year 2 and all pupils achieve well. Standards in all other inspected subjects are at an average level and achievement is satisfactory. Across all subjects, there is no significant difference in the achievement of boys and girls.

### **Standards in national tests at the end of year 2 – average points score in 2003**

Standards in:	School results	National results
Reading	16.3 (15.6)	15.7 (15.8)
Writing	13.8 (13.0)	14.6 (14.4)
Mathematics	16.6 (19.3)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year.

### **KEY STAGE 2**

- On the basis of the 2003 National Curriculum tests for Year 6 pupils, attainment was well above the national average in English, mathematics and science. When compared to similar schools on the basis of prior attainment, the school's performance was equally good as attainment was well above average in all three subjects. The school's trend of improvement is below the national trend. The school's value added measure between Key Stage 1 and Key Stage 2 is very high, top five per cent, when compared to all schools and to similar schools, but this may indicate that pupils have not always performed as well as they could have by the end of Year 2. Inspection findings indicate that standards are above average overall in English, although writing standards are satisfactory and reading standards very high, and above average in mathematics and science. The differences between test results and inspection findings can be explained by the fact that the present cohort of Year 6 pupils has a higher number of pupils with special educational needs than in previous years and there has been a high level of pupil mobility in this group of pupils. The important factor, however, is that all pupils in this key stage achieve well. The school does not place an overemphasis on the core subjects at the expense of other subjects and, as a result, pupils attain good standards in information and communication technology, history, art and design and physical education by the end of Year 6. Pupils achieve well in these subjects. There is no significant evidence of difference in the achievement of boys and girls in any subjects.

### **Standards in national tests at the end of Year 6 – average points score in 2003.**

Standards in:	School results	National results
English	28.8 (28.1)	26.8 (27.0)
Mathematics	29.3 (29.1)	26.8 (26.7)
Science	30.2 (30.9)	28.6 (28.3)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

- Across the school, pupils with special educational needs achieve well because teachers set work which meets their needs. The pupils benefit from good levels of support and the teaching assistants make a major contribution to how well pupils learn

and achieve. Pupils make good progress towards the targets in their individual educational plans.

## Pupils' attitudes, values and other personal qualities

Overall, pupils have **good** attitudes to work and school and behaviour is **good**. The provision made for pupils' spiritual, moral, social and cultural development is **good**. Attendance is **very good** and punctuality is **good**.

## Main strengths and weaknesses

- Many pupils show high levels of enthusiasm and are keen to do well.
- Behaviour in the Foundation Stage is very good and elsewhere in school is good overall, although a minority of Year 3 and 4 pupils behave inappropriately at times.
- There are times when pupils are not provided with enough opportunities to take responsibility for their own learning or to contribute to the life of the school as a community.
- Pupils enjoy coming to school and this is reflected in the high attendance rates.

## Commentary

6. Relationships are generally good across the school and many pupils show high levels of respect to adults and to one another. Children in the Foundation Stage behave very well and take part in all activities with a high level of enthusiasm, fun and natural curiosity. The behaviour of pupils in Years 1-6 is good and for many, very good, and adds much to the sense of community and belonging that fills the school. There have been no exclusions during the last twelve months. However, there is a small minority of Year 3 and 4 pupils whose behaviour is not as good as it could be because they lack a sense of self-discipline and do not take enough responsibility for their behaviour. These pupils are the exception rather than the norm because across the rest of the school the behaviour of pupils adds much to the learning environment. A number of parents felt that bullying was an issue in the school. Extensive discussions with pupils and scrutiny of school documentation indicate that there have been incidents of bullying. Evidence also indicates that these incidents have been investigated fully by the headteacher and the governors and have been tackled well. Pupils feel that when bullying occurs, it is always dealt with quickly, sensitively and fairly and they are very confident in approaching any member of staff should they have any worries or concerns.
7. Pupils enjoy school and all it has to offer. Pupils are keen to acquire new knowledge and learn new skills and participate in lessons and other learning activities with enthusiasm. Pupils show good levels of concentration and perseverance when things do not work out according to plan. Pupils with special educational needs show positive attitudes to learning because they are valued by members of staff. They receive good quality support and, as a result, gain confidence in their learning.
8. Good provision is made for pupils' spiritual, moral, social and cultural development. Residential visits and other visits out of school add much to pupils' social development. Pupils carry out tasks around the school with a good level of maturity. A school council has recently been established but has yet to fully provide pupils with the opportunity to take part in the decision-making process of the school. Good opportunities are, however, provided through circle time for pupils' views to be listened to and taken on board. Not enough opportunities are consistently provided to develop pupils as independent learners. Across the school, pupils' moral development is nurtured well and most pupils show a good awareness of the difference between right and wrong. Spiritual development is fostered well through assemblies and in many lessons where many diverse issues are discussed and pupils' feelings and emotions explored. Good provision is made to enable pupils to develop a good awareness and understanding of

different faiths, cultures and traditions as well as the celebration of their own faith and culture.

### Attendance

9. The fact that pupils enjoy school is reflected in the attendance rates which are well above the national average. Very good systems are in place for promoting good attendance. Punctuality is good and this enables lessons to get off to a brisk start at the beginning of each day.

### Attendance in the latest complete reporting year 2002/2003 (%)

Authorised absence	
School data:	4.0
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

### QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education. Teaching, learning and assessment are **good** overall. The curriculum is **good** and opportunities for enrichment are **very good**. Accommodation and resources are **satisfactory**. The care and guidance for pupils are **good**. The involvement of pupils in the decision-making processes of the school is **satisfactory**. Links with parents and the community are **good** and links with other schools are **very good**.

#### Teaching and learning

The quality of teaching and learning are **good** overall and **satisfactory** for Year 2 and some Year 1 pupils. Assessment is **good**.

#### Main strengths and weaknesses

- Teaching in the Foundation Stage provides exciting learning activities.
- Teaching in Years 3-6 ensures that pupils achieve well.
- There are times when teaching is not challenging and demanding enough for some higher-attaining pupils in Years 1 and 2.
- Teaching assistants and the learning mentor make a powerful contribution to pupils' learning.
- Good examples are in evidence of the development of pupils' writing skills in different subjects, but opportunities are also missed.
- Good procedures are in place for assessing and tracking pupils' progress, although pupils do not always play an active enough role in setting and reviewing their own targets.

#### Commentary

10. Teaching and learning are good overall. Teaching in the Foundation Stage is very good with the Year 1 pupils educated with the reception-aged children benefiting from very good teaching. Teaching in Years 1-2 is satisfactory overall because there are times

when the higher-attaining pupils, particularly those in Year 2, are not challenged or stretched enough. Teaching in Years 3-6 is good overall and, on occasions, very good. Improvement in teaching since the last inspection has been good.

11. Teaching in the Foundation Stage is very good because it provides a wide range of learning opportunities which are vibrant, fun and exciting. The teaching recognises very well how young children learn best. Many opportunities are on offer for children to learn through practical, hands-on and investigative tasks. Children are encouraged to explore and to find things out for themselves. In this way, children's natural curiosity is fostered and nurtured at every opportunity. Teaching also strikes the balance of ensuring that alongside all these activities, key skills are directly taught and children's phonic awareness developed, whenever the opportunity arises. The classroom is very attractive and full of children's work on display which does much to develop children's self-esteem, as well as providing a highly stimulating learning environment.
12. Teaching and learning are good overall in English, mathematics and science and satisfactory for some of the Year 1 pupils and for the Year 2 pupils. The Year 1 pupils, when taught with the reception-aged children, benefit from good and, at times, very good teaching. Teaching is at its best in these subjects when lessons zip along at a quick pace, teaching styles capture the imagination of all pupils and tasks planned take very good account of the differing needs and abilities of the pupils. There are occasions when the work that is planned, particularly for the Year 2 pupils, is just too easy and does not set a high enough level of challenge or demand and prevents learning and attainment from being better. In English, reading skills are taught well across the school and by the time that pupils leave school many pupils are very proficient and expressive readers. Teaching puts a good emphasis on the development of pupils' speaking and listening skills through the expectation that pupils justify their views and opinions and listen attentively to the contributions of others. However, a minority of pupils in Years 3 and 4 do not always respond well to these expectations. Writing skills have increasingly been taught in a direct and systematic manner over the last two years. This has contributed much to the rise in standards, although there is still room for further improvement because at times opportunities are not capitalised upon enough to develop pupils' writing skills in different subjects of the curriculum.
13. In mathematics and science, teaching often provides good opportunities for pupils to learn through practical and investigative tasks and to put their knowledge and skills to the test in well-planned experiments or problem-solving tasks. The mental agility sessions which are a feature of mathematics lessons are often taught well and motivate the pupils. Teachers' subject knowledge in science is generally secure and this enables pupils' knowledge and understanding to be deepened and extended. Occasionally, it is not as strong as it could be and the inaccurate use of terminology leads to some confusion in pupils' understanding.
14. Teaching in information and communication technology is good in Years 3-6 and satisfactory in Years 1 and 2. Teaching is at its best when key skills are taught well and opportunities are provided to test out these skills in relevant learning activities. Teaching in art and design and history are good across the school. In art and design, pupils are provided with good opportunities to work with a range of materials and media and pupils are taught well how to use and develop different artistic techniques. In history, topics are covered in depth and pupils are encouraged to be historical investigators. The good use of visits, visitors and artefacts help to motivate the pupils and to bring learning in the subject to life. Teaching in physical education is satisfactory in Years 1 and 2 and good in Years 3-6 where pupils are kept physically active, are set challenging tasks and

where the direct teaching of different physical skills leads to improvements in pupils' performance.

15. Teaching for pupils with special educational needs is generally good. Teachers plan work well and produce good quality individual education plans. Targets in the plans are linked closely to the requirements of the English aspect of the National Curriculum. Occasionally, some targets on plans are a little general and rely too much on the expertise of individual teachers. Targets set for pupils with Statements of Special Educational Need are very good. As a result of these procedures and regular reviews, pupils make good progress in their learning. The teaching assistants in school contribute a great deal to the quality of pupils' learning. They are very supportive and sensitive to the individual needs of pupils and also set high expectations. The school also employs a learning mentor who takes "circle time" across the school and plays a very successful role in developing the self-esteem of some pupils, and is increasingly developing strategies for a small number of pupils to take a greater role in and responsibility for managing their own behaviour.

### Summary of teaching observed during the inspection in 22 lessons

Excellent	Very good	Good	Satisfactor y	Unsatisfactor y	Poor	Very Poor
1	6	7	8	0	0	0

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

16. Assessment overall is good. Good procedures are in place for assessing and tracking pupils' attainment and progress with very good procedures in place in some core subjects. Detailed information is kept on all pupils and the systems in place show at a glance the progress pupils make over the course of the year. Good systems are in place for target-setting for year groups and for individual pupils. The next stage of development is for pupils to play a more active role in setting and reviewing their own targets and for even more detailed analysis of test and assessment data, for example, to evaluate why more pupils are not attaining Level 3 by the end of Year 2. Assessment procedures in the Foundation Stage are good and good use is made of the information to guide and inform curriculum planning and target-setting. Pupils' work is marked on a regular basis and, whilst there are some very good examples in evidence, there are times when marking does not provide enough pointers for improvement.

### The curriculum

The curriculum is **good**. The school provides **very good** opportunities for enrichment. The quality and quantity of the accommodation and resources are **satisfactory**.

### Main strengths and weaknesses

- Learning opportunities in the Foundation Stage are exciting and vibrant.
- Pupils receive a very wide range of good and, at times, very good quality learning opportunities both within and beyond the formal curriculum.
- Pupils with special educational needs benefit from good support and provision.
- Numeracy skills are promoted well across the curriculum, but more needs to be done to enhance pupils' writing skills in different subjects.

- The grounds of the school add much to the learning environment of the school.

### **Commentary**

17. The curriculum fully meets statutory requirements and, in addition, the older pupils are provided with the opportunity to learn French in the final half term of the year. All pupils are fully included in all aspects of the curriculum. All subjects are taught in sufficient depth. The National Literacy and Numeracy Strategies are well embedded in school practice. Pupils' numeracy skills are put to good use in other subjects of the curriculum such as science, geography and design and technology. The school has accurately identified the need to ensure that opportunities to develop pupils' writing skills in different subjects are consistently seized upon. This is not the case at the present time. The curriculum on offer in the Foundation Stage is of very good quality because learning activities are exciting, stimulating and great fun. Very good attention is paid to developing children's social, linguistic and mathematical skills. The curriculum recognises well how young children learn and provides lots of good opportunities to learn through practical, hands-on activities as well as the direct teaching of key skills. Improvements have been very good since the time of the last inspection and the curriculum provision is now of a higher standard than was previously the case.
18. The provision for pupils with special educational needs is good. Pupils with special educational needs are included in all aspects of school life and as a result they develop well both academically and socially. Support is targeted to where the need is greatest. There is effective identification of pupils who are particularly talented or gifted. These pupils receive work set at levels which challenge them and at times have the chance to work with older pupils. The provision that is made for higher-attaining pupils is satisfactory overall, but good in the Foundation Stage and in Years 3-6. Not all pupils in Years 1-2 are consistently provided with work and activities that are demanding enough, and this prevents their learning from being stronger.
19. A very good range of arts and sports activities enhances the curriculum very effectively. The school is the holder of the 'Activemark Award'. Links to local schools with specialist college status are used very effectively to give pupils some very good opportunities to develop skills in the arts and physical aspects of the curriculum. Visitors to school and many visits out to places including Kirkstall Abbey and the Victorian Schoolroom at Armley really bring subjects to life and make learning more enjoyable. Pupils benefit from a very wide range of visitors, including theatre groups, professional sports coaches and musicians. Teams and dubs outside normal school hours, including football and netball, recorders, information and communication technology and art have a positive effect on developing pupils' skills, as well as adding much to their social development.
20. All aspects of the personal, social, health and citizenship education programme are covered well, including sex and relationships education and drug and alcohol awareness. The school uses a good mix of specific lessons and links with other subjects, including science and religious education, to develop awareness of healthy living and living in a multicultural society. The school rightly is proud of its 'Healthy School Award'. Circle times, where pupils discuss a wide variety of issues, have a very positive effect on social development. A Year 6 residential session develops pupils' social and physical skills very effectively.
21. Pupils are very well prepared for transfer to secondary school. There are very good contacts with the local secondary school. Specially designed courses in English, mathematics, science and information and communication technology are used very effectively to develop curriculum links with the secondary school.



22. Accommodation and resources are satisfactory overall. There are sufficient staff to meet the needs of the curriculum. The layout of the school means that some classes have to be passed through to reach other areas of the school, but staff and pupils cope with the situation well. There has been good improvement to the outdoor play facilities for children in the Foundation Stage, but the staff have recognised that some aspects of play are limited by the lack of climbing equipment. The outside accommodation in the main school is very good. There are extensive and attractive playing fields in the grounds as well as areas including the 'Millennium Garden', a wildlife area and a pond, which are used very effectively to develop learning.

### Care, guidance and support

The provision for pupils' care, welfare, health and safety is **good**. Pupils generally receive **good** support, advice and **guidance**. **Satisfactory** systems are in place to involve pupils in decision-making about the life of the school.

### Main strengths and weaknesses

- The good health and safety arrangements ensure that pupils are educated in a safe and welcoming environment.
- The arrangements for children new to the school are very good.
- Although improving well, pupils do not play a sufficiently active role in their own personal development or in influencing decision-making processes in school.

### Commentary

23. The school offers an environment where pupils are happy and confident. This has a positive effect upon their learning. The arrangements for the health and safety of all in school are good. The school presents a well-maintained, attractive and safe environment. Risk assessments are carried out regularly by named staff and governors, and any areas of concern are acted on as a matter of urgency. Child protection procedures are good and all members of the teaching and non-teaching staff are appropriately trained. Many of the strengths identified at the last inspection have been maintained and, in some instances, built upon.
24. The academic and personal support and guidance offered to pupils is good overall, although there is scope for further development. Staff genuinely care about the individual needs of all pupils and seek to recognise and celebrate the individuality of pupils. Relationships are good and pupils are confident in approaching any member of staff if they have any problems. Pupils receive good guidance on healthy lifestyle through personal, social and health education lessons. There are good systems in place to identify pupils with special educational needs. There is regular monitoring of progress. There are good links with outside agencies, ensuring that the school does all it can to address any barriers to learning caused by special educational needs. The school has very good induction arrangements to ensure that children starting in the Foundation Stage are very well cared for and quickly adopt the school's routines. The school has accurately identified the need for pupils to take a greater role in setting and reviewing their own personal targets and for some pupils to take more responsibility for their own behaviour and actions. The latter is being addressed very well through the work of the learning mentor.
25. The arrangements for seeking and acting upon pupil's views are satisfactory. The school has conducted pupil surveys in the past and has recognised a need to offer greater opportunities for pupils to express their opinions and ideas. A school council

has recently been formed but has not yet had sufficient time to have its fullest possible impact on the life of the school and its contribution to how decisions are made. Plenty of opportunities are provided within lessons and assemblies to listen to the views of pupils, and these opportunities are extended into circle time where pupils can freely express their feelings and views on a range of different issues if they so wish.

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

The partnership with parents and the community is **good** and the links with other schools are **very good**.

### **Main strengths and weaknesses**

- The partnership with parents has a positive effect upon learning.
- The links with the community play an important part in enriching pupils' lives.
- The links with other schools contribute very well to teachers' professional development and to extending learning opportunities for pupils.

### **Commentary**

26. The school has a good relationship with parents and, in turn, the vast majority support the school well. Only occasionally are a small number of parents not as supportive of the work of the school as they could be. Parents feel that the school provides a good quality of education, which enables their children to make good progress. Parents appreciate the happy environment where pupils are helped to become mature and independent. A small number of parents have concerns about the provision of homework and some aspects of behaviour and bullying. Homework provision is satisfactory overall, although there is a little inconsistency in the setting of homework across the school. Evidence clearly indicates that any issues relating to bullying have been dealt with well by the acting headteacher and governors. Pupils feel that if bullying does occur, it is always dealt with quickly and fairly.
27. The school has conducted a parental survey in the past, and plans to do so again, and encourages parents to come into school to share their views and concerns. The school is approachable and has very good procedures for dealing with complaints. Parents have good opportunities to take part in school life and parents offer very good support in return through the parents' and friends' association. Information about day-to-day events and the curriculum topics to be covered is good and the school brochure and governors report now meet requirements in full. Improvement since the last inspection has been good. Information about pupils' progress is given in clear and concise reports, but these do not consistently provide targets or guidance for improvement. The picture is a little stronger for pupils with special educational needs. Parents are informed at an early stage if their child has special educational needs. They are informed regularly about how their child is progressing, and targets for improvement are discussed at least three times a year.
28. The school links with the community are good and support pupils' learning well. A variety of visitors come to school to share their skills and knowledge, and visits to places of interest enhance the curriculum. The relationships with other schools are very good and a strong feature of the school. These include interschool sports and other events, links with schools for pupils with special education needs and links with secondary schools. The sharing of resources, the sharing of staff expertise, visits to schools to look at curriculum initiatives, training opportunities with teachers from other schools, as well as visiting teachers and coaches all greatly enhance the learning

opportunities for the pupils in areas such as drama, art, computer work and sport, and add greatly to the professional development of all staff. All these activities also bring much to the personal development of the pupils and greatly strengthen the school's commitment to being an inclusive school. The curriculum benefits greatly from these links, for example in sport, drama and art.

## **LEADERSHIP AND MANAGEMENT**

The overall leadership and management of the school are **good**. The leadership and management of the acting headteacher and staff with key responsibilities are **good**. Governance of the school is **good**.

### **Main strengths and weaknesses**

- The acting headteacher has many strengths in his leadership and management skills.
- Teaching and learning in some subjects are monitored well, but there is still room for improvement.
- Key areas of school life are managed well.
- Staff new to the school are supported well and good opportunities provided for all staff to attend in-service training courses.
- Governance of the school has many strong features.
- Financial planning and monitoring are good and the day-to day administration of the school is very good.

### **Commentary**

29. The acting headteacher had only been in post for a short period of time prior to the inspection and was seconded to the school to cover the period between the previous head leaving and the appointment of a permanent replacement. In a short time, he very quickly, astutely and accurately got a strong grasp of the school's strengths and areas for improvement. He has supported staff very well, led by example in his teaching role, and his leadership qualities have gained him the respect of pupils, staff, governors and parents. He has not shirked from tackling sensitive issues such as bullying, and has dealt firmly, sensitively and fairly with the pupils and families involved. There is a good team spirit evident in the school, to which the headteacher has contributed much, and all share the vision and commitment to help attain high standards and a good quality education for all pupils. Many of the qualities of leadership and management identified at the last inspection have been maintained, and in some aspects, they have been strengthened.
30. The monitoring of teaching and learning in some core subjects is good. The headteacher and subject leaders have, over time, carried out the direct monitoring of teaching in lessons. This good practice is firmly established in the school, as are procedures for the scrutiny of pupils' work and teachers' planning. The information gained from these activities is used well to guide school development planning and to establish educational priorities in terms of helping to raise standards, although these procedures are not quite as effective in science as in English and mathematics. The leadership of the foundation subjects is satisfactory. Teachers have scrutinised work and planning and provide much informal support and guidance to colleagues. When subjects are a focus area on the school development plan, monitoring takes place in a more rigorous manner and includes monitoring of teaching and learning in the classroom. Good procedures are in place for monitoring test and assessment data, but

to improve these procedures still further it is necessary to analyse test data even more rigorously to evaluate why, for example, more pupils in Year 2 are not attaining the higher Level 3.

31. Leadership and management of the Foundation Stage are good because the co-ordinator ensures that curriculum provision is closely matched to how young children learn best, that good use is made of all available assessment data and in ensuring that children get off to a really good start in their educational lives. There is good quality leadership of special educational needs. The co-ordinator manages good quality procedures well. This ensures that pupils with any special educational needs are identified early and regularly monitored, ensuring they make good progress.
32. Good procedures are in place for the induction of new teaching and non-teaching staff and this enables them to become conversant with school routines and to know what is expected of them in terms of their professional performance. Good provision is made to enable teachers and non-teaching staff to attend training courses. Information gained on the course is used well to impact on the quality of pupils' learning and in helping the school to function more effectively and efficiently.
33. Governors are very supportive of the work of the school and play an important role in its strategic development. Governors are actively involved in target-setting, rigorously reviewing school policies, performance management and in setting and reviewing spending patterns. Relationships between staff and governors are very good and some governors are regular visitors to the school. Governors use their professional skills well to support and enhance the work of the school and have a good grasp of the school's strengths and areas for development and improvement. However, procedures for governors to monitor the work of the school are not yet formal enough to enable them to rigorously hold the school to account for the quality of education it provides and the standards that pupils attain.
34. Financial planning and budget control are good. The governors ensure the principles of best value are applied well when purchasing goods and services. Good procedures are in place to assess the impact of major spending decisions on standards and the quality of education provided. Spending is very much linked to the educational priorities that are identified in the school development plan. This ensures that new initiatives are often successful and impact well on standards because they are resourced and evaluated well. The office manager and school clerk carry out their duties in a most pleasant and highly effective manner and the office manager plays a significant and successful role in aspects of financial management of the school. The office staff ensure that the day-to-day running of the school is smooth, unobtrusive and very efficient. Taking all factors into account, the school is providing good value for money.

## Financial information

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

Income and expenditure (£)	
Total income	247 170
Total expenditure	243 466
Expenditure per pupil	2 933

Balances (£)	
Balance from previous year	12 720
Balance carried forward to the next	16 424

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

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

Provision in the Foundation Stage is **good**.

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

- Children get off to a flying start in the Foundation Stage.
- Learning activities are very well planned and exciting.
- The high quality of teaching, including the role of the teaching assistant, contributes a great deal to how well children achieve.
- Very good induction arrangements help children to be accustomed to school life and routines quickly.
- Good use of assessment information helps to ensure tasks are well matched to children's individual needs.
- The leadership of the Foundation Stage has contributed much to improvements in provision since the last inspection.
- The lack of climbing equipment restricts some aspects of children's play.

#### **Commentary**

35. The Foundation Stage currently provides education for 15 reception-aged children who are educated in a mixed-aged class with some Year 1 pupils. The curriculum is very well planned, provides a good range of learning opportunities that are exciting and fun, and ensures that the needs of the reception-aged children are fully met. When children start at the school, attainment covers the full ability range and, whilst there is some variability from year to year, attainment levels are just above average, particularly in communication, language and literacy and mathematical development. By the end of the reception year, all children have attained the nationally recommended early learning goals in all areas of learning and some children have exceeded them.
36. Foundation Stage provision has improved very well since the time of the last inspection. The school has very successfully addressed the key issues raised in that report by improving the curriculum so that it now follows the recommended areas of learning, and an outdoor play area has been developed to aid play and physical skills. It has been recognised by the Foundation Stage staff that the lack of climbing equipment restricts an aspect of physical and imaginative play. This is offset to some extent by using climbing equipment in formal physical education sessions in the hall.
37. Induction procedures are very good. The school establishes very good links with children and their parents before children are admitted to the school. This ensures that children settle in very quickly. Leadership and management of the Foundation Stage are good. The co-ordinator plays an effective role in ensuring that the curriculum on offer is best suited to how young children learn, that activities are sufficiently challenging, planning is of a high standard and that good channels of communication are in place with parents.
38. The children achieve well overall and, at times, very well across the different areas of learning because of the high quality teaching. Lessons are very effectively planned to meet the needs of all the children. There were no children with special educational needs at the time of the inspection, but there are good procedures in place to identify

any child who may have special educational needs. Children who are particularly gifted are given opportunities to work with Year 1 pupils to ensure that they are suitably challenged. Teaching places a very good emphasis on children learning through practical tasks and investigations as well as the structured and systematic direct teaching of key skills. Good assessment procedures are used effectively to ensure that work set matches the different needs of the children. The teacher and teaching assistant work very effectively together, giving very good role models to the children. The classroom environment is very stimulating and vibrant and provides many good quality prompts to enhance children's learning, as well as being aesthetically attractive.

39. Children achieve well in their **personal, social and emotional development**. Teaching and learning are very good. The teacher and support staff expect high standards of behaviour and children respond very well and behaviour is of a high standard. Teaching consistently provides opportunities for children to work independently, to find things out for themselves and to help put out and tidy away resources. All these opportunities impact very well on the development of children's personal and social skills. A strong emphasis is placed on children valuing and respecting the contributions of others and there are many instances when children listen to one another and respond to instructions very well. Teaching ensures that children are expected to make choices in terms of the activities they participate in and in the selection of appropriate resources. The very positive learning environment that is created because of the high quality of relationships enables children to quickly gain a very good understanding of routines and to develop very positive attitudes to learning.
40. In **communication, language and literacy**, adults provide a wide range of good quality activities to develop learning. All children achieve well and at times very well. Teaching and learning are very good and consistently capitalise on opportunities to enhance children's communication skills through discussion, role-play and through more formal reading and writing activities. Adults use questioning very well to talk about children's experiences and always insist on children answering in sentences and using the vocabulary they have at their disposal. A very strong emphasis on the correct pronunciation of letter sounds enables children to 'build up' unfamiliar words. The direct teaching of early reading and writing skills enables children to achieve particularly well. Children are keen to read and all children read simple sentences in books, with the higher-attaining children showing good awareness of punctuation marks. Writing skills are at a higher than expected level, with most children writing simple sentences, for example when they write their news.
41. Children achieve well overall and, at times, very well in the area of **mathematical development**. Teaching is very good because of the good opportunities that are on offer for children to learn through practical and well structured play activities alongside the more direct teaching of new mathematical concepts. Teaching ensures that children can put their undoubted numeracy skills to good use in practical, problem-solving activities. The constant provision of sand and water facilities means that children can explore capacity and volume throughout the day. The constant dialogue that takes place between adults and children is particularly effective at developing and enhancing children's mathematical vocabulary. All this very good quality of teaching and learning means that children count to 20 and beyond, all carry out simple addition and most do simple subtraction. Children of all attainment levels identify two-dimensional shapes including square, circle and triangle and know how many sides they have. Higher-attaining children recognise and identify the number of sides on a hexagon and octagon.

42. Children achieve well and, at times, very well in their **knowledge and understanding of the world**. Teaching and learning are very good with a good emphasis placed on children exploring and finding things out for themselves. Through these very well planned practical tasks, children understand well that plants need water to live and know that some things are living and others are not. They understand the term *magnet*. Children show a good knowledge of the past when they talk about the work of Florence Nightingale. Construction kits are used effectively to build models and the work is often challenging because the very good teaching ensures that specific rather than general design and building briefs are provided. Computers are used throughout the day with adults providing good quality guidance, but not over-direction, when needed. All children show better than expected knowledge of information and communication technology, explaining what a mouse does, using the keyboard and, for higher-attaining children, printing out their work. Planning shows that children learn about other cultures as part of their work in religious education and already have a good awareness of and respect for the feelings and beliefs of others.
43. Children's achievement is good in **creative development** and teaching and learning are very good. Children are provided with lots of opportunities to sing a variety of songs and they sing tunefully from memory. Adults all take part with great levels of enthusiasm, and this adds to the sense of musical occasion. Children handle musical instruments with good levels of maturity and recognise well how different instruments create different sounds. Teaching staff ensure that children take part in role-play activities and these activities do much to enhance children's communication skills as well as their creativity and imagination. Children are expected to experiment with colour-mixing and to be imaginative in their drawings and paintings. The children respond very well to these expectations and produce work of a good standard. Children also talk proudly about the sculptures they have made using natural materials. Children's finished work is attractively displayed, which not only adds to the quality of the learning environment but also develops the self-esteem of children very well.
44. There were few opportunities to observe how children's **physical development** is fostered and nurtured, but available evidence indicates that all children achieve well. Observations of children at play in the playground and on the fields show that many children have good balance, poise and co-ordination. They move around with a good awareness of space and the needs of others. Good use is made of the outside play area, although the lack of large climbing equipment restricts children's physical development. Planning indicates that children are provided with a good range of physical and climbing activities in more formal physical education and dance lessons in the hall. Teaching ensures that good emphasis is given to developing and teaching children how to hold pencils, brushes and other small tools well and how to put these skills to best use in creative tasks, which children thoroughly enjoy.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH AND FRENCH

#### French

45. The school provides **French** lessons for the Year 5 and Year 6 pupils in school during the last half term of the year. Some of the lessons are taken by a teacher from the local secondary school where many of the Year 6 pupils transfer. On other occasions, lessons are taught by the class teacher. Evidence from lessons, pupils' books and discussions with pupils indicate that the subject is well taught and provides pupils with a good insight and early knowledge of conversational French. Discussions with pupils indicate that they really enjoy learning French and that it also enables them to establish good early relationships and links with staff from the secondary school.

#### English

Provision in English is **good**.

#### Main strengths and weaknesses

- Reading standards are very high by the time that pupils leave school.
- Writing standards could be better, particularly by the end of Year 2.
- Teaching is at its best in Years 3-6 and for the Year 1 pupils.
- Teaching assistants contribute a great deal to pupils' quality of learning.
- The leadership and management of the subject have strong features.
- Very good procedures are in place for tracking pupils' progress, but the analysis of data and the involvement of pupils in target-setting could be even more effective.

#### Commentary

46. On the basis of the 2003 National Curriculum tests for Year 2 pupils, attainment was in line with the national average in reading and below the national average in writing. When compared to similar schools on the basis of prior attainment, attainment was below average in reading and well below average in writing. The 2003 National Curriculum tests for Year 6 pupils show that attainment was well above the national average and well above average when compared to similar schools on the basis of prior attainment. Although the small number of pupils that are assessed each year means that comparisons with national data needs to be treated with caution, data over time clearly shows that there is a consistent pattern of higher attainment at the end of Year 6 than at the end of Year 2.
47. Inspection findings show that standards in reading, speaking and listening are above average by the end of Year 2, and standards in writing are at an average level. These better standards reflect the natural ability of this group of pupils. Achievement overall in Years 1 and 2 is satisfactory because there is not enough challenge at times for the higher-attaining Year 2 pupils. Year 1 pupils taught with the reception-aged children achieve well. Standards by the end of Year 6 are above average overall, with reading standards very high, speaking and listening above average and writing standards satisfactory. Differences between inspection findings and test results can be explained by the fact that the present Year 6 cohort contains a higher percentage of pupils with special educational needs and there has been a high level of mobility in this year group. All pupils in Years 3-6 achieve well. There is no significant evidence of differences in



the achievement of boys and girls. Improvement since the last inspection has been good.

48. A good emphasis is given to the development of pupils' speaking and listening skills across the school and discussion is a feature of many lessons and of circle time. Learning is most effective when teachers expect pupils to listen well to others and for pupils to justify their views and opinions. Many pupils in the school have a well-developed vocabulary and listen attentively. There are occasions in Year 2 when the teacher does not encourage the pupils to expand their answers, and in Years 3 and 4, a small number of pupils do not listen well enough to the contributions of others. Such instances are the exception rather than the norm and pupils leave school as confident, expressive speakers who show good levels of respect and attentiveness when others are talking.
49. Reading skills are taught well across the school. Teaching ensures that younger pupils are provided with the necessary skills to tackle unfamiliar words and phrases and to locate information quickly. By the end of Year 2, pupils are currently reading well and with a good level of accuracy and expression. Development of pupils' reading skills gathers pace in Years 3-6, and by the time that pupils leave school they have developed the ability to skim and scan for information, to read with high levels of expression, to detect nuances in the text, and are beginning to have the ability to read and understand beyond the literal level. Older pupils have a very good knowledge of a wide variety of authors and poets and many are avid readers.
50. Over the last two years, the school has put a good emphasis on the direct teaching of specific writing skills to enable pupils to write for different audiences and purposes. This has led to improvements in standards, but there is still room for further improvement. By the end of Year 2, pupils use capital letters and full stops satisfactorily, and spelling standards are average. However, at times, there is not enough expectation as to the use of an expressive vocabulary or for pupils to write creatively and imaginatively. By the time that pupils leave school, most pupils are competent writers and use punctuation well to enliven the text. Pupils write for many different purposes, but it just lacks a little sparkle and creativity, and some pupils find difficulty in sustaining a plot or an idea in an extended piece of writing, after a lively opening that initially hooks the reader.
51. Teaching and learning are good overall because of how well pupils achieve and attain by the time that they leave school, but teaching for the Year 2 pupils is only satisfactory. Teaching is at its best when lessons move at a good pace and high expectations are set in terms of what pupils are to achieve and how they are to behave. The Year 1 pupils, when taught with the reception-aged children, achieve well because work is well matched to their needs. At times there is not a high enough level of challenge for the higher-attaining Year 2 pupils in terms of the writing they produce. Teaching in Years 3-6 has been consistently good over time and contributes much to the standards that are attained. Teachers choose texts well and directly teach key writing and reading skills well. Teaching is effective when animated teaching styles capture the interest of the pupils, time deadlines are set, and the pace of the lesson does not drop. In these instances, the pupils respond very well and are keen to produce work of a good standard. On occasions, teaching does not gain the full attention of the pupils, particularly when a small number of pupils are behaving inappropriately, and very pertinent teaching points are missed. The contribution made by teaching assistants is powerful and adds to the quality of learning. Their support is very helpful and well matched to the individual needs of the pupils, enabling them to take a full and active part in all lessons. Pupils' work is marked regularly and is good overall, and marking is

at its best when pointers for improvement are clearly stated or a good explanation provided as to why a piece of work is good. Pupils, however, are not actively enough involved in setting and reviewing their own targets.

52. Leadership and management of the subject are good. The co-ordinator is knowledgeable and enthusiastic and monitors the quality of teaching and learning well through observation of lessons, the scrutiny of pupils' work and teachers' planning. Very good procedures are in place for assessing and tracking pupils' attainment as they move through school, but there are occasions when the analysis of data could be more rigorous for examining and evaluating why, for example, more pupils do not attain Level 3 by the end of Year 2.

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

53. The use of language and literacy across the curriculum is satisfactory overall, although at times good opportunities are provided to develop pupils' speaking and listening skills in different subjects of the curriculum. Evidence indicates some good examples of pupils' writing skills being developed across different subjects of the curriculum are present, but this good practice is not as consistent as it should be, and too many opportunities are missed.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well by the time that they leave school.
- There is a lack of challenge at times for some Year 2 pupils.
- Teaching often provides good opportunities for pupils to take part in investigative and problem-solving tasks.
- Leadership of the subject has contributed much to improvements in standards and provision since the last inspection.
- There are good links between mathematics and other subjects.
- The use of assessment data and marking could be even sharper to help pupils improve.

### **Commentary**

54. On the basis of the 2003 National Curriculum tests for Year 2 pupils, attainment was in line with the national average, and below average when compared to similar schools on the basis of prior attainment. The 2003 National Curriculum tests for Year 6 pupils showed that attainment was well above the national average and well above average when compared to similar schools on the basis of prior attainment. The small number of pupils assessed each year means that comparisons with national data need to be treated with some caution. However, data shows that over time, attainment has been stronger at the end of Year 6 than at the end of Year 2. Inspection findings show a slightly different pattern again. Attainment at the end of Year 6 is currently above average. This does not represent a fall in standards, but reflects the fact that this group of pupils has a higher percentage of pupils with special needs than in previous years, and there has been a high level of pupil mobility for this group of pupils. All pupils in Years 3-6 achieve well. Attainment at the end of Year 2 is above average and this reflects the natural ability of this cohort of pupils. Achievement is satisfactory overall for

pupils in Years 1-2 and good for Year 1 pupils, but there is not enough consistent challenge for the higher-attaining Year 2 pupils. There is no significant evidence of differences in the achievement of boys and girls. Improvement since the last inspection has been good.

55. By the end of Year 2, pupils work with two- and, at times, three-figure numbers confidently. They add, subtract, multiply and divide numbers with ease. Pupils measure accurately and identify the properties of a wide range of two- and three-dimensional shapes. They are starting to explain why an answer is correct. Few are showing that they understand a general statement by finding particular examples to match it. By the end of Year 6, pupils have built well on their previous knowledge and understanding. They work with six-figure numbers well. They apply the four rules of number to practical problems and are confident at carrying out the problem-solving and investigative tasks that the good teaching provides. Pupils plot in all four co-ordinates, handling negative numbers effectively. The highest-attaining pupils carry out relatively complex algebraic problems. Pupils have good knowledge and understanding of proportion and percentages. In shape and space, pupils measure accurately, calculate perimeter and area using formula, and record well using a variety of graphs and interpret data effectively.
56. The quality of teaching and learning is good overall, but this does not tell the full story. Teaching in Years 3-6 is good and, at times, very good because lessons usually have high expectations and good pace. Pupils are provided with good opportunities to put their numeracy skills to the test in challenging problem-solving tasks. Good examples of teaching are also in evidence for Year 1 pupils. However, there are times when the work set for the higher-attaining Year 2 pupils is too easy because work is too directed and does not sufficiently develop pupils' independent investigative skills. Mental mathematics sessions at the start of lessons are usually good across the school and motivate the pupils. An example of very good teaching was observed in the Year 5/6 class where pupils had to compete against the clock when working on percentages. This ensured that there was a very brisk pace to the lesson. There is good use of mathematical vocabulary in most lessons, with teachers showing that they are competent, and in some cases, more than competent in teaching the subject. Pupils' books are marked regularly and there are systems in place to ensure that work is corrected. Teachers, however, do not consistently use marking to develop further learning by challenging pupils with questions like 'what happens if?', 'is there another way to do this?', and not enough opportunities are being provided for pupils to set and review their own targets. Discussion with pupils shows that the majority really enjoy mathematics. Most pupils stay on task and apply themselves very well, but a minority of pupils in Years 3 and 4 needs reminding about concentrating on their work.
57. The subject is well led and managed by a knowledgeable and enthusiastic co-ordinator who has played an important role in helping to raise standards and the quality of learning in the subject since the time of the last inspection. There is regular and rigorous monitoring, both of work and the quality of teaching in the classroom, and the information is used well to identify areas for improvement. Assessment procedures are very good and are used to set targets for improvement, but analysis of data could be even more rigorous in helping to evaluate why some pupils may not be achieving as well as they could.

### **Mathematics across the curriculum**

58. There is good use of mathematics across the curriculum. Graphs and charts are produced in many subjects, including science and design and technology. In

geography, data is collected. Pupils produce repeating patterns using geometrical shapes in art and design. They measure how far they have jumped in physical education and develop a sense of time in history. There are good links between mathematics and information and communication technology, where pupils work on mathematics programs including the use of spreadsheets.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Pupils achieve well by the time that they leave school.
- Teaching is at its strongest for the older pupils in school and at times there is not enough challenge for all pupils in Years 1-2.
- Links with other schools and the good use of the school grounds enhance the quality of pupils' learning.
- More effective use could be made of assessment data and in ensuring that all teacher assessments are accurate.

### Commentary

59. On the basis of the 2003 teacher assessments for Year 2 pupils, attainment was above the national average. The 2003 National Curriculum tests for Year 6 pupils showed attainment to be well above the national average and well above average when compared to similar schools on the basis of prior attainment. Inspection findings show that attainment is above average by the end of Year 2, but achievement is only satisfactory because the higher-attaining pupils are not always sufficiently challenged. Attainment by the end of Year 6 is above average, and all pupils in Years 3-6 achieve well. The difference between test results and inspection findings can be explained by the fact that the present Year 6 cohort has an increased number of pupils with special educational needs and a higher level of pupil mobility, and as a result, standards are not as high as in 2003. Improvement since the last inspection has been satisfactory.
60. By the end of Year 2, pupils carry out simple investigations well, such as identifying waterproof materials, and make predictions. However, there is not always enough expectation as to how the higher-attaining pupils could use their good scientific knowledge to make accurate predictions. There are opportunities for pupils to develop their own methods, but these are limited and do not sufficiently challenge the higher-attaining pupils. Pupils identify a wide range of living things, the majority has a good understanding of habitats and how animals have adapted to suit their habitat. In work on materials, pupils readily identify the properties of different materials, including clay, plastic and glass. They understand that push and pull are forces and identify magnetic and non-magnetic materials. By Year 6, pupils have built well on their previous knowledge and understanding and achieve well. There are many opportunities to carry out investigations, for example when working with electromagnets. Pupils show good understanding of living things. They know how to separate materials using filters. They predict and draw conclusions well and know how to improve investigations. Some opportunities are provided for them to plan and instigate their own investigations, and they invariably rise to the challenge. Pupils have particularly good knowledge and understanding of the movement of the earth.

61. The quality of teaching and learning is good overall, but satisfactory in Years 1-2. Teaching is at times very good for the older pupils in school because it sets high expectations and the importance of carrying out challenging and thought-provoking experiments is integral to the learning process. Pupils are expected to consistently put their scientific knowledge to good use in hypothesising and coming up with plausible explanations. Planning is often good, but for the pupils in Years 1-2, it does not at times take enough account of the fact that different pupils learn at different rates and on occasions work is not demanding enough. Subject knowledge is good overall, but at times incorrect use of scientific terminology occurs for the younger pupils in school. Most pupils show good attitudes to science, but a small minority of Year 3 and 4 pupils have inappropriate attitudes and the teacher has to spend time ensuring they pay attention rather than imparting important knowledge. The good links that the school has established with local schools impact positively on pupils' learning as staff from other schools sometimes take science lessons and their knowledge and expertise help to motivate the pupils and make learning fun and enjoyable. Across the school, teachers make good use of the extensive school grounds to support and enhance pupils' learning in the subject.
62. There is satisfactory leadership and management of the subject. The co-ordinator is enthusiastic and monitors planning, and on occasions has monitored teaching and scrutinised pupils' work, but this has not been carried out on the same scale as in English and mathematics. The analysis of test and assessment data has not been rigorous enough over time in examining if all pupils are achieving as well as they could and evaluating if teachers' assessments are an accurate reflection of pupils' performance.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils are achieving well and attaining good standards by the time that they leave school.
- Teaching has some good features.
- The way in which the subject is led and managed has contributed much to improvements in standards and provision.
- The links that the school has established with a neighbouring special school adds much to pupils' personal development, as well as enhancing their computer skills.
- Opportunities are sometimes missed to use computers across the curriculum.

### **Commentary**

63. Standards are average by the end of Year 2, and achievement is satisfactory. Pupils achieve well in Years 3-6, and by the time that pupils leave school standards are above average. Improvement since the last inspection has been good.
64. By the end of Year 2, pupils recognise the different icons on screen and save and retrieve their work. Pupils use computers in a satisfactory manner for word-processing, but a small number of pupils have good keyboard skills. Pupils present information in pictogram form and have satisfactory skills at programming a moveable toy. Pupils use an appropriate technical language when talking about their work, but are less secure about the uses of computers in the wider world. Pupils make good progress in Years 3-

6 because all aspects of the subject are covered well. By the time that pupils leave school they have good computer skills. They put together good quality multimedia presentations, know and understand about hyperlinks, are confident at merging pictures and text, interrogate databases and put together spreadsheets. Pupils are good at graphical modelling and use sensors and other control mechanisms well. Pupils often use computers for research purposes both in school and at home and have a good understanding of the potential and ease of electronic mail.

65. Teaching and learning are satisfactory, with some good aspects in Years 1-2, and good in Years 3-6. Teaching is good in Years 1 and 2 when computers are used well to support pupils' learning, the programs that are chosen are well matched to the learning objectives of the lessons and what is being asked of the pupils is demanding and challenging. At times this is not the case. Teaching is good in Years 3-6 because key computer skills are taught in a direct and systematic manner and then put to the test in relevant tasks. Teachers' subject knowledge at this key stage is generally good and this means that teachers can deal with any minor technical problems without any time being lost. The school has established very good links with a neighbouring special school and is able to have access to the well-equipped computer suite. Lessons take place in the suite on a regular basis and enhance the quality of pupils' learning as well as their personal development through the opportunities to meet and converse with pupils from the special school. Pupils thoroughly enjoy working on computers, and do so with high levels of interest and motivation, with many pupils only too willing to help out a classmate that might be struggling a little.
66. Leadership and management of the subject are good. The co-ordinator has played a pivotal role in helping to improve standards, teaching, learning and provision in the subject, which were judged to be unsatisfactory at the last inspection. He monitors teaching and learning through lesson observations, scrutiny of work and teachers' planning. He provides good levels of support for colleagues. Good procedures are in place for assessing pupils' attainment and progress and although there is a portfolio of pupils' work to guide teachers' assessments, it is in need of updating.

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

67. The use of computers across the curriculum is satisfactory. Whilst there are some good and, at times very good, examples in subjects such as mathematics, science, and history, there are occasions when opportunities to further enhance the quality of pupils' learning are missed.

## **HUMANITIES**

Timetable constraints meant that not enough lessons were observed in **geography** to make a secure judgement on the overall quality of provision. However, work in the subject was sampled. Evidence from pupils' work, teachers' planning and discussions with teachers and pupils indicate that standards in geography are at an average level by the end of Year 2, and average by the end of Year 6 with some stronger features. Planning shows that all aspects of the subject are covered in depth and that there is a good emphasis given to the development of geographical skills as well as geographical knowledge. By the end of Year 2, pupils have developed satisfactory mapping skills and know landmarks in the area. Their knowledge of the wider world is satisfactory and they understand that there are differences in where they live compared to other parts of the world. By the end of Year 6, pupils have a satisfactory understanding of co-ordinates and a good understanding of areas of the world that they have recently studied such as St. Lucia and the Isle of Wight. They use keys on maps in a

satisfactory manner to locate different physical features and use good terminology, such as meanders, erosion and ox-bow lakes, when describing their work on rivers. Assessment procedures are satisfactory, as are leadership and management of the subject.

## History

Provision in history is **good**.

### Main strengths and weaknesses

- The in-depth study of different eras of history enables pupils to achieve well by the time that they leave school.
- Teaching across the school helps to bring the subject to life.
- Visits and visitors impact positively on pupils' learning.

### Commentary

68. Standards at the end of Year 2 are at the expected level with some good features and all pupils achieve satisfactorily and, on occasions, well. By the end of Year 6, standards are above average with all pupils achieving well. Improvement since the last inspection has been good.
69. By the end of Year 2, pupils have a satisfactory understanding and awareness of chronology and are able to compare different times, for example the 1950s to the present day. There are times when people or events in history engender great enthusiasm in the pupils, as shown when they spoke very animatedly and knowledgeably about the life of Florence Nightingale and why she acted as she did, but they have difficulty in naming other famous people from the past. They show a better than expected understanding of different sources of historical evidence. By the end of Year 6, pupils show a good knowledge and understanding of periods studied including the Greeks, the Romans, Ancient Egypt and the Victorians. Work on the Victorians is of a high standard and pupils have very good knowledge of all aspects of Victorian life. Evidence indicates that the good standards owe much to the in-depth way in which periods of history are studied and recorded. Pupils have a good awareness of primary and secondary sources of evidence.
70. The quality of teaching and learning is generally good. Planning shows that pupils are encouraged to be historical investigators as well as being taught good amounts of historical facts. Analysis of work and discussion with pupils shows teachers work hard to bring history to life by calling on a wide range of different methods and resources. Pupils in Year 2 talk with enthusiasm about the photographs of their teacher's family at the seaside and they have used them well as a source of historical evidence. Pupils of all ages talk about visits to museums and recall what they have seen. A visit to the Victorian schoolroom at Armley improved pupils' understanding of the life of a Victorian child. Visitors to school are used to develop pupils' understanding both of relatively recent periods and those of long ago, such as the Romans. Teachers pay particular attention to ensuring that pupils access a large range of historical sources, including books and the Internet. As a result, pupils' reading and computer skills are enhanced.
71. There is satisfactory leadership and management of the subject. The co-ordinator is building a portfolio of work to illustrate different levels of attainment and has scrutinised teachers' planning. The subject is to be monitored in more depth when it is a priority area on the school development plan. The subject makes a good contribution to pupils' moral, social and cultural development. Assessment procedures are satisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Due to timetable constraints, not all subjects were inspected in depth. The following represent the inspection findings. It was not possible to judge the overall quality of provision in design and technology and in music.

72. In **design and technology**, evidence from pupils' work, teachers' planning and discussions with pupils and teachers indicate that standards are at an average level by the end of Year 2 and Year 6. Planning indicates that pupils are provided with good opportunities to work with a range of different materials and to use a variety of fixing and joining techniques. By the end of Year 2, pupils have made wind-up toys, playground rides, vehicles, puppets and have taken part in food technology activities, including making fruit drinks and biscuits. Pupils use construction kits of varying complexity to build different items, following a specific design brief. The breadth of learning activities continues in Years 3-6, and by the time that pupils leave school, they have made shoes, money containers, fairground rides, photograph frames, controllable vehicles, torches, bridges, musical instruments and many different food items. Evidence indicates that they have put their scientific knowledge to good use in making circuits. Planning indicates that key skills are taught directly and that a good emphasis is given to the designing and evaluating aspects as well as the making element. Photographic evidence shows that some finished products are of a good standard. Discussions with pupils indicate that they really enjoy the subject, that it is taught often and that they are encouraged to be creative and inventive in their work. Assessment procedures are satisfactory. Leadership and management of the subject are satisfactory.
73. In **music**, evidence from teachers' planning and discussions with pupils and teachers indicate that standards are at an average level by the end of Year 2 and Year 6, although there are a number of accomplished musicians amongst the older pupils of the school. Singing standards are at an average level by the end of Year 2 and Year 6. Year 2 pupils know the names of some musical instruments and know that different pieces of music evoke different feelings. By the end of Year 6, pupils know the names of a good range of classical composers, and have developed a satisfactory level of musical vocabulary. Pupils are given the opportunity to play a range of different instruments through tuition provided by visiting peripatetic teachers and some pupils go on to play these instruments well. The school makes good use of the musical skills of pupils in assemblies and in school performances and concerts. Planning and discussions with pupils show that over time, pupils have been provided with opportunities to compose music, perform, and put lyrics to tunes, as well as listening to music from around the world. Learning is also enhanced over time through the visits of different musical groups. Assessment procedures and leadership and management of the subject are all satisfactory.



## Art and design

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

### Main strengths and weaknesses

- Pupils' work is often of a good standard.
- Artistic skills and techniques are taught well.
- The artistic skills of a teaching assistant are put to very good use.
- Pupils are provided with a wide variety of good quality learning experiences.

### Commentary

74. Standards are above average by the end of Year 2 and Year 6 and all pupils achieve well. Improvement since the last inspection has been good.
75. By the end of Year 2, pupils have developed good observational art skills and produce finished work that is of a good standard. Pupils already have a good knowledge of the work of famous artists and produce sculptures in clay that are imaginative and of good quality. Pupils are confident at mixing colours to produce the desired impact. Pupils continue to acquire skills at a good rate in Years 3-6. Pupils produce work in the style of many famous artists but put their own stamp of originality on it. Observational art remains a strength. Pupils work well with fabrics, clay and other materials as well as working with paints, pastels, crayons and chalks. Finished products are often good and imaginative, as was evidenced during the inspection when Year 6 pupils produced stained-glass windows that were high in quality and imagination.
76. Teaching and learning are good. Pupils are consistently provided with opportunities to work with a wide range of materials and media in both two- and three-dimensional formats. Pupils are consistently encouraged to be imaginative in their work and to appraise their work and that of others. Good use is made of sketchbooks to try out new techniques. A key strength of the teaching is that artistic skills and techniques are taught in a direct and systematic manner. In a good lesson in Year 2, pupils were taught how to fix clay models to a base. The pupils listened attentively, followed instructions well and completed the task in a most satisfactory manner. In the same lesson, pupils were taught how to use tools to produce different and imaginative textures in clay, with the result that their models looked better and more creative. A teaching assistant has particular skills and expertise in the subject and the school makes very good use of these skills to improve the learning of pupils across the school. She shows high levels of enthusiasm and helps bring learning to life for many pupils who respond well by showing high levels of motivation and interest.
77. Leadership and management of the subject are satisfactory. The co-ordinator monitors teachers' planning and displays of work around the school. Teaching and learning are to be monitored in a more rigorous manner when the subject is an identified area for improvement on the school development plan. Assessment procedures are satisfactory.

## Physical education

Provision in physical education is **good**.

### Main strengths and weaknesses

- Pupils have developed good sporting skills by the time that they leave school.
- Skills to help improve pupils' performance are generally taught well.
- Pupils are provided with a wide and varied array of learning activities both within and outside of the formal curriculum.
- Teaching does not always challenge pupils enough.

### Commentary

78. Standards are at an average level by the end of Year 2 and achievement is satisfactory. Pupils make good progress, achieve well and attain above average standards by the end of Year 6. Improvement has been good since the last inspection.
79. By the end of Year 2, pupils have a satisfactory awareness of space and of the needs of others. Pupils throw and catch a ball in a satisfactory manner, but are not always accurate enough in their throws. Pupils recognise the importance of exercise in maintaining a healthy lifestyle. By the end of Year 6, pupils have developed good ball skills, good running and jumping techniques and all pupils leave school being able to swim at least 25 metres, with many pupils swimming far beyond this distance. Pupils recognise the impact that exercise has on the body.
80. Teaching and learning are satisfactory for pupils in Years 1 and 2, and good for pupils in Years 3-6. Teaching is most effective when skills are taught in a direct manner and then high expectations are set for pupils to put these skills to good use in improving their level of physical performance. In these instances, pupils respond very well and put a great deal of effort into their work. Good teaching also expects pupils to be independent in setting out equipment and in organising themselves maturely into teams with very little loss of time. Teaching is not at this level when there is not sufficient expectation for pupils to keep physically active, to put greater bursts of energy into their work or when the teacher does not gain the full attention of pupils when making relevant and important teaching points. On occasions, teachers do not wear appropriate footwear. Pupils' learning benefits from the fact that all elements of the subject are covered in depth over the course of the year and from the very good range of extracurricular sporting activities, visits of coaches from local sporting clubs and colleges and from the residential visits where pupils take part in outdoor pursuits.
81. Leadership and management of the subject are satisfactory. The co-ordinator is enthusiastic, monitors teachers' planning and provides lots of informal support and guidance for colleagues. There have been limited opportunities for the co-ordinator to directly monitor teaching, but this will happen when the subject is an identified priority area on the school development plan. Assessment procedures are satisfactory.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. The programme for personal, social and health education and citizenship is good and is making an increasingly effective impact on improving pupils' personal development. The school has developed clear guidelines and suitable resources to enrich a programme of healthy eating and healthy lifestyles. The school has been awarded a

'Healthy School Award'. Specialist input is provided by the local police and other emergency services when older pupils take part in the 'Crucial Crew' activities at Deverall Barracks. Learning about living in a multicultural society is reinforced by visiting speakers discussing race relations. Teachers and the learning mentor implement a planned programme, with an appropriate emphasis on sex and relationships education and the dangers of drug and alcohol misuse, through circle time discussions and through subjects such as science and religious education. The school involves the local nurse in aspects of sex education. Pupils think about the needs of people in the local community and in other parts of the world when they raise money for cancer relief, Martin House Hospice and the Good Shepherd Appeal. In order to further enhance pupils' social and personal development, the school has already identified the need for pupils to be more actively involved in contributing to decisions about certain aspects of school life and to setting and reviewing their own personal targets.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	2
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>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
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	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3

The leadership of other key staff	3
The effectiveness of management	3

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