

INSPECTION REPORT

**TRINITY ALL SAINTS CHURCH OF ENGLAND VA
PRIMARY SCHOOL**

Bingley

LEA area: Bradford

Unique reference number: 107338

Headteacher: Mrs E Woodthorpe

Lead inspector: Mr A Calderbank

Dates of inspection: 24 – 26 May 2004

Inspection number: 258237

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 3 to 11
Gender of pupils: Mixed
Number on roll: 133.5

School address: Church Street
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West Yorkshire
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Appropriate authority: Governing body
Name of chair of governors: Mrs P Bray

Date of previous inspection: 6 July 1998

CHARACTERISTICS OF THE SCHOOL

Trinity All Saints C of E Primary School is a new school created in 1999 when two first schools merged as part of local reorganisation. It has been through a period of disruption due to changes in leadership, staffing and building work. Pupils and staff have had to adjust to these circumstances, establish a school ethos and put in place new procedures. The school is smaller than most other primary schools with 134 boys and girls aged 3 to 11 years. Currently about 21 per cent of pupils are in receipt of free school meals which is broadly average. Twenty-seven (20%) pupils have been identified as having special educational needs (SEN), which is broadly average, and three pupils have a statement of special educational needs. These cover a range of difficulties including moderate learning difficulties and social, emotional and behavioural difficulties. Thirteen pupils (10%) come from a wide range of minority ethnic groups but none speak English as an additional language. Mobility of pupils in and out of the school other than at the normal time of admission is well above average. The socio-economic circumstances of the school and the attainment of most pupils on entry are below average. The school received a School's Achievement Award in 2002 and has gained Investors in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7979	Mr A Calderbank	Lead inspector	Mathematics Science Art and design Design and technology History Special educational needs
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2465	Mr G Yates	Team inspector	English Information and communication technology Geography Music Physical education English as an additional language
30651	Mrs M Entwistle	Team inspector	Areas of learning in the Foundation Stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Trinity All Saints C of E Primary School is an improving school which provides a satisfactory standard of education. Achievement in Years 1 and 2 is good. In Years 3 to 6, achievement in English and mathematics is generally satisfactory but it is unsatisfactory in science and information and communication technology (ICT). Standards are average in Years 1 and 2 but below average in Years 3 to 6. Teaching is satisfactory overall. The headteacher, with the support of governors ensures that the school is led and managed soundly overall. There is a good level of care. **The school provides satisfactory value for money.**

The school's main strengths and weaknesses are:

- Teaching is good in Years 1 and 2 and pupils are achieving well. However, teaching in the Year 5/6 class has some weaknesses.
- There has been good development of the Foundation Stage curriculum.
- Pupils are underachieving in science and ICT.
- Standards in writing have improved significantly but pupils are not provided with enough opportunities to write in other subjects.
- Teachers do not give pupils sufficient mathematical problems to solve so that they can apply their knowledge of numbers to real situations.
- The headteacher provides good leadership. However, curriculum leaders do not have a good enough understanding of the strengths and weaknesses in subjects other than English and mathematics.
- Assessment and the use made of the information are good in English, mathematics and the Foundation Stage but are unsatisfactory in other subjects.
- The provision for pupils' care, welfare, health and safety is good.

The school has not been inspected before.

STANDARDS ACHIEVED

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

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

In the tables above, E* refers to the lowest 5 per cent nationally. Care should be taken when interpreting the information in the tables because year groups are small and a high proportion of pupils start or leave the school at times other than usual. **Pupils achieve satisfactorily overall.** Standards on entry to the school are below average. Children in the Foundation Stage achieve soundly in most of the areas of learning and well in their personal, social and emotional development. However, a below average proportion of children are on target to reach the Early Learning Goals. In Years 1 and 2 most pupils achieve well in reading, writing and mathematics and reach average standards. Achievement in science is satisfactory, and standards are similar to those found in most schools. Inspection evidence shows that in Years

3 to 6 most pupils achieve soundly in English and mathematics but standards are below average. Achievement in science is unsatisfactory and standards are well below average. Throughout the school standards are

showing signs of improvement but there is a need to provide pupils with more opportunities to apply and use their number skills in solving mathematical problems and to engage in scientific enquiry. Standards in information and communication technology are below average by the end of Year 6 and pupils are underachieving. There is no significant difference in the performance of boys and girls. Pupils with special educational needs make satisfactory progress. The small number of pupils from minority ethnic groups achieve in line with their abilities.

The provision to develop pupils' personal qualities, including their spiritual, moral, social and cultural education is satisfactory overall. Pupils' attitudes and behaviour are satisfactory. Attendance has now improved to an overall satisfactory level in the current term. Children under five make good progress in personal, social and emotional development.

QUALITY OF EDUCATION

The quality of education provided by the school and the quality of teaching and learning are satisfactory overall. Teaching is satisfactory in the Foundation Stage. It is good in Years 1 and 2 and as a result standards and the quality of learning are improving. In Years 3 to 6, teaching is satisfactory overall. In most classes, lessons are well organised and structured. However, in the Year 5/6 class pupils are not given sufficient responsibility for their own learning and are not always managed well. As a result teaching is sometimes unsatisfactory and pupils do not make the gains in knowledge they should. Teachers do not provide pupils with sufficient opportunities to use their writing skills in other subjects. Assessment procedures and the use made of the information are good in English and mathematics but are unsatisfactory in other subjects. Teaching assistants make a good contribution to pupils' learning through the effective support they give to groups and individuals with special educational needs.

The school provides a satisfactory curriculum which meets national requirements. The enrichment provided by visits and extra-curricular activities adds to the quality of education. Provision for pupils with special educational needs is satisfactory. The school provides a good level of care for its pupils and pays appropriate attention to their welfare. There are good links with other schools. Partnership with parents and the school's links with the local community are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are satisfactory overall. The headteacher, with the support of the associate deputy provides a clear vision and is committed to improving standards and the quality of learning. She has worked hard over the past two years to guide the school through a difficult period and there is now a shared sense of purpose amongst the staff. However, the role of subject leaders in monitoring and evaluating standards and the quality of teaching and learning in subjects other than English and mathematics is unsatisfactory. Governors are supportive and have a good understanding of the areas the school needs to improve. Financial management is good and resources are used well to support pupils' learning.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally satisfied with most aspects of school life but a significant minority have concerns with regards to bullying and pupils' behaviour. They feel strongly that staff expected pupils to work hard but some would like more information about how their children are progressing. Most children like being at the school and feel they receive the help and support they need. However, a considerable number feel that sometimes other children do not behave well.

IMPROVEMENTS NEEDED

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

- Improve the quality of teaching and learning in the Year 5/6 class.
- Take appropriate steps to improve standards in science and ICT by the end of Year 6.
- Provide more appropriate opportunities for pupils to apply and use mathematics to solve problems and to extend their writing in other subjects.
- Put in place effective and manageable assessment procedures in subjects other than English and mathematics and use the information to improve standards.
- Improve the work of subject leaders in areas other than English and mathematics so that they can play a significant role in raising standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall achievement is satisfactory. Achievement is sound in the Foundation Stage and in Years 3 to 6. However, standards are rising and in Years 1 and 2 achievement is now good and pupils' attainment is average. By the end of Year 6, standards are below average in English, mathematics and information and communication technology (ICT) and well below in science. During the inspection, no significant differences between the performance of different groups of pupils were noted.

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2 and are attaining average standards in reading, writing, mathematics and science.
- Standards and pupils' achievements in science and ICT are not high enough by the end of Year 6.
- Older pupils are not provided with sufficient opportunities to use their writing and ICT skills in other subjects.
- Children in the Foundation Stage achieve well in the development of their personal, social and emotional development.

Commentary

1. When children start in the nursery class their skills and knowledge in most areas of learning are below those typical for their age. During their time in the nursery and reception classes children achieve satisfactorily overall in communication, language and literacy and mathematical development. They achieve well in the development of their personal, social and emotional development. However, by the end of their year in the reception class, most children will not meet the standards set out in the Early Learning Goals for the six areas of learning.

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

Standards in:	School results	National results
Reading	14.5 (14.7)	15.7 (15.8)
Writing	13.9 (13.4)	14.6 (14.4)
Mathematics	15.2 (14.6)	16.3 (16.5)

There were 19 pupils in the year group. Figures in brackets are for the previous year

2. In the 2003 National Curriculum tests and assessments taken at the end of Year 2, pupils' attainment was well below the national average in reading and mathematics. Standards in writing were below average. When compared to similar schools, attainment was below average in reading and mathematics but average in writing. The trend in the school's results over the previous five years has been broadly in line with the national trend. Teacher assessments in science indicated that standards were well below average overall.

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3. Care should be taken when interpreting the information in the tables for standards in national tests at the end of Years 2 and 6 because year groups are small and a high proportion of pupils start or leave the school at times other than usual.

4. Inspection evidence shows that pupils' achievement, which is based on their capabilities and the progress they make, is now good in Years 1 and 2 in English and mathematics. Standards are rising as a result of the action taken by the school and the Local Education Authority (LEA) to improve teaching and the quality of learning. During the past twelve months the school has made considerable progress in terms of developing its planning and assessment systems especially in English and mathematics. In addition the teaching of the national plans to raise standards in literacy and numeracy have been tightened up significantly.
5. Inspection findings show that pupils' attainment against national standards in speaking and listening, reading, writing and mathematics are now similar to those found in most schools by the end of Year 2. Standards in science are better than the teachers' assessments would indicate and are broadly average.
6. Good improvements have been made in the provision for ICT resulting in standards that are similar to those found in most schools. Pupils' attainment in art and design and history are average. There was insufficient evidence to make a firm judgement about standards in other subjects.

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

Standards in:	School results	National results
English	24.3 (27.7)	26.8 (27.0)
Mathematics	25.3 (27.7)	26.8 (26.7)
Science	24.3 (27.7)	28.6 (28.3)

There were 19 pupils in the year group. Figures in brackets are for the previous year

7. In the 2003 national tests, pupils in Year 6 achieved well below average standards in English and mathematics. When the results are compared with those achieved by the same pupils at the end of Year 2, they show that the progress made by the pupils was below average in English but average in mathematics and very low in science. The school did not achieve the targets it set for pupils' attainment in English but attained them in mathematics. This is a new school and there is not yet sufficient data to build up a trend line of its test results in English, mathematics and science in order to make comparisons with the national trend.
8. Though standards in English and mathematics are below average, school records show that the pupils who have been with the school since starting in the nursery have made sound progress and are achieving satisfactorily in these subjects. In addition, a scrutiny of work and information from lesson observations and from discussions held with pupils indicates that standards are getting better. This is because the school has received additional help from the LEA and most weaknesses in teaching have been addressed. However, there is a need to provide pupils with more opportunities to apply and use their number skills in solving mathematical problems and to use their writing skills in other subjects such as history and geography.
9. Standards have been low for some time in science. In 2003, National Curriculum test results in science were well below those found in most schools and in the bottom five per cent in the country. Very few pupils achieved the higher level (Level 5) and the percentage of pupils attaining the expected level for their age (Level 4) was well below the national average. Comparison with similar schools indicates that pupils are

underachieving in this subject. Inspection evidence supports this and shows that pupils are not provided with sufficient opportunities to engage in scientific enquiry in order to deepen their knowledge and understanding.

10. Standards in ICT are below average by the end of Year 6 and pupils are underachieving. Pupils in the Year 5/6 class do not make sufficient use of and apply their ICT skills in other subjects. This is not so in the rest of the school where teachers make good use of ICT across the curriculum.
11. It was not possible to make an overall judgement about standards in design and technology, history, geography and physical education. Pupils' attainment in art and design is similar to that found in most other schools. Religious education and the quality of collective worship were subject to a separate diocesan inspection.
12. Girls and boys have the same access to all aspects of the curriculum with no noticeable differences in the standards achieved during the inspection. Teachers have identified a small number of boys who are not well motivated and do not perform as well as girls in national tests. Effective action has been taken and the performance of boys is being addressed through individual target setting and the provision of appropriate reading material. As a result during the inspection there was no noticeable difference in the performance of boys and girls.
13. Teachers ensure that all pupils, including those from ethnic minority groups, participate fully in all activities and achieve satisfactorily. Pupils with special educational needs make sound progress and are suitably challenged. The school keeps a record of gifted or talented pupils and ensures they receive appropriate work.

Pupils' attitudes, values and other personal qualities

The attitudes and behaviour of pupils are satisfactory. There has been an improvement in attendance and punctuality in the current term and these are now satisfactory. Pupils' spiritual, moral, social and cultural development is satisfactory overall.

Main strengths and weaknesses

- The school's actions to improve attendance are now having a positive effect.
- The school promotes good relationships and racial harmony well.
- The behaviour of a minority of pupils is unsatisfactory.

Commentary

14. The behaviour of most pupils in lessons is satisfactory and in some, it is good. For example, the majority of pupils in the Year 4/5 class achieved well during the football training run by an external coach. This was due to the way they listened well to instructions and carried them out in a friendly and competitive spirit. Occasionally, some pupils let their teachers down by behaving inappropriately and by trying to disrupt lessons. When lessons lack pace and challenge or when pupils are not actively engaged in the learning, behaviour deteriorates. A few parents expressed concerns about bullying but pupils confirm that the school would take any incidents seriously and deal with them appropriately.
15. In the Foundation Stage, good attention is given to the provision for children's personal, social and emotional development. Children learn to sit quietly when appropriate and know the classroom routines. They take turns and tidy up after activities.
16. The attitudes of pupils to school and to their learning are satisfactory. Almost all parents say their children like school and are helped to be mature and responsible. There was

unanimous agreement from parents that the school expects their children to work hard. Pupils are beginning to have a voice in school through the school council and their suggestions are taken seriously. Pupils with special educational needs have satisfactory attitudes to school and are given every encouragement to achieve the targets in their individual education plans.

The school celebrates good work and effort in achievement assemblies and the house points system supports learning and rewards effort. Staff work hard to raise the self-confidence and self-esteem of the children on entry to school.

17. The provision for pupils' spiritual, moral, social and cultural development is satisfactory. In the poetry seen on display, pupils are not afraid to express their thoughts and feelings, and assemblies provide opportunities to reflect on moral and social issues. In a music lesson for the Year 2/3 class, the pupils listened attentively to Beethoven's Sixth Symphony and, as a result, they were able to articulate the range of emotions that the music evoked.

18. Relationships are mainly good and pupils are given good opportunities to work in pairs and in groups. Pupils visit museums and other places of interest and the school has welcomed visitors from faiths other than Christian. Collections for a range of charities are giving pupils an insight into the lives of others who may be less fortunate. Families who have sought refuge in this country have been warmly welcomed in school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.9
National data	5.4

Unauthorised absence	
School data	2.3
National data	0.4

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

19. Attendance was below the national average last year. This was due to the intermittent and poor attendance of children from asylum seeker and traveller families. With the support of the education welfare service, attendance has now improved to an overall satisfactory level in the current term.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
96	1	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. Teaching and learning are sound overall. The curriculum and the care and welfare, support and advice given to pupils with special educational needs are satisfactory. Links with other schools and colleges are good.

Teaching and learning

The overall quality of teaching and learning is satisfactory overall. Assessment procedures are unsatisfactory overall but are good in English and mathematics.

Main strengths and weaknesses

- Teaching is good in Years 1 and 2 but there are weaknesses in the Year 5/6 class.
- Teachers do not provide pupils with enough opportunities to use their writing skills in other subjects or to solve mathematical problems.
- In most classes teaching is well organised and structured.
- Other than in English and mathematics there is no whole-school approach to assessment and how the information is used. Marking is inconsistent.
- Classroom assistants are effective in supporting pupils' learning.
- The quality of the relationships between pupils and staff is good and gives pupils confidence and increases their self-esteem.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	9	14	2	0	0

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

20. The quality of teaching in the Foundation Stage is satisfactory overall. Children achieve well in their personal, social and emotional development because the teachers provide good opportunities for the children to learn independence and consideration for others. Teaching is good in Years 1 and 2 and satisfactory overall in the rest of the school.
21. The care for pupils shown by all members of staff provides a positive environment for learning and the majority of pupils respond well to this. Most lessons are usually prepared to a satisfactory standard and are interesting. Consequently, learning is satisfactory and sometimes good or better.
22. In nearly all lessons, and particularly those for literacy and numeracy, teachers provide clear introductions that outline what is to be taught and learnt during the lesson. During this part of the lesson most pupils sit quietly and listen attentively and show an eagerness to extend their knowledge and understanding. Most teachers manage pupils' behaviour well and ensure a good climate for learning. As a result, the majority of pupils are able to work on tasks independently or collaboratively. For example, in the Year 4/5 class pupils thought up their own questions, with little teacher prompting, to ask a child pretending to be Tom Sawyer. Sometimes pupils act immaturely and disrupt the pace of the lesson.

Most teachers deal firmly with these situations in accordance with school policy and they rarely get out of hand. However, in the Year 5/6 class pupils are not always managed effectively. They are sometimes allowed to shout out answers and do not achieve as well as they should.

23. The means of assessing pupils' achievements are good in English and mathematics. Data based on prior attainment demonstrates that, in these subjects, pupils are making satisfactory progress during their time at school. However, there is no whole school approach to the assessment and recording of pupils' progress in the other subjects and as a result assessment procedures are unsatisfactory overall. Teachers do not have sufficient information in order to identify strengths and weaknesses in these subjects and to set targets for individuals and groups in order to raise standards. This is not the case in English where the quality of writing, especially that produced by boys, has improved significantly because of the good use of assessment information.
24. Most teachers conscientiously follow the content of the national frameworks for literacy and numeracy and their planning is effective. Reading skills are taught thoroughly and pupils write for different purposes. However, opportunities are missed for pupils to use and develop their writing skills in other subjects. Basic number facts are taught satisfactorily and lessons usually begin with pacy mental activities which pupils enjoy but teachers do not provide pupils with enough opportunities to solve mathematical problems. In the Year 5/6 class, pupils are not allowed to take responsibility for their own learning and sometimes planning focuses on what pupils will be doing in the lesson rather than the learning outcomes for different groups of pupils. During the week of the inspection, teaching in science was sound overall. In most lessons pupils made satisfactory progress but there is little evidence of them planning, carrying out and evaluating their own investigations. Teaching was unsatisfactory when pupils struggled to complete an activity and little learning took place.
25. The school has made very good use of a visiting teacher to improve teachers' confidence in teaching ICT. Most teachers are beginning to incorporate the subject well into their teaching. However, the lack of suitable classroom based equipment limits pupils' progress. Also, older pupils are not provided with enough opportunities to use their ICT skills in other subjects.
26. Staffing levels are satisfactory and in most lessons this enables pupils to have regular contact with an adult. Teaching assistants offer good support when pupils are working on set tasks through further explanation, enabling good individual learning to take place.
27. Pupils with special educational needs are well integrated into classes. Sometimes pupils are withdrawn for additional help. This support is effective in helping them improve their language skills because it tackles the specific needs of the pupils and is offered in a lively and engaging manner.
28. There is variation in the quality of the feedback pupils receive from their teachers in writing. While some written comments are constructive, others are too brief and do not give pupils any indication of how they might improve their work.

The curriculum

The school provides a satisfactory curriculum for its pupils. A satisfactory range of visits and extra-curricular activities add to the quality of education.

Main strengths and weaknesses

- The school takes action to ensure that all its pupils can be fully included in the curriculum.

- Improved curriculum planning, especially in English and mathematics, is leading to better standards in these subjects.
- There has been good improvement in the provision for children in the Foundation Stage but there is no well equipped outdoor play area.
- Computers within classes are out-dated.
- The school provides well for the social and emotional aspects of transition to the next stages of education.

Commentary

29. The school has made a number of significant improvements in its curriculum planning and teaching in recent months. This has led to better progression in learning.
30. The quality of education provided for children in the Foundation Stage is satisfactory. The curriculum addresses all the areas of learning and prepares children soundly for the National Curriculum. Appropriate emphasis is placed on the teaching of basic skills of reading, writing and mathematics.
31. Teachers in Years 1 to 6 follow the national frameworks for literacy and numeracy conscientiously. The school has in place a fully comprehensive personal, social, health, and citizenship education (PSHCE) programme, and a clear policy for sex and relationships and drugs education. Pupils in Years 3 to 6 receive a timetabled lesson in PSHCE weekly. For younger pupils, this subject is taught through other subjects and circle time (a time when pupils sit in a circle and discuss issues in a safe and supportive environment).
32. The school pays good attention to ensuring that all groups of pupils can benefit fully from their time at the school. For example, teachers noted that a small number of boys were not well motivated, and that more generally, boys were not performing as well as girls in national tests. Effective action has been taken from this self-evaluation. Staff training has led to good decisions about raising boys' self-esteem and making learning more active and focussed in order to cater for individual learning styles.
33. Provision for pupils with special educational needs is satisfactory overall. They are supported well by the learning support assistants and make sound progress towards achieving their objectives. The curriculum provides appropriately for equality of access and opportunity for all pupils including those from minority ethnic groups.
34. Procedures for induction into school and for transition to the next stages of schooling are good. Before starting school in either the nursery or the reception class, the children are visited at home, and full attendance is gently phased in. There are sensitive procedures for transition to Year 1 that involve parents as well as the pupils. For example, parents are invited to meet their child's new teacher before the start of the school year. At Year 6, pupils become familiar with the local secondary school setting through curriculum visits throughout the year. They are supported additionally through PSHCE lessons and a Farewell and Welcome Pack that helps them to deal with issues and concerns such as bullying and having different teachers for different subjects.
35. The school provides satisfactory opportunities for curriculum enrichment and for learning outside of the school day. Pupils' learning is supported soundly by a range of visits to places of interest such as Eden Camp and Myrtle Park and by a number of visitors to school including grandparents, which successfully extend pupils' knowledge of the wider world. Many pupils attend after-school clubs that include musical and artistic activities and gain much from the activities. Residential visits develop additional skills as well as contributing to the older pupils' personal and social development.
36. The school works closely with the two local church communities with which it is linked. It uses the church building both as additional accommodation at times and also as a valuable resource. Pupils take part in local events, competitions and fund-raising projects that make a good contribution to the pupils' spiritual, moral, social and cultural development. The school takes seriously the need to prepare its pupils for life in a multi-racial, multi-cultural society and approaches this through its programme of visits and visitors and through links to other subjects.

37. The school's accommodation is good overall, although as yet the lack of a dedicated, secure and well equipped outdoor area for the Foundation Stage is a weakness which adversely affects what can be achieved in the children's physical development. Resources are satisfactory overall but there are weaknesses. Some of the apparatus and resource material in the nursery and reception classes is worn and out-dated; the computers within classes are out-dated; and there is insufficient PE equipment for younger pupils. The library is badly positioned in a remote part of the school.
38. The number of staff for the size of the school is satisfactory and there is an appropriate match of teachers to the demands of the curriculum. An adequate amount of support staff, are deployed well in class. They make a significant contribution to pupils' learning.

Care, guidance and support

The school makes good provision for pupils' care, welfare and health and safety. Adults in school provide satisfactory academic support and guidance based on monitoring. The school makes satisfactory efforts to involve pupils in its work and development.

Main strengths and weaknesses

- The procedures for health and safety and risk assessment are good.
- Effective procedures are in place for child protection.
- The school has developed good links with outside agencies.
- Induction arrangements for pupils are good.
- Pupils have a good and trusting relationship with adults in the school.
- Some targets on pupils' individual educational plans are not specific enough.

Commentary

39. The school achieves its aim of providing a safe and secure environment in which pupils can grow and flourish.
40. The care and welfare of pupils has a high priority in the school. There is a co-ordinated approach to care and welfare with regular meetings between teachers, support staff and lunchtime supervisors. Good provision is made for pupils who may have specific or personal medical needs and as a result, pupils feel safe and secure. Child protection procedures are good and follow local authority guidelines. The two designated teachers share their expertise with staff and there is a clear set of guidelines for all adults to follow.
41. Regular risk assessments of the site are conducted by the caretaker, the headteacher, teachers and the health and safety committee of the governing body. This ensures that pupils work and play in a safe environment. There is a member of staff fully qualified to administer first aid and all staff have received emergency first aid training. Personal safety, sex and drugs education are features of the personal and social education programme which is giving pupils the skills and knowledge to make decisions which affect their lives in and out of school.
42. Relationships in the school are good and pupils confirm that teachers care about them and there is someone they can turn to if they have a problem. There is satisfactory provision of support and guidance based on monitoring. Pupils with special educational needs are provided with individual educational plans when it is appropriate but the targets set are sometimes too general and not specific enough. There is good provision

for getting to know children before they begin school and for settling them into everyday routines. Older pupils support younger ones in the playground and are very willing to accept responsibilities around the school. Pupils make their views known through the school council and this has started to have an impact on school developments. For example, it was their idea to have electric hand dryers installed in the toilets.

Partnership with parents, other schools and the community

Parents are supportive of the school and of their children's learning. There are good links with other schools and colleges and sound links with parents and with the local community.

Main strengths and weaknesses

- Arrangements for the transfer of pupils to high schools are good.
- The links with other schools and colleges are good and enhance pupils' learning.
- The Parents Teacher Friends Association (PTFA) is active in raising funds for the school.
- The school is now making good attempts to involve parents in children's learning.
- Parents do not get enough, regular information on the progress their children are making.

Commentary

43. The school provides a good range of general information for parents. However, a significant number of parents do not feel they get enough information about the progress their children are making. Inspectors agree with their complaint. There is a long gap between the autumn and summer consultation evenings and this means that parents are not provided with regular and up-to-date information on the progress of their children. The school recognises this and intends to rectify the situation. Parents have been given a list of the curriculum topics their children are following so that they can offer support. The prospectus is in parent-friendly language and the annual written reports to parents on pupils' progress are satisfactory. Though the reports tell parents what their children have achieved, they do not explain what they need to do to improve.
44. The school operates an open-door policy but not all parents take advantage of this and consultation evenings are not well attended. Workshops have been provided on a range of curriculum subjects for example, the literacy evening during the spring term but these are not well supported. The school sought parents' views through a questionnaire and is currently looking at new ways to involve them in their children's learning. There are close links with Holy Trinity church and pupils attend a weekly assembly there. A local building society provides reading partners for children who need extra help and the school feels these children benefit greatly from the support. There is good care provided by the before and after school club and the school links well with the local toddlers' group. Visits out of school and visitors into school enrich the lives of the pupils. The PTFA is an active group which raises substantial sums of money for the school as well as providing a range of social activities.
45. There are good links with other schools and colleges. The two high schools provide tuition for primary pupils in ICT, science, swimming and drama. There are visits from representatives of the high schools which ease the transfer of Year 6 pupils. The school welcomes students from colleges for work experience placements and trainee teachers spend time in the school. The LEA has provided good support to the school as seen in the reviews of visits made to the school. All these good links enable pupils to grow and develop as good citizens of the future.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The leadership of the headteacher is good. The governance of the school is satisfactory overall.

Main strengths and weaknesses

- The headteacher has a clear vision of how she wants the school to improve and has taken decisive action in order to achieve it.
- Pupils are valued as individuals and very good attention is paid to their needs.
- The role of subject leaders in raising standards is underdeveloped other than in English and mathematics.

Commentary

46. Since her appointment the headteacher, without the support of a permanent deputy, has worked hard to improve all aspects of school life. Her decision to bring in the support of the LEA to speed up the rate of change has ensured that the school is now in an improving situation and provides a satisfactory standard of education. The new initiatives put in place to raise standards are developing well. For example, the quality of pupils' writing has been enhanced greatly and standards in mathematics have risen. Inspection evidence demonstrates that the temporary appointment of an 'associate deputy headteacher' is effective in providing support for the headteacher.
47. The headteacher is determined to ensure that her vision for the school is carried out. A strength of the school is the way all pupils are fully involved in every aspect of school life and that racial harmony is promoted positively. A weakness is that subject leaders do not have a clear oversight of their subjects and need training to undertake effective monitoring and evaluation of standards, teaching and learning in order to make improvements. The school has recognised this as an area for development.
48. The school's procedures for self-evaluation and the taking of appropriate action are satisfactory. For example, steps have been taken to improve the performance of boys. However, in subjects other than English and mathematics, there is no effective whole-school approach to assessment and the use made of the information in order to identify strengths and weaknesses and to set targets for groups and individuals.
49. The school development plan provides a well-structured framework for action. Current priorities are relevant and include most of the issues identified in this report such as improving standards in science. Teaching is monitored regularly and staff receive constructive feedback which includes targets for improvement. The school's performance against schools nationally and against similar schools is checked carefully. However, with the above average turnover of pupils, small numbers in some age groups and the above average number of pupils with special educational needs, comparisons with national standards and prior attainment need treating with care.
50. Governors play a satisfactory part in the running of the school, but their reluctance, until recently, to appoint a permanent deputy headteacher has added significantly to the headteacher's workload. An appropriate committee structure has been established and governors are made aware of the school's strengths and weaknesses from the regular reports that they receive from the headteacher. The governing body has had to deal with budget constraints and ensures that it obtains value for money on services and goods.
51. The arrangements for the identification and support of pupils with special educational needs are satisfactory. Pupils are identified at an early stage and teachers take careful account of the targets included in the individual educational plans. The contribution made by classroom support assistants is a particular strength of the provision. A high number of boys have behavioural problems and support staff do their utmost to defuse difficult situations.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	460,130	Balance from previous year	48,201

Total expenditure	471,528
Expenditure per pupil	3,252

Balance carried forward to the next	36,803
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52. The school's bursar helps to ensure that the school runs smoothly on a day-to-day basis. Financial planning and control are efficient. The school has not had an audit report. The governors' finance committee keeps a close eye on spending. The school has a carry-forward amount of around 8 per cent of the budget. This money is being kept in reserve to fund the appointment of a deputy headteacher and to pay for improvements to the outside play area for children in the Foundation Stage. The governors are aware that the financial implications of appointing a deputy will need to be closely monitored in future years.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Inspectors concentrated on provision in communication, language and literacy and personal, social and emotional and mathematical development. Other aspects were sampled.

Provision for the Foundation Stage is **satisfactory** with good features.

Main strengths and weaknesses

- The school has been successful in combining the nursery and reception groups into a single, smoothly run Foundation Stage unit.
- Teachers plan well for a wide range of activities in accordance with the statutory guidance for the Foundation Stage.
- Teaching assistant intervention in children's learning does not always promote the effective development of language skills.
- Teachers keep good records of the children's achievements and know their needs well.
- The unit does not have a fully-equipped and dedicated space for playing and learning in the outdoors.
- Recent improvements in provision need to become more firmly embedded, and future training needs identified and met for all the teaching team.

Commentary

53. The school responded well to the challenge of organising a Foundation Stage unit that meets the needs of a class of children of nursery as well as reception class age. Improvement to provision has been a focus for school action during this year, and there is evidence that staff have worked hard and successfully to meet the requirements of the now statutory early years curriculum. Nursery age children attend on a part-time basis, either in the morning or the afternoon and have access to the same accommodation, resources and teaching team as the reception children. This has good benefits for the children's learning but also presents an on-going challenge because of the range of ages and levels of confidence and competence across both age groups. The children are taught by two qualified teachers who share the post on a part-time basis; a qualified nursery nurse and teaching assistant complete the team. They work well together although constraints are posed by the design of the indoor space and awkward access to the play area. This makes it difficult to achieve a sufficiently high level of skilled adult intervention in the children's learning at all times. However, the school has good plans afoot to re-design and improve the outdoor area.
54. Many children enter school less well prepared than average for learning to read, write and use numbers, and poorly prepared to work alongside others. They achieve satisfactorily overall in communication, language and literacy and mathematical development. Achievement in personal, social and emotional development is good. Overall, a below average proportion of children will reach the Early Learning Goals in all the areas of learning, although this varies from year to year.
55. The leadership and management of the Foundation Stage are satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because the teachers provide good opportunities for children to learn independence and be considerate of each other.
- Teachers and assistants make good quality assessments of the children's needs and use these to plan accurately for the next steps in their learning.
- Children with special educational need are quickly identified and given good support in helping them to behave appropriately.
- At times, the distracting behaviour of a very few children slows down the learning of the rest of the group.

Commentary

56. The children achieve well, given their limited range of social skills when they start school. This is because the teaching is good. However, most children will not meet the expected standards by the time they enter Year 1. Nursery children learn to sit quietly when appropriate, know the classroom routines such as the teacher's signal for attention, and understand the routines for moving between the indoor and outdoor spaces safely, for instance. They all know their 'jobs' when tidying up, although some still need adult advice and reminders to do their tasks successfully. They are confident to approach other adults to explain their activities, and enjoy good, cheerful relationships with their teachers and teaching assistants. They learn to concentrate well when their interest is caught. For instance, a group of boys worked tirelessly with building blocks to successfully create a house, and reception pupils listened most attentively in story time. During a circle time session, the use of a puppet captivated the children, and helped them to take turns and listen to each other without interrupting. In more formal situations, the older children sometimes show that they still have some difficulty in maintaining full attention, particularly if the instructional input is a little too long, or not made exciting enough.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Children achieve soundly in the early stages of learning to read because of steady teaching of the link between letters and sounds.
- Higher attainers could be challenged more.
- Support staff do not always sufficiently promote children's language development.
- There are missed opportunities for developing the children's writing alongside other activities.
- The visual environment of the classroom does not have enough bright, stimulating examples of print in everyday use, or displays to encourage knowledge of stories and rhymes.
- The teaching team works hard to develop the children's speaking and listening skills through a good range of activities.

Commentary

57. Teaching is satisfactory overall. Most children achieve satisfactorily, but because of the generally low starting point, many do not reach the Early Learning Goals in this area. Whilst the higher attaining pupils reach the expected goals, they could be challenged to do even better to gain a stronger start to their work in Year 1. The teaching team are conscious of the need to improve the children's speaking skills and do this well through imaginative play and small group discussion. Even the youngest children felt able to say what makes them happy, during circle time, and a variety of role play areas such as the architect's office extend

vocabulary and fluency. Sometimes, classroom assistants are not skilled enough at promoting the children's language development, and this is an area for staff to share their expertise and techniques. The systematic teaching of the link between letters and sounds helps the children to make regular progress with their reading and spelling. For example, a group of average early readers learned to read and to write correctly, three letter words ending in the 'un' sound. The average and higher achieving children are working at broadly the expected level in the nationally recommended phonic programme. They enjoy listening to stories and rhymes, but the environment of the unit does not do enough to foster this enthusiasm through displays, labels and examples of environmental print. There are also lost opportunities to encourage children to write alongside other activities such as baking or construction activities. Examination of the children's writing shows that whilst the higher attaining children are able to form simple sentences independently, few other children are likely to achieve this goal. Many have a poor pencil grip and form their letters awkwardly, so that they will find it difficult to join letters at a later stage.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- The teachers plan a range of practical activities as well as focused teaching sessions, so that children have a firm foundation for their understanding of number.
- Higher attaining pupils achieve well, and are secure with the early learning goals.
- There are some missed opportunities to promote an understanding of number in all areas of learning.

Commentary

58. Though children achieve soundly most will not meet the expected standard. The higher attaining pupils achieve very well, and reach the early learning goals comfortably, understanding numbers to ten and beyond. Other children are secure at numbers 1 to 5, but less so with higher numbers. It was possible to observe only part of one direct teaching session, but a survey of the teachers' planning, scrutiny of the children's work and of the areas of experience set out in classrooms indicate that the teaching is satisfactory. In the well-planned session observed, the teacher used resources such as number fans, sorting boards in the shape of a boat, and a puppet who misread numbers, to involve the children and make the learning meaningful. In this lesson, the children were consolidating their recognition of number and counting skills. The teachers plan for mathematical learning alongside other activities such when using measures in cooking, or skipping a set number of times. Other opportunities are lost when an adult may not be present; for instance, the rolling programme of snack time makes it more difficult for teachers and assistants to introduce counting or the language of numbers into the experience.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, PHYSICAL AND CREATIVE DEVELOPMENT

59. It is not possible to make separate judgements on provision in these areas, because of the limited time available to observe teaching and learning during the inspection. Sampling of the children's work on display and in folders, examination of teacher assessments, planning documents and activities provided during the inspection show that the curriculum is firmly in place and well suited to the children's needs.
60. The children make satisfactory gains in their **knowledge and understanding of the world**. This was particularly evident during the inspection in the aspects of designing and making and information and communication technology. Because the teachers ensure that the computers

are well used, and note down success and difficulties that the pupil have, they make good progress in carrying out simple functions on the computer. Likewise, because of good use of space and ease of accessibility for the children, full use is made of the range of construction kits and building materials. They explore different techniques of joining materials together, and because they are given free access to a range of materials, learn to select tools and make joins between the materials that they are using. Because the teachers do not over-direct the children, they have time to explore materials and objects for themselves. This feature also characterises the learning in aspects of **creative development**. Adults are ready to help and advise, but children have good chances to try out the effects of colour, shape or texture for themselves. In a satisfactory music lesson, pupils showed that they were achieving an acceptable standard in matching movement to music as they jumped over imaginary puddles in the hall.

61. The school is working very hard to overcome present barriers to the children's full **physical development**. At present, the children cannot have continuous, free access to the outside play area, as access to this via a main door has to be directly supervised. The play space is not equipped with apparatus for climbing, rolling or balancing, and the surface is hard asphalt. However, the school has good plans to improve this in the very near future. In the meantime, staff make commendable efforts to enrich the outdoor provision by setting up a variety of activities such as a very large scale construction made with crates and boxes and areas for imaginative play. The teachers know what they wish to achieve, and a good feature of the 'playground project' is the involvement of the children themselves.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory overall**.

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2 because of good teaching and as a result standards are rising.
- There are weaknesses in the teaching of pupils in the Year 5/6 class.
- Most teachers provide pupils with good opportunities to write for different purposes and audiences. However, writing is not used well in other subjects.
- The co-ordinator has ensured that standards are beginning to rise with good assessment procedures now in place.
- Teachers' marking leads to improvements in most classes. However, work is not always presented well in the Year 2/3 class.
- The library is remote from the rest of the school and not used sufficiently for research purposes.

Commentary

62. The school has worked hard and successfully to improve standards in the subject throughout the school. As a result standards by the end of Year 2 are now broadly in line with those found in most schools in speaking and listening, reading and writing demonstrating a considerable improvement on the previous year's results. The main reasons for this improvement are the heightened emphasis given to the subject and the support provided by the LEA to tighten up on the teaching of the National Literacy Strategy. In addition the school has focused on the development of pupils' writing skills and this has led to significant improvements in the quality and range of writing throughout

the school. Another factor in the improvements made is the good use made of classroom assistants in providing additional support to pupils in order to develop their literacy skills. As a result pupils in Years 1 and 2

are making good progress and achieving well when you take into account their below average skills on starting school. However, in the Year 5/6 class, pupils are not given sufficient responsibility for their own learning and are not always managed well. As a result teaching is sometimes unsatisfactory and pupils do not make the gains in knowledge they should.

63. By the end of Year 6 standards in reading and speaking and listening are broadly average but writing standards are below average. Achievement is satisfactory overall. Throughout the school there is no longer any major gender difference in the standards achieved because the school's good use of assessment information has helped to eliminate them. Pupils with special educational needs are given appropriate support and make the same progress as the rest of the class.
64. The quality of teaching and learning is good overall but ranges from very good to unsatisfactory. It is good in Years 1 and 2 and satisfactory overall in Years 3 to 6. In good lessons, teachers use a wide range of questions to extend pupils' thoughtful answers and develop the discussion further. For example, in a very good lesson in the Year 2/3 class pupils picked up the idea of onomatopoeia very well and bombarded the teacher with very good examples of how this aspect of literacy might be used such as '*The plop of a raindrop when it hits the ground*' and '*The crunch of cornflakes in my bowl*'. In a Year 4/5 class pupils of all attainment levels made very good use of their speaking and listening skills in interrogating a child in a role play situation acting as Tom Sawyer, about his actions. The classroom assistant ensured that a pupil with special needs took a major part in the lesson by prompting him well to ask questions. Where teaching is unsatisfactory pupils are not challenged well enough and higher attaining pupils are not always motivated to produce their best work. Too much teacher talk restricts pupils' progress.
65. Standards in reading are similar to those found in most schools by the end of Years 2 and 6. However, taking into account pupils' well below average skills when starting school, they are achieving well overall. Most pupils have good attitudes towards reading and enjoy books. In Years 1 and 2, they use their knowledge of sounds and word building techniques well and confidently to help them make sense of unfamiliar new words. The home/school reading diary is used satisfactorily to record when pupils have read, but comments are rarely diagnostic. In Year 6, pupils read with increasing expression, make good progress and achieve well. However, most are unable to express a preference for a particular author and explain why they prefer a certain kind of story. Pupils understand how to use the index and contents page to find information quickly. They can find books in the library but the lack of a Dewey classification system does not help higher attainers to prepare well for finding books in public libraries.
66. Standards of attainment in writing have improved throughout the school and are now average in Year 2 but despite recent improvement remain below average in Year 6. One of the key improvements is in the quality of teacher's marking with pupils being given clear pointers for improvement. Much of this good work has been as a result of the effective support given to the school by the LEA. The actual breadth of content is satisfactory but pupils' vocabulary is limited. Pupils are given good opportunities to write for different purposes in English lessons. For example, a pupil from the Year 2/3 class in a written character description described a wizard as '*an evil and selfish man*'. However, work is not always well presented in this class. Most pupils have a satisfactory understanding of basic punctuation. For example, in writing about the school community

one pupil wrote, ' *Our teachers are kind in every way and always look after us.*' In Year 6, pupils make sound use of the knowledge gained studying texts during the Literacy Hour to improve the quality of their own work. For example, good quality writing based on a Rudyard Kipling poem contained the line, ' *A hasty and irate discussion took place.*'

67. The co-ordinator leads the subject well and has brought about recent improvements to provision and the quality of learning. Good assessment procedures are in place. Resources are satisfactory overall. However, the library is in a remote part of the school and at the farthest point possible from the Year 5/6 class. Some of the reference books are out of date and there is little evidence that the library is used effectively to develop pupils' referencing skills.

Language and literacy across the curriculum

68. Opportunities are missed for pupils to develop their literacy skills across the curriculum and this aspect is unsatisfactory. For example, older pupils are sometimes asked to copy out texts rather than write accounts in their own words. Pupils enjoy looking for information in history using the Internet, and they word process some of their work. However, a survey of written work in other subjects shows that pupils are provided with insufficient opportunities to develop their writing skills and the use of worksheets that require only one word answers inhibits progress.

MATHEMATICS

Provision in mathematics is **satisfactory overall**.

Main strengths and weaknesses

- Though pupils' achievements are satisfactory overall, standards by the end of Year 6 are below average.
- Standards are improving and pupils in Years 1 and 2 are achieving well.
- Teachers do not provide pupils with enough opportunities to solve mathematical problems.
- Good procedures are in place to assess what pupils know, understand and can do.

Commentary

69. Pupils are achieving soundly in Years 3 to 6 even though attainment is below average by the end of Year 6. There has recently been a full programme of staff training and the school has tightened up on its delivery of the National Numeracy Strategy. As a result standards are improving throughout the school. Pupils are now achieving well in Years 1 and 2 and attainment is similar to that found in most schools. Inspection evidence demonstrates that there is no significant difference in achievement between groups of pupils. Care should be taken when interpreting the school's test results because class sizes are small and a high proportion of pupils start or leave the school at times other than usual.
70. In Year 2 pupils use their number knowledge with confidence. A very good feature of one lesson was the way the teacher used questioning well to ensure that all pupils were challenged. For example, she asked one higher attainer, "Tell me what 900 lots of 3 are?" Discussions held with pupils from Year 2 showed that they had a good knowledge of the properties of different shapes such as a pentagon and were familiar with fractions. In Year 6, pupils are able to find the area and perimeter of simple rectangular shapes. Though they understand the relationship between fractions, decimals and percentages, Year 6 pupils are less confident when it comes to applying their knowledge to mathematical problems. For example, they found it difficult to work out how much they would pay for an electrical item reduced by 10 per cent in a sale. Pupils in the Year 4/5

Class showed good achievement when sorting numbers according to whether they were odd and multiples of three or even and multiples of 3.

71. The quality of teaching and learning is satisfactory overall throughout the school. Progress in number work is faster than in other aspects because teachers use the mental and oral parts of lessons well to facilitate the quick recall of number facts. Teachers routinely explain to

pupils right from the start what they are to learn during the lesson and as a result little time is wasted in most lessons. Lesson plans show appropriate tasks being set for pupils of different abilities. For example, during the inspection higher attainers in the Year 5/6 Class were challenged to increase the linear dimensions of a net (a flat shape) by 10 per cent before working out its area. However, a scrutiny of work in books shows that for most of the year pupils have been given more or less the same work to complete, regardless of their ability. Plenary sessions are used effectively to enable pupils to explain how they worked out the answer to a sum. As a result learning is reinforced, thinking extended and success shared. Pupils with special educational needs are integrated well into lessons through very effective use of teaching assistants.

72. Leadership of the subject is satisfactory. The subject leader knows what needs to be done to improve standards. She has monitored planning and the quality of teaching. Assessment procedures are good and the information gathered is being used well to identify strengths and weaknesses. Resources are satisfactory.

Mathematics across the curriculum

73. This is unsatisfactory overall. Teachers do make use of the occasional opportunity for pupils to practise their mathematical skills in other subjects. For example, in science pupils have measured distance when testing the power of an elastic band and have drawn up bar charts to illustrate force in Newtons. ICT is used soundly by most teachers to reinforce what has been learnt in class. However, teachers do not plan to develop mathematical skills systematically in other subjects and pupils do not get enough opportunities to apply their skills in real situations.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- By the end of Year 6 standards are well below average and pupils are not achieving as well as they should.
- Standards and pupils' achievements in Years 1 and 2 are higher than teachers' assessments indicate and are broadly average.
- Pupils' skills in setting up and carrying out their own investigations are poorly developed.
- Assessment procedures and the recording of pupils' attainment are unsatisfactory.

Commentary

74. Standards in science have been low for some time. The work seen in books during the inspection confirms that standards are below average and that pupils are not achieving as well as they should. There is no significant difference in the performance of boys and girls. Pupils with special educational needs and the small number of pupils from minority ethnic groups achieve as well as other pupils.
75. Teacher assessments show that standards by the end of Year 2 are well below those found in most schools and that no pupils are working at the higher level (Level 3). Inspection evidence shows that pupils' attainment is better than this and that the number of pupils working at the expected standard is similar to that found in most schools. In

Years 1 and 2 pupils are now achieving well. They cover an appropriate range of scientific topics and undertake a satisfactory number of investigations. Discussions held with pupils from Year 2 show that they enjoy their work, especially when they are given the opportunity to engage in practical activities. For example, they spoke enthusiastically about an experiment they had done to find the best growing conditions for a plant.

76. Pupils in Year 6 have undertaken a fair test to compare how fast sugar dissolves in water at different temperatures. They understand the importance of changing only one variable when carrying out an experiment. However, there is little evidence that pupils are developing the skills of scientific enquiry as they move through the school. Their skills in setting up and carrying out their own investigations are poorly developed and their progress in this aspect of science is unsatisfactory. Sometimes pupils are asked to copy text rather than write up their work using their own words and as a result opportunities are missed for pupils to practise their writing skills.
77. Teaching is satisfactory in Years 1 and 2 but unsatisfactory overall in Years 3 to 6. It is good when pupils are given the opportunity to engage in scientific enquiry including close observation. For example, pupils in Year 1 enjoyed studying the life cycle of a butterfly and had observed cocoons opening. This deepened the pupils' understanding and enhanced the quality of learning. Teaching is unsatisfactory when there is too much teacher direction and pupils are not given the opportunity to develop an hypothesis and set up their own fair test. A major shortcoming is that assessment information is not being used effectively to identify areas for future development. In addition marking does not give pupils sufficient feedback about what they need to do in order to improve.
78. The management of the subject is unsatisfactory. Science has not been one of the school's priority areas for development. The co-ordinator provides support on a day-to-day basis for teachers and ensures that there are appropriate resources. However, she has not checked teaching and learning or undertaken a survey of work to identify areas for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards and pupils' achievements are unsatisfactory by the end of Year 6.
- The ICT suite is used well by most classes to develop pupils' skills. However, the computers in classrooms are outdated.
- There is little evidence that ICT is used effectively to support learning in other subjects in the Year 5/6 class.
- There is no whole-school approach to assessing and recording pupils' skills.

Commentary

79. Pupils in Year 2 are attaining standards that are at the nationally expected level. Progress in most other years is sound. However, progress in Year 5/6 is unsatisfactory and pupils are given insufficient opportunities to develop their skills. As a result standards of attainment are below those found in most schools by the end of Year 6 and achievement is unsatisfactory.
80. Most pupils in Year 2 have sound word-processing skills and can manipulate a mouse with a satisfactory degree of accuracy. With adult support pupils can use the Internet and save information to a Microsoft Word file. Pupils know that technology can be used for different purposes. For example, one pupil said that traffic lights are controlled by

technology. Pupils are able to program a Roamer (a programmable toy) to move in different directions.

81. By the end of Year 6, there is little or no evidence of pupils typing directly to screen. However, work done with a visiting teacher demonstrates that they have experienced all aspects of the subject. Pupils are able to load, save work, print and choose from a menu. Though pupils have included the use of control technology in work on lighthouses, they have had little

experience of using sensing devices. Discussions held with pupils in Year 6 demonstrate that they can use text and colour, interrogate a database successfully and use the results to produce different types of graphs. However, pupils expressed a sense of frustration about the amount of time they were given to access ICT.

82. All the observations made during the inspection were of teaching by staff to support learning in other subjects. The quality of this teaching was satisfactory. Teachers and classroom assistants provided a suitable balance between telling pupils what to do and requiring them to find out for themselves. As a result, pupils experimented successfully with different techniques and functions. Though most teachers are beginning to make good use of the ICT suite, the lack of an interactive whiteboard and a projector means that constraints are placed on how new skills can be taught to a group or whole class. Many of the class-based computers are out of date and cannot be used to link work up to that done in the suite. This lack of provision places severe limitations on pupils using newly acquired skills in ICT. A survey of work demonstrates that most teachers incorporate ICT into their planning soundly. However, this is not the case in the Year 5/6 class where ICT rarely features.
83. The subject is led and managed soundly. The subject leader is enthusiastic and keen to improve standards. A visiting advanced skills teacher has done much to boost teachers' confidence. Currently there is no consistent approach to the recording and assessment of pupils' progress.

Information and communication technology across the curriculum

84. Most teachers make satisfactory use of ICT across the curriculum. For example, in the Year 4/5 class, pupils were observed researching information on food chains while younger pupils used a mathematics program well to develop their problem solving skills related to money calculations. Good use is made of ICT in history. Younger pupils used their ICT skills well to make notes linked to a project about Egypt. Word processed accounts of a visit made to the Royal Armouries demonstrated good use of font and layout. However, in the Year 5/6 class, there is little evidence of pupils being given the opportunity to use their ICT skills consistently in other subjects.

HUMANITIES

85. There was not sufficient time during the inspection to look in detail at subjects other than English, mathematics, science and ICT. Inspectors concentrated on looking at provision in these subjects and could only sample others.
86. In humanities, work was sampled in **history** and **geography**. Only one lesson being seen in geography and none in history. As a result there is insufficient evidence available to make firm judgements about provision in these subjects. Religious education was the subject of a separate inspection.
87. Samples of work and discussion with pupils indicate that standards in history are average in Year 2. Pupils in Years 1 and 2 develop a satisfactory sense of the passage of time and know how things can change over a period. For example, they learn about famous events and people such as Florence Nightingale. Pupils can identify some of the improvements that she made to the hospitals and satisfactory links are made with

geography as pupils plot her journey to the Crimea on a map. In geography the travels of a teddy bear 'Barnaby Bear' help younger pupils to think of places further afield.

88. There is insufficient evidence to form a judgement about standards by the end of Year 6 in either subject. A scrutiny of work from Years 3 to 6 show that pupils study in greater detail significant historical events in the recent and distant history of Britain such as the Viking

invasions and 'the swinging sixties'. The study of the Ancient Greeks and Egyptians makes a significant contribution to pupils' cultural development. Visits to places of interest such as Eden Camp enhance provision and bring the subject to life. In geography, pupils in the Year 5/6 class have looked at how mountains have been formed and are currently undertaking a river study.

89. From teachers' planning and a survey of work, it is evident that pupils have the opportunity to follow national guidelines in both subjects at specific points in the year. However, more opportunities need to be provided in both subjects for pupils to develop their writing skills especially in the Year 5/6 Class. In this class too much of the work is either incomplete, based on worksheets that require one word answers or is copied from a printed text. In Year 2 there is some evidence that pupils are beginning to use their writing skills. For example, in geography they write descriptions about what can be seen through a window and accounts relating to the Bingley by-pass. However, some tasks are unrealistic for pupils of this age.
90. In both history and geography, subject leaders do not have a clear understanding of the strengths and weaknesses in their areas and there are no whole school approaches to the assessment and recording of pupils' progress.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

91. Insufficient lessons were seen in art and design, design and technology, music and physical education to make overall decisions about provision. In addition to observing lessons or parts of lessons, inspectors spoke to pupils about what they had learnt and looked at pupils' work on display around the school.
92. Standards in **art and design** by the end of Years 2 and 6 are broadly in line with those found in most schools and pupils' achievements are satisfactory. As they move through school, pupils are provided with suitable opportunities to experiment with colour, shape, size and pattern. As a result, they show increasing confidence in developing the detail of their work and in using various media and techniques. For example, the basic skill of drawing is taught well and the cartoon pictures produced by the Year 5/6 Class are of a high quality and show good attention to line, detail and expression.
93. Only one lesson was observed during the inspection. In this lesson pupils in the Year 1 / 2 Class were working with a partner to produce a relief sculpture using natural materials such as stones, grass, twigs and leaves. The teacher's carefully framed questions encouraged pupils to think about the materials they could use and how best to arrange them in order to represent their design. The teacher intervened expertly to encourage pupils as they worked and to increase the level of challenge. As a result of this good teaching the pupils achieved well. In most classes effective use is made of the works of famous artists such as Wassily Kandinsky and Andy Goldsworthy to teach pupils about their techniques and to encourage them to experiment. However, there is not enough three-dimensional work in the school and ICT is not an integral part of art and design in all classes.
94. In sufficient evidence was obtained to make secure judgements about standards or the quality of teaching and learning in **design and technology**. Teacher's planning indicates that throughout the school pupils are introduced to the full design and make process. They draw pictures for their designs before making and evaluating their

completed work. Pupils in Years 1 and 2 have made their own wheeled vehicles and photograph frames. Older pupils in the Year 3/4 Class successfully produced storybooks with moving parts. Pupils in the Year 5/6 Class have examined a variety of slippers to see how they were made and then drew their own designs for a slipper before making a paper mock-up of it. During the inspection they were observed making sound progress using a simple running stitch to sew the felt shapes together.

95. In the two **music** lessons seen during the inspection, pupils benefited greatly and achieved well as a result of good teaching from a visiting music specialist. In one lesson they made good use of their performing skills by accompanying a recorded tune on glockenspiels and other instruments. In Years 2 and 3 good use was made of an extract from Beethoven's 6th. Symphony to stimulate pupils to provide their views about the feelings and emotion the music evoked in them. Pupils came up with some interesting comments. Opportunities are provided for pupils learn to play violins, guitar, keyboard and woodwind instruments.
96. The quality of teaching provided by the visiting music teacher is good but there is little to suggest that class teachers can teach the subject competently. The school needs to consider using the specialist teacher in a different ways to enable class teachers to develop confidence in teaching the subject. The school is very well resourced with musical instruments.
97. In **physical education**, the focus of the small number of lessons seen was on developing games and athletic skills. It is not possible, therefore, to make an overall judgement about standards or provision. From viewing planning and discussions held, it is evident that all strands of the subject are covered. Attainment in the games lesson observed being taken by a visiting football coach was satisfactory. Good teaching led to good learning with pupils developing their small games' skills soundly. Swimming lessons are available and school records show that most pupils can swim 25 metres by the time they leave. The management of pupils is good overall but a short observation made in a lesson with older pupils demonstrated that pupils are not always managed well. Care is given to ensuring safe working practices. Extra-curricular provision is satisfactory and includes competitive matches with other schools. The hall is small and some of the apparatus is not suitable for younger pupils.
98. In most of these areas subject leaders do not have sufficient knowledge about what needs to be done to improve standards and there is no whole school approach to the assessment of pupils' progress as they move through the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision for personal, social, health and citizenship education is **satisfactory**.

Main strengths and weakness

- Pupils are encouraged to discuss feelings and share ideas with others sensibly.
- The school's determination to develop pupils' personal and social skills.

Commentary

99. As a subject, personal, social and health education is taught both formally and informally through discrete lessons as well as through the subjects of the National Curriculum, assemblies and class discussions. The introduction of circle time, when pupils discuss matters of interest to them, such as bullying, shows that the school considers personal, social and health education an important part of its work. In the lesson observed, teaching, learning and achievement were satisfactory and the pupils from Year 6 shared their hopes and fears about moving to the high school.

100. Pupils are given good opportunity to examine ways of dealing with different situations such as what to do if you are approached by a stranger. There are carefully planned times to provide appropriate attention to sex education. Good attention is also given to warning pupils about the dangers of drugs misuse and to raising pupils' knowledge of personal safety matters. These areas are dealt with sensitively and with the assistance of outside specialists in those areas. The school is also taking part in a healthy eating initiative. All these factors encourage pupils to develop a healthy lifestyle and prepare pupils well for the next stage of education and life in a changing world.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	8
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	5
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); not applicable (8).

