

# INSPECTION REPORT

## **WRENTHORPE PRIMARY SCHOOL**

Wakefield, West Yorkshire

LEA area: Wakefield

Unique reference number: 108226

Headteacher: Mr Gordon Nash

Lead inspector: Mr G W Cooper

Dates of inspection: 14<sup>th</sup> - 16<sup>th</sup> June 2004

Inspection number: 258516

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary  
School category: Community  
Age range of pupils: 4 - 11  
Gender of pupils: Mixed  
Number on roll: 287

School address: Imperial Avenue  
Wrenthorpe  
Wakefield  
West Yorkshire

Postcode: WF2 0LW

Telephone number: (01924) 303 775

Fax number: (01904) 303 778

Appropriate authority: The governing body

Name of chair of governors: Mr C Keith

Date of previous inspection: 18<sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

Wrenthorpe Primary is a larger-than-average primary school in a village setting close to the city of Wakefield in West Yorkshire. There is a declining number of pupils on roll (at present 287 pupils) and the school finds itself unable to maintain two parallel classes for each year group. Currently, all year groups have some pupils in mixed-age classes. Pupils attending the school come from a diverse social mix, characterised by a balance of social and economic circumstances. When pupils enter full-time education their acquired knowledge and skills are similar to those of pupils of the same age. Almost all pupils come from a white British background. English is the language of the home for all but one pupil. A fewer-than-average proportion of pupils is identified as having special educational needs. This includes those pupils with more profound learning needs who have a statement of special educational needs. Although the incidence of pupils joining the school at times other than the usual time is relatively low, the number leaving the school has recently been higher than in most schools. There has been a recent history of relatively unsettled staffing but this shows signs of stabilising. The school will shortly be sharing its site with a unit of pupils from the local hospital school. The unit is a separate entity and not part of Wrenthorpe Primary School.



## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23647	Mr G W Cooper	Lead inspector	Science Information and communication technology Special educational needs
15181	Mrs M E Hackney	Lay inspector	
5531	Mrs J Croft	Team inspector	Mathematics Art and design Design and technology
11419	Mrs P J Underwood	Team inspector	The Foundation Stage Music Physical education
29995	Mrs M Walker	Team inspector	English English as an additional language Geography History Religious education

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Grove  
Clifton  
Bristol  
BS8 2BN

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Wrenthorpe Primary is an **effective school**, characterised by the very good care provided for pupils and their very good behaviour and attitudes. Leadership and management are good overall. Pupils achieve well. Standards are average when pupils are 11 but above average at the age of seven. Teaching and learning are good. The school provides satisfactory value for money.

### THE SCHOOL'S MAIN STRENGTHS AND WEAKNESSES ARE:

- Good leadership and management are well supported by good teaching and learning.
- The school is successful in providing a very good level of care, that is rewarded through pupils' very good behaviour and attitudes that strongly promote learning; provision for personal, social and health education and citizenship is a strength of the school.
- While some improvements have been made, current achievement in information and communication technology (ICT) is unsatisfactory when pupils are 11 because some aspects of the subject are not taught well enough.
- Subject leadership is good and well established in English, mathematics and science but recent changes have led to a lack of monitoring of pupils' progress in other subjects, including ICT.
- The provision for children in the Reception Year is good overall, but the teaching of writing does not promote children's achievement in this area of learning.
- The skills of learning support assistants are well used where available but there is insufficient classroom support for pupils in Years 3 to 6 who have special educational needs.
- The school has worked hard to establish an effective home and school relationship, but procedures to consult parents and listen to their views require improvement.

Satisfactory improvement has been made since the previous inspection. Teaching and learning are better than before and the care and welfare of pupils have improved. The accommodation, previously regarded as unsatisfactory, is now very good. The school is better at monitoring teaching and learning, although opportunities for subject leaders to do so are limited. The level of additional adult support in the classroom has improved in the Foundation Stage but there is still insufficient support for pupils with special educational needs in Years 3 to 6. Achievement in ICT was an issue for action at the time of the previous inspection and this has not yet been addressed successfully.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **good** overall. It is satisfactory for children in the Reception Year. They are well on target to achieve the goals the children are expected to reach by the end of Reception in personal, social and emotional development and in physical development, although their progress in writing is less assured. By the age of seven, standards of work seen are above average overall. By the age of 11, standards are above average in mathematics, and science. They are average in English and below average in ICT. Achievement in ICT is unsatisfactory at the age of 11. Achievement for pupils with special educational needs is satisfactory. It is increasingly difficult to give these pupils the support they need as they move towards their final years in the school. Very few pupils learn English as an additional language but where relevant, these pupils make good progress. Higher-attaining pupils, capable of achieving the higher levels of the National Curriculum, do so successfully. National Curriculum test results for seven-year-olds in 2003 were below average in writing and well below average in reading and mathematics compared to similar schools. The results for 11-year-olds were above average for mathematics and science and average for English. Girls' results are better than boys', especially in English. This is partly because there are more boys identified as having special educational needs.

Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**. Behaviour is frequently exemplary and pupils are very positive about their school life and work. Attendance is better than that found in other similar schools nationally. Most pupils arrive promptly to school and ready to learn. These qualities have a significant effect on pupils' achievement.

## **QUALITY OF EDUCATION**

The quality of education is **good**. It is well supported by **good** teaching. Pupils are eager to learn and staff usually turn this to good advantage. A particularly strong feature of learning, used effectively by teachers, is the very good behaviour and sensible attitudes of pupils. This enables many lessons to be taken at brisk pace to the advantage of pupils' learning. A further support to learning is the very good care provided for pupils that gives them confidence in the classroom environment.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall. The governing body is effective in its role and ensures legal requirements are met. The headteacher provides secure leadership, ensuring the school runs smoothly day-to-day. He is well supported by the deputy head and other staff. While the leadership of core subjects is good, leadership opportunities are insufficient in other subjects of the curriculum.

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

The majority of parents have confidence in the school, believing that behaviour is good, that their child likes school and that the school is fair to all pupils. A minority of parents hold a strongly expressed view that the school does not listen to them sufficiently, especially about recent decisions taken over staffing and the future direction of the school. Inspectors find that consultation has been adequate but acknowledge that the outcomes of consultation have not met the expectations of some parents. Generally pupils like school and appreciate the opportunities provided for them. This is felt more strongly in Reception and Years 1 and 2. Pupils' less positive view in Years 3 to 6 have been affected by recent staffing uncertainties.



## **IMPROVEMENTS NEEDED**

### **THE MOST IMPORTANT THINGS THE SCHOOL SHOULD DO TO IMPROVE ARE:**

- Raise standards and achievement in ICT in Years 3 to 6 and increase the pupils' use of ICT to support their learning across the range of subjects.
- Improve the teaching of writing in the Reception Year.
- Improve procedures to consult parents and listen to their views.
- Improve the achievement of pupils with special educational needs in Years 3 to 6 by providing more support for them in lessons.
- Develop the role of subject leaders.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Achievement is **good** overall. It is satisfactory for children in the Reception Year, where writing is not as strong as other areas of learning. It is good overall in Years 1 to 6. Standards in core subjects are **above average** when pupils are seven and **above average** in mathematics and science, but average in English when pupils are 11.

#### MAIN STRENGTHS AND WEAKNESSES

- Children are well on course to achieve the expected goals for their learning by the end of the Reception Year, except in writing; most will exceed the goals in physical development and in personal, social and emotional development.
- Standards in Years 1 and 2 are above average overall.
- Standards in Years 3 to 6 are above average in mathematics and science, but standards in information and communication technology (ICT) are below average.
- Standards in art and design and in design and technology are above average.
- The achievement of pupils in Years 3 to 6 who have special educational needs is hampered by lack of additional support.

#### COMMENTARY

1. Children in the Reception Year enter full-time schooling with a range of acquired skills and knowledge that is broadly average. Because they are well taught and make good progress in their personal, social and emotional development, they achieve the standards expected for their age. Achievement is good in personal, social and emotional development and in physical development. In early writing skills, children have insufficient opportunity to use their knowledge of phonics and physical skills in making marks. This impedes the progress they make in communication, language and literacy.

#### *The results of National Curriculum national tests*

2. The results of National Curriculum tests for seven-year-olds in 2003 were significantly below the school's results in previous years. Compared with all schools nationally, the pupils' performance in writing was above average but in reading and mathematics was below average. When compared with the results of schools in a similar social and economic setting, results were below average in writing and well below average in reading and mathematics. Although higher-attaining pupils performed comparatively well, fewer pupils achieved above the average levels than in most schools nationally. Over the last three years, the school's results have not kept pace with the rising results nationally, and girls have performed better than boys in all the areas tested. Teacher assessments indicate that standards in science are average overall. As in other subjects, the higher-attaining pupils performed well.

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

Standards in:	School results	National results
reading	15.5 (17.2)	15.7 (15.8)
writing	15.2 (16.1)	14.6 (14.4)

mathematics	15.8 (17.2)	16.3 (16.5)
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*There were 45 pupils in the year group. Figures in brackets are for the previous year.*

- The results in tests for 11-year-olds in 2003 were an improvement on results of recent years, although the overall three-year trend remains broadly in line with the national trend. Results in all areas tested were well above average compared with those of all schools nationally. Compared with the results of similar schools, results were above average. Again, more pupils gained the higher levels possible in all areas tested. Girls performed significantly better than boys, especially in English and mathematics. This trend is apparent but less marked over a period of three years. The targets set for 2003 were surpassed in mathematics, especially in that more pupils gained the higher level than expected. Targets in English were exceeded at the higher level but fewer than expected gained the average level or above. Pupils are well on target to achieve the targets set for the current academic year.

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

Standards in:	School results	National results
English	28.8 (27.6)	26.8 (27.0)
mathematics	29.0 (27.6)	26.8 (26.7)
science	30.6 (30.1)	28.6 (28.3)

*There were 49 pupils in the year group. Figures in brackets are for the previous year.*

#### ***Standards in the work seen during inspection***

- By the time they are seven, pupils' standards are above average in English, mathematics and science. This is an improvement on the results of tests for 2003. The school has introduced a different way of organising Year 1 and 2 and with some staffing changes, this is improving the standards achieved overall. Standards in ICT and religious education match those expected of pupils of similar age.
- By the time pupils are 11, standards are above average in mathematics and science and average in English. Although this is not as good as the results of tests in 2003, pupils acquire and use a good range of skills across the curriculum. The school has identified improving attainment in writing as a school priority. This is beginning to take effect. There are currently more pupils with special educational needs in Year 6. Although the achievement of these pupils is satisfactory, the school is able to offer very little additional adult support on a daily basis. So, while these pupils are very well supported through very good plans for their individual learning needs, they do not get enough intensive one-to-one or small group support. Most pupils identified as having special educational needs are boys and as a result in the school overall, girls perform better than boys. The volume of well-completed work produced by pupils is impressive, especially in Year 6. This, allied to very good concentration and focus on their learning, intensifies pupils' achievement.
- Achievement in ICT is unsatisfactory for pupils in Years 3 to 6. This is despite much-improved resources for the subject and the resolute support in the computer suite of the resource officer. Although resources are now adequate to teach the full ICT curriculum, and the full curriculum is planned for, pupils have scant experience and knowledge of significant areas of the curriculum, such as modelling, sensing and control technology. These areas are not well taught because although there have been significant

improvements in teachers' knowledge, they do not have sufficient expertise and confidence in these areas of the ICT curriculum. This is a similar situation found at the time of the previous inspection. Standards in religious education match those expected locally for 11-year-olds. Limited work was seen in other subjects of the curriculum. However, in the work that was seen in art and design and design and technology, standards were above average. Few pupils learn English as an additional language and these pupils achieve well.

7. A significant minority of parents have concerns about the progress of their child in the middle years of the junior classes. There has been considerable movement of staff in recent years, pupil numbers have necessitated mixed-age classes and some staffing arrangements have not worked out as well as the school expected. This has had an impact on achievement, especially in Years 4 and 5. However, in the lessons seen and in the work in pupils' books, the evidence is that achievement has stabilised recently. Good planning between the current teachers of pupils in Years 3 and 4 and Years 5 and 6 is currently ensuring equality of opportunity and that all pupils are encouraged to do their best.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils' attitudes and behaviour are very good. The pupils' spiritual, moral, social and cultural development is good. Pupils' attendance is good.

## **MAIN STRENGTHS AND WEAKNESSES**

- Pupils have a very good and positive attitude towards school and to their work.
- Behaviour is very good and behaviour management is consistent in all areas of the school.
- Very good relationships reflect the school's very positive and caring ethos.
- The school deals promptly with any forms of bullying or harassment and pupils feel safe.
- Pupils are very friendly and polite towards adults and each other.
- Personal development is good and pupils have a strong voice in the school.
- Spiritual, moral, social and cultural development is strong and opportunities for responsibility are good.
- Pupils' attendance is good.

## **COMMENTARY**

8. Pupils' attitudes are very good, and during lessons they are interested and keen to learn. Most pupils concentrate very well, listen attentively to their teachers and work hard. Pupils of all ages enjoy taking part in the full range of activities provided and they are enthusiastic and eager to be involved. In all classes pupils are very polite, friendly and helpful to visitors, who they warmly welcome to their school. The very good relationships between pupils and with all adults create a very happy ethos and encourage pupils to want to learn and to please their teachers. Staff act as very good role models, and they have high expectations of good behaviour and achievement.
9. Pupils' behaviour is very good during lessons, and the school is a very orderly and well-managed environment. This agrees with the views of parents who consider behaviour in the school to be good. Pupils are very well behaved during assemblies, which they value as celebrating their school community. They show appreciation for the contribution of

other pupils and this was particularly evident when pupils in Years 1 and 2 led an assembly and presented their version of 'living together as a world family'. In the playground and at lunchtime pupils play very well together and they enjoy the 'Fitbods' scheme, which has provided them with a wide range of playground equipment. Several examples were seen of older pupils caring for and supporting younger ones. All staff have a consistent approach to behaviour management and pupils value the clear system of regular reward and recognition of their achievements. A small number of parents are concerned about the school's procedures for dealing promptly with bullying or harassment. The inspection finds that the school deals effectively with any isolated incidents and these are well recorded and monitored. Pupils feel confident that staff are readily available to help them and that any problems are dealt with promptly.

10. Pupils' personal development is good and this contributes well to their progress and achievements. Children in the Reception Year settle down quickly and make good progress in the development of personal and social skills. Older pupils are keen to take responsibility for special tasks as monitors and librarians. They make a good contribution to the life of the school. Representatives from Years 3 to 6 take their role as members of the school council very seriously. They are proud of their achievements in improving the school environment. A pupil in Year 6 is an associate member of the governing body. This very good initiative, which links closely to the school council representation, ensures that pupils have a strong voice in the school. During lessons pupils respond well to the opportunities provided for them to develop good independent learning skills. In all classes pupils work well together with partners and in small groups. They share resources co-operatively and sensibly.
  
11. The provision for pupils' spiritual, moral, social and cultural development is good and makes a strong contribution to pupils' progress. Spiritual development is enriched through the very attractive displays around the school, which encourage pupils to develop an understanding of the different dimensions of life and an awareness of the beliefs and values of others. Assemblies, religious education lessons and discussions in personal and social education give pupils many opportunities to reflect on their own feelings and to appreciate the world around them. During the inspection, pupils in Year 3 were awe-inspired by the story of Mother Teresa of Calcutta. Moral and social education is a significant strength of the school and pupils grow in confidence and self-esteem. They demonstrate their awareness of the difference between right and wrong and show a keen sense of fairness and inclusion. Pupils are involved in regular fund-raising activities for charities and their financial support of the local hospice is commendable. They celebrate their own culture through regular visits to theatres, museums and a stately home. Pupils show a distinct respect for the feelings of others through the strong emphasis which is placed on celebrating the richness of different cultures. This is encouraged well through colourful displays of multi-faith artefacts, art work and music from an ethnic background.

## ATTENDANCE

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

Authorised absence		Unauthorised absence	
School data:	4.1	School data:	0.3
National data:	5.8	National data:	0.4

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

12. Attendance is good and has improved during the last academic year, although a significant number of pupils take holidays during term time. Unauthorised absence is low and pupils generally arrive punctually in the morning.

## EXCLUSIONS

13. There have been no exclusions during the last academic year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. It is well promoted through good teaching and learning. The curriculum is enriched well. The care provided for pupils is very good. Relationships with parents are satisfactory overall, although procedures to consult them and listen to their views require improvement. Staffing is satisfactory overall, but there is insufficient adult support for pupils in Years 3 to 6 who have special educational needs.

## TEACHING AND LEARNING

Teaching is good overall and results in good learning, which is well supported by effective strategies for assessment in English, mathematics and science. Teaching is particularly strong in Years 1 and 2.

## MAIN STRENGTHS AND WEAKNESSES

- Teachers' insistence on high standards of behaviour results in good pace in most lessons and a good volume of well-completed work.
- Very good use is made of additional adult support in the classroom in the Reception class.
- Teachers in Years 1 and 2 are very good at encouraging and engaging pupils; teachers and pupils relate well to each other in these classes.
- Good teaching in Years 3 to 6 ensures that pupils apply themselves well and are productive.
- Pupils' work is well marked; whole-school strategies for assessment in English, mathematics and science are well used by most staff.
- While teaching in the Reception class is good overall, the teaching of early writing skills is not well refined.
- Teachers' subject knowledge is generally good but there is some lack of confidence and expertise in teaching aspects of ICT, especially in Years 3 to 6.

## COMMENTARY

### *Summary of teaching observed during the inspection in 31 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	8 (26%)	15 (48%)	8 (26%)	0 (0%)	0 (0%)	0 (0%)

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

14. In the lessons seen, teaching was good in about three lessons out of four. All lessons were satisfactory or better. This is an improvement in the quality of teaching since the

previous inspection. Almost one lesson in four was very good. Teachers plan well and this is especially effective where pupils are in mixed-age classes. However, parents report that this has not always been the case. Some recent staffing arrangements have not been successful and this has affected the quality of learning. The evidence of inspection is that the quality of teaching has improved with a resulting improvement in learning. Subject knowledge is usually used well. It gives good support to effective lessons in English and mathematics where teachers provide good experience to help pupils acquire valuable basic skills in literacy and numeracy. However, teachers' lack of expertise and confidence in some aspects of ICT results in unsatisfactory achievement in Years 3 to 6.

15. Lessons usually have a good pace. This is especially the case in Years 1 and 2. The briskness of lessons stems from the very good behaviour of pupils and their positive attitudes to learning, combined with teachers' good planning and confidence in what is to be learned. A common strategy of the school is that precise learning objectives are identified, using what has been learned before as a starting point. This puts pupils well in contact with what has to be learned next. Because they concentrate and try hard, they learn well, getting through meaningful tasks competently. The work in pupils' books is usually completed neatly and tidily, showing commitment to their learning and achievement. Pupils show pride in their work and this is complemented by the way teachers mark work positively, giving praise as appropriate and indicating where improvements can be made.
16. Children in the Reception class are well taught. Generally, adults working there have a secure understanding of how to teach to the goals set for children's learning. Activities are well planned and teamwork is very effective. As a result, the children make secure progress against their learning goals. Staff are especially skilled at promoting children's personal, social and emotional well-being with the result that achievement in this area is good. However, the opportunities provided for early writing are limited. Children are not given sufficient opportunity to be independent and use their developing knowledge and skills. Good procedures for formal assessment support the children's progress. However, while day-to-day assessment is well structured, there is no formal strategy for assessing unexpected progress.
17. Teaching in Years 1 and 2 is uniformly good. Teachers are skilled at planning together for the pupils in these mixed-age classes, ensuring that pupils get the tasks that are appropriate to their ability and age. A particular feature of the work in these classes is the open and friendly relationships that encourage pupils to be confident in class. This has a profound effect on pupils' achievement. A strong characteristic of the lessons seen in these classes is the good emphasis on practical work, especially, but not only, in science. This provokes pupils' interest, adds to their enjoyment and enhances the quality of learning. The current quality of teaching is promoting better standards than seen in the national tests at this age in 2003.
18. Most lessons in Years 3 to 6 are good. The best lessons, found in Year 3 and in the mixed Year 3 and 4 and Year 5 and 6 classes, were lively and interesting, with pupils' thinking strongly challenged by effective questioning. In all lessons in Years 3 to 6, pupils were uniformly well behaved and patient, even when lessons were occasionally slower in pace and less demanding and interesting. The concerns expressed by parents, especially about the quality of teaching in the middle years of the junior classes, were not evident in the lessons seen during inspection. There is evidence that the education of

these pupils has suffered from some staffing disruption and from some less-than-effective teaching in the past. However, the quality of teaching in all classes was stable and acceptable in the lessons seen during inspection.

19. Assessment in Years 1 to 6 is good through teachers' strategies for questioning that clarifies pupils' understanding and through marking. Good whole-school procedures ensure that the progress of pupils is tracked through National Curriculum standard test results and other assessment data. Pupils with special educational needs and those learning English as a new language are well taught. However, because additional classroom support is not freely available, teachers find it difficult to devote the time to these pupils in support of their more complex learning needs. Some parents have concerns about the school's arrangements for homework. The inspection finds that the lack of a homework timetable results in inconsistency between classes in the regularity of homework and the way this is managed by different teachers.

## **THE CURRICULUM**

The school offers pupils a satisfactory curriculum that is well enriched by a good range of extra-curricular activities, visits and visitors. The accommodation is very good and resources for learning are adequate.

## **MAIN STRENGTHS AND WEAKNESSES**

- The school has maintained a broad curriculum for all pupils and has achieved some good curriculum development.
- Pupils with special educational needs are generally well provided for, but there is insufficient support for them in Years 3 to 6.
- Provision for personal, social and health education and citizenship (PSHCE) is very good.
- Learning is enriched by educational visits and activities outside the school day that cover many interests.
- There are good links between subjects.

## **COMMENTARY**

20. The curriculum is carefully planned to cover all the national requirements and those of the locally agreed syllabus for religious education. Good teamwork between teachers and the recent development of a coherent curriculum map for the whole school ensure that pupils' skills, knowledge and understanding build up continuously and progressively. There is appropriate emphasis on the acquisition of key skills in literacy, numeracy and ICT. Pupils have various opportunities to apply these in other subjects. The good links between subjects and a wide range of educational visits, visitors and activities outside the school day provide experiences that make learning more meaningful and enjoyable.
21. Teachers continually evaluate the effectiveness and relevance of the curriculum and take steps to improve and enhance it in order to help pupils to achieve as well as possible. For example, a good ICT suite has been provided and all the teachers have undertaken training in this area; the food technology area and spare classroom are being well used as additional areas for art and design and technology work; most teachers have developed reference documents for the subjects for which they have whole-school responsibility.



22. Individual programmes of work for pupils with special educational needs are based on an effective analysis of each pupil's needs and they give clearly focused targets for learning in literacy, numeracy and personal development. Some of these pupils benefit from good support from staff who know their needs and these pupils make good progress towards their targets. Some in Years 3 to 6, however, do not receive sufficient support and this adversely affects their progress, especially in English and mathematics.
23. Regular time is devoted to a well-thought-out programme for PSHCE which gives attention to aspects such as keeping safe and healthy, the dangers of alcohol and drug abuse, the link between sex and relationships and the responsibilities of being a citizen. This programme and the school's very good attention to pupils' personal development make a very valuable contribution to the life of the school community.
24. Teachers and support staff work well together. The special talents of all adults are used for the benefit of pupils. The recently redesigned and predominantly rebuilt accommodation enhances the provision, as do the carefully assembled displays that celebrate children's achievements and give information about the curriculum. Since the previous inspection, the parents and friends of the school association and the local authority have provided a significant amount of equipment and materials. Learning resources are now adequate, with good provision in ICT and design and technology.
25. Through analysis of plans and observation of the curriculum in action, the curriculum leader achieves and maintains a good overview of how well the curriculum meets pupils' needs. He has developed a useful curriculum map that provides a sound basic structure for teachers to use in planning and ensures the statutory curriculum is included. He is also ensuring that there are supportive planning documents in every subject.

## **CARE, GUIDANCE AND SUPPORT**

The provision for pupils' care, welfare, health and safety is very good. Pupils receive very good support, advice and guidance. They are involved very well in decision-making about the life of the school.

## **MAIN STRENGTHS AND WEAKNESSES**

- The school is a happy and safe environment where pupils are valued and well cared for.
- Health and safety issues are well monitored through very good procedures.
- Staff know pupils as individuals and respond well to their particular needs.
- Good monitoring procedures enable staff to provide pupils with well-informed advice and guidance.
- Very good opportunities are provided for pupils to have a strong voice in the school.

## **COMMENTARY**

26. The school has very good procedures for ensuring pupils' safety and well being. Staff are committed to ensuring that all pupils learn in a safe and secure environment, and pupils are provided with good support, often on an informal basis. This confirms parents' views that their children are well cared for in school. Health and safety issues are very well monitored and recorded, and professional expertise within the governing body provides

valuable support regarding risk assessment and safety checks. Child protection procedures are satisfactory and all staff are well informed about their responsibilities.

27. Pupils with special educational needs receive good support through well-structured individual education plans, although the school finds it difficult to provide additional adult support in lessons. Pupils have full access to all outside support agencies. Class teachers and the senior management team provide good support, advice and guidance and this is based firmly on a consistent system of monitoring and assessment. All pupils have individual targets in writing and numeracy, which are used well to monitor and encourage progress. The school's induction and transfer arrangements are satisfactory and provide effective support and guidance for pupils and their parents.
28. Pupils in Years 3 to 6 value the well-established school council through which all pupils have the opportunity to contribute their suggestions. Pupils are confident that the school listens closely to their views and often acts upon them. They are particularly proud that their ideas for improving the playground have resulted in the successful lunchtime 'Fitbods', and that the school is trusting them with decisions for further improvements, which they are currently considering.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

The school has satisfactory links with parents. Links with the community are very good. Good links have been established with other schools.

## **MAIN STRENGTHS AND WEAKNESSES**

- Parents are welcomed and encouraged to be involved in the life of the school, although a significant number have concerns about the school's procedures to consult them and listen to their views.
- The majority of parents support the work of the school well and are satisfied with the education provided.
- The very active and supportive Friends of Wrenthorpe School group is an important influence in the life of the school.
- Regular newsletters and curriculum information keep parents well informed.
- Reports are inconsistent in the amount of clear information provided about progress.
- Very good links with the local community enrich the curriculum and support pupils' personal development.
- Good links with other schools contribute well to the provision of extra activities.

## **COMMENTARY**

29. The school welcomes parents and works hard to secure a joint partnership to support children's learning and involves parents in the life of the school. The majority of parents feel comfortable to ask questions and discuss concerns and have a good relationship with the school. Most parents are satisfied with the quality of education provided and agree that their children make good progress. However, there is a significant number of parents who take a more negative view and feel that there is insufficient consultation with parents before important decisions which potentially affect children's education and welfare are made. Currently, parents are receiving regular and very clear information about the arrangements with the Pinderfields Hospital School, which is soon to be re-housed on the primary school site. The school is working hard in an endeavour to allay

the concerns of some parents who are strongly opposed to any form of integration between the pupils. A small number of parents help regularly with activities and more parents help when pupils go out on visits. The school is very well supported by the Friends of Wrenthorpe School who organise regular fundraising events, providing the school with a wide range of additional learning resources. During the inspection, younger pupils made a large group of parents very welcome at an assembly presentation.

30. Overall, the quality of information for parents is satisfactory, and regular newsletters keep parents well informed about activities and organisation. Parents receive helpful curriculum newsletters each term, which provide them with good information about the topics to be taught and how they can help their children at home and support the work of the school. The school has worked hard to organise curriculum evenings for parents but these have not been well attended. Some parents do not feel that they receive enough regular information, but most are happy with the information they receive about their child's progress. The inspection finds that reports state clearly what has been taught but there is inconsistency in the clarity of information about progress and what pupils need to do to improve.
31. The school's very good links with the community promote pupils' personal and social development very well. The accommodation and sports field are in regular use for activities by members of the local community. The school is very active in its support for local and national charities and pupils take part in a wide range of fundraising activities within the community. Strong links with the local church, the police and the fire service effectively support the curriculum and pupils' experiences. Pupils visit Wakefield Cathedral and make an annual donation of a large Christmas tree known as 'The Tree of Lights', which they fund from the proceeds of the harvest festival. Older pupils visit the elderly at a local nursing home, and the school welcomes a range of visitors from the community to support special topics and to extend learning opportunities. The school benefits from a number of community donations and sponsorships for its activities. The good links with other schools provide pupils with regular opportunities for competitive sports and fixtures. Through the pyramid group there is good curricular and support liaison for staff, including some joint training sessions. The school regularly welcomes secondary school students on work experience and initial teacher training students from the universities.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall. The leadership of the headteacher is good. The governance of the school is good and all statutory requirements are met. Good management and efficient organisation ensure that the school runs smoothly.

## **MAIN STRENGTHS AND WEAKNESSES**

- The leadership of the headteacher is good, committed to raising standards and the image of the school.
- Governors play a significant role in the development and monitoring of school improvement.
- The role of subject leaders, although improved since the previous inspection, still remains underdeveloped.
- The school is effectively managed, which allows for a calm, purposeful learning environment so pupils flourish and achieve well.

- The school finances are carefully monitored and used effectively.

## COMMENTARY

32. The governing body is well organised, managing its work efficiently through relevant committees and delegated responsibilities. All statutory requirements are met. The governors are knowledgeable about the main strengths and weaknesses of the school and are very involved in the preparation of the school development plan. They play a significant role in monitoring their specific areas of responsibility such as English, mathematics, ICT and special educational needs. Governors act as a critical friend, challenging decisions and supporting the headteacher, particularly through the recent discussions about the use of the empty building.
33. Leadership and management of the school have a positive effect on the standards attained and the achievement of pupils. The school is an orderly and well-managed establishment, clear in its aims and calm in its everyday routines. This is because the headteacher has a sense of purpose and a quiet way of ensuring things get done. He is well supported by the deputy headteacher. Their skills complement each other. The subject leaders in English, mathematics and science have very clearly defined roles. However, the monitoring role of other subject leaders, an issue raised in the previous inspection, although partially addressed, remains underdeveloped. A deficit budget makes release time for these subject leaders difficult to finance. Good action planning is having a beneficial effect on pupils' learning and ensuring positive attitudes. The school has a vision for the future that is shared by everyone.
34. The headteacher is in the process of creating a team of teachers who are committed to evaluating and improving their work. Members of the senior management team are also subject leaders and are having a positive impact on raising standards. The deputy headteacher, as well as being a class teacher, is responsible for the pastoral care for the pupils. The school's provision in this area has a very positive effect on pupils' personal and social development. Good arrangements ensure that all subject leaders have an effective action plan in their area of responsibility. Each has individual responsibility for ensuring their action plan is implemented, although school development plan issues are the responsibility of all members of staff. The creation of a positive climate for learning ensures that all pupils have good opportunities for learning, whether they are boys or girls or have special educational needs.
35. The school has good strategies for self-evaluation. Performance management is now more securely in place and is linked to a programme of observations of teachers working with pupils. From these observations targets are set. With a recent change in time scale of the headteacher's performance management procedures, these targets can now be more closely linked to the headteacher's targets. All staff are committed to continuing professional development but because of budgetary constraints, attendance at courses has been limited. Past staffing difficulties have affected the quality of learning. Currently, staffing arrangements are ensuring a calm and purposeful environment for learning.

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

Income and expenditure (£)		Balances (£)	
Total income	753,425	Balance from previous year	-12,275
Total expenditure	734,978	Balance carried forward to the next year	6,172

Expenditure per pupil	2,598
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36. The school has found it necessary to manage a deficit budget for some years. In the financial year 2003 to 2004, additional funding has made it possible to balance the budget and to carry forward a modest underspend. Throughout the years of deficit, the school has been well supported by the additional fundraising of the friends of the school association. All spending decisions have had to be made carefully and prudently, taking good account of the principles of best value. Taking all factors into account – the school's circumstances, standards achieved, the quality of education provided and leadership and management – the school provides satisfactory value for money.

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

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

37. Provision in the Foundation Stage is good and the children have a good start to their education. They are admitted into pre-Reception Class for part-time schooling in the term after their fourth birthday for two terms. They then attend the Reception Class full time from the beginning of the term in which they are five. The majority of children have had some form of pre-school experience.
38. Attainment on entry is very broadly average, although there is a wide spread of ability, with a very small number of children identified as having special educational needs or causing concern. This, however, tends to vary from cohort to cohort. The majority of children are on course to achieve the expected goals in speaking and listening, reading and mathematics, and will exceed the goals set for their personal, social and emotional development and their physical development (body control and spatial awareness). However, very few will achieve the goals in writing.
39. The quality of teaching is good overall but there is some variation within the areas of learning. The teacher's knowledge and understanding of the needs of young children means they are provided with wide variety of experiences in all areas of learning. This helps to ensure they make good progress towards achieving the expected standards for children at the end of their Reception Year. Planning, shared with the nursery nurse, is closely linked to the early learning goals and relevant stepping stones (the levels leading up to the early learning goals). This is discussed with other adult support so they can offer their ideas and suggestions for activities. Tasks are carefully planned to reflect the needs of the different age groups as well as different abilities. Questioning is used effectively in most adult-directed activities to extend children's understanding and vocabulary. Very good relations give children confidence to respond to adults' questions and to share their thoughts and opinions. The very good support provided by all adults within the classroom means all children benefit, including those with special educational needs, and has a positive effect on their learning. Day-to-day assessment is good and used to inform planning. The school has no simple method of recording events when children make unexpected progress or what happens when children have free choice.

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

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

### **MAIN STRENGTHS AND WEAKNESSES**

- The wide range of experiences offered to the children supports skill development, so they achieve well.
- The high expectation, that children will behave very well has a beneficial effect on their willingness to learn.

### **COMMENTARY**

40. Because of good teaching in this area the majority of children are on course to exceed the expected levels by the end of the Reception Year. Most children find it easy to conform to the high expectations of good behaviour set by the staff. They know the routines well and settle quickly to tasks. The majority are well focused and interested, remaining on task even when not directly supervised. For the most part a calm working atmosphere pervades the area. Children are happy and confident, willing to respond to adults' questions. They are keen to share their ideas and opinions with others, who listen carefully. They know they must wait their turn and put up their hands before answering. Occasionally a child is carried away with enthusiasm and calls out. The very good teamwork of all adults provides the children with good role models of co-operation, which they try to emulate in their play. Consequently, children play well together, particularly in the role-play area, pretending to sell produce in the farm shop or sharing resources such as Lego and small construction kits.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **MAIN STRENGTHS AND WEAKNESSES**

- Every opportunity is used to extend children's vocabulary and develop their speaking and listening skills.
- There are insufficient opportunities for children to develop their independent writing skills.

### **COMMENTARY**

41. Most children are on course to achieve the expected levels in reading, speaking and listening, but very few will achieve the level in writing. The quality of teaching in this area of learning is not as strong as in other areas. Few opportunities for independent writing, particularly during adult-directed tasks, inhibit the children's freedom to explore the early writing skills of mark making, leading to the use of letter sounds to write initial letters of the words in their sentences. At present the children, having told the adult what they want to say, copy under the adult's writing. The higher-attaining children are being encouraged to use a word book rather than use their knowledge of sounds to work out the spelling. This is having an impact on their reading skills. Although many children know their letter sounds, they find it difficult to transfer this knowledge to reading when they meet an unfamiliar word. Children's speaking skills are well developed and most reply in sentences. Some use complex sentence structures. They listen carefully and respect what each has to say. Children enjoy books and listening to stories. The higher-attaining children are beginning to read with confidence and to talk about the story, whilst the lower-attainers are recognising a small number of very familiar words. However, they need to develop strategies for working out new words. They are quick to retell their favourite stories, even if they sometimes interrupt each other to add a little more information!

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Every opportunity is used to develop children's counting skills, including the use of number rhymes and songs.
- A wide range of activities is offered to support learning so children become confident understanding numbers.

## **COMMENTARY**

42. Children are on course to achieve the expected level by the end of the Reception Year. They enjoy the challenge of counting forwards to 20 and then backwards despite the fact that many find this difficult. They are becoming more confident adding single-digit numbers together and most are secure with number bonds to 10. The higher-attaining children add three single-digit numbers accurately. They have looked at and recognise two-dimensional shapes. During the inspection it was clearly evident that tasks set were very closely matched to the needs of individual children, regardless of age or ability, so all could achieve well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

43. There was insufficient evidence to make any judgements about provision, standards or the quality of teaching. The children enjoy a range of topics, with relevant visits and visitors. Photographic evidence shows the kind of activities planned in this area of learning, all of which enhance the children's understanding of the world around them.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- The quality of teaching in this area is very good so children exceed the expected levels.
- The outdoor area is very well used as an extension of the classroom.

## **COMMENTARY**

44. Because of very good teaching in this area of learning the majority of children will exceed the expected standards. During a lesson in the hall most children demonstrated good body control, co-ordination and spatial awareness not often seen in young children. As they use the apparatus with confidence and skill, achievement in this area is very good. The silent working is impressive, especially as the children are made aware of why they need to work quietly and safely. A range of other activities helps children develop letter formation, colouring and cutting skills. The outdoor area is well used not only for furthering physical development but also as an extension of the classroom with activities such as water, role-play and small world toys.

## **CREATIVE DEVELOPMENT**

45. There was insufficient evidence to make judgements about provision, standards or quality of teaching. A creative area with paints and paper is always available for the



children. Evidence from the displays shows they are given opportunities to explore a variety of media such as paint, printing, collage and clay. Some of the pictures displayed demonstrate the care with which they had been executed. There was also evidence of the effective use of computers to generate artwork. There was no opportunity to observe any music sessions.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision in English is **good**.

### **MAIN STRENGTHS AND WEAKNESS**

- Because of good teaching, most children achieve well.
- Very good behaviour and secure relationships promote good learning.
- Higher-attaining pupils reach good standards in reading and writing.
- Although a programme of additional literacy support is in place, there is little extra support for pupils with special educational needs in lessons.
- Good use is made of many literacy skills in other subjects.
- Good subject leadership contributes towards pupils' achievement.

### **COMMENTARY**

46. Standards have fluctuated since the previous inspection. In the 2003 national tests at age 11, standards were above those found nationally. All age groups differ and in the current Year 6 there is a significant number of pupils with special educational needs so that standards overall are broadly average. However, the considerable numbers of higher-attaining pupils in both Years 2 and 6 reach the higher levels for their age because they are well challenged in the work they do. By the age of seven, standards overall are good and improving from the previous year's national tests. At both stages of testing, girls outperform boys, and improving the standards of writing, particularly that of boys, continues to be a focus of the school's work. All pupils now have their own writing targets that clearly identify how they need to improve their work in order to do better. The targeting of higher standards in writing and for boys is beginning to make an impact on achievement.
47. Because teaching is at least good in all lessons, most pupils make good progress towards the lesson objectives and achieve well. This is an improvement from the previous inspection. In a very good Year 3 lesson, teaching is lively, well informed and fully engages the pupils' enthusiasm for learning about the language of persuasion needed in advertising. Having set their own very demanding time limits, pupils are so keen to complete their introductory task. Lessons are planned effectively, questioning is searching and independent activities are usually well matched to pupils' different stages of learning. In some classes there is a wide span of ability, but there is little additional support within lessons or through booster sessions to benefit older pupils who have yet to reach the expected levels for their age. Those pupils with special educational needs make sound progress towards their targets through their focused work outside lessons. Where English is a pupil's second language, progress in reading and writing is good because of carefully monitored learning.

48. Relationships in lessons and pupils' behaviour are usually very good, so that lessons run smoothly. Often the humour injected into teaching is much appreciated, as seen in Years 1 and 2, when pupils were devising exciting tongue twisters. Learning objectives are shared, so pupils know what is expected of them. Objectives are reviewed at the end of the lesson. Good marking by teachers reinforces this well by recognising success in learning and offering suggestions for improvement such as in Year 6 where the teacher remarks, *'Good idea for the leaflet, would sub-headings make it clearer?'*
49. Because attitudes in lessons are very good, pupils of all ages listen very attentively to their teachers and to each other, responding clearly and confidently to questions, knowing their answers and ideas are valued. For example in discussion with their *'talking partners'* in Years 1 and 2, pupils share their ideas thoughtfully, suggesting questions to ask in their non-fiction books; whilst in Year 3, collaboration in their persuasive writing task encourages good speaking. When some older children appear unresponsive, the teacher works hard to ensure a more active involvement in the lesson as they clearly do appreciate the humorous verses of *'The Jabberwocky'*. There is some existing good practice in providing speaking and listening opportunities but these are not extensively and consciously planned for through drama activities or group discussions.
50. Most pupils enjoy reading. They read regularly at home and in school. They discuss their preferences for different types of literature or authors with increasing assurance and in greater detail as they progress through the school, so that overall standards are generally good. Because basic skills are well taught, Year 2 pupils use good strategies to sound out unfamiliar words while those who are most confident discuss and read fluently books of their own choice. For less secure older readers, appropriate level books that add interest to their reading are successfully used. Although the reading of these pupils is less fluent, they understand the main points of the text. The most competent readers are becoming aware of the subtleties and hidden meaning of the author's writing. Developing good comprehension skills is strongly promoted within and beyond literacy lessons. Regular times for pupils to read together in small groups of similar abilities outside the literacy hour focus on understanding what is read. In a Year 6 lesson, pupils successfully compared two texts by the author Michael Morpurgo, identifying characteristics of his style in each extract.
51. Pupils of all ages write for a very wide range of purposes in both narrative and non-fiction styles, learning about punctuation and knowledge of grammar through good teaching in their literacy lessons. Because teaching is thorough and as children in Year 2 have many opportunities to produce longer pieces of writing, often independently, inspired by many starting points, standards at this stage are good, with higher-attaining children doing better than expected for their age. Poetry is also important as a young poet in Year 3, inspired by William Wordsworth and a spring day outside, writes: *'Daffodils - shining, their trumpets off white, they gaze about'*.
52. In Year 6, the principles of writing different parts of a narrative story or in different genre are very precisely taught. For example, in a lesson the question, *'What makes an effective story opening?'*, was greeted by many knowledgeable answers and this makes a significant contribution to the good achievement of many pupils. Lower-attaining pupils do not readily apply this learning to their independent writing. Spellings are systematically taught; pupils use 'look, say, cover, write, check' methods well to learn new words and dictionaries to check spellings. Handwriting skills are regularly practised and, over time,

most pupils develop a neat, fluent joined writing style. The presentation of written work is of a high standard.

53. The subject leader provides good leadership and management and is a good role model for others. She is well informed about the quality of teaching and learning through her regular observations of lessons, checks on teachers' planning and by analysing areas of pupils' work such as handwriting. She knows the areas to improve to raise the standards of all pupils and has considered how to address them. Resources for teaching are sufficient and improving. The library, recently audited and re-sited, is used regularly for the selection of reading books and is very efficiently run and well promoted by a group of young librarians.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

54. Literacy skills are applied effectively in many other subjects. Information and communication technology and literacy are beginning to link successfully as, for example, in Year 6 when pupils produce attractive informative leaflets to persuade people to visit Sea World or their own story books in the style of Rudyard Kipling, while in Years 3 and 4 pupils write persuasive e-mails following Internet protocol. To improve creativity the subject leader would like to widen the use of ICT. In religious education, literacy is also widely used: in discussion about commitment, to recording feelings, to write prayers, poems or stories to show expression of faith or understanding of different religions. In history, shared information books add interest to learning. Design and technology themes often reflect literacy work: making 'fairy tale' bags in Year 3 or designing and making hats in Year 5 for a character from literature.

## **MATHEMATICS**

Provision in mathematics is **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Average and higher-attaining pupils' good achievement has been maintained.
- Throughout the school, standards are above the national average.
- Teaching is generally well planned, enabling most pupils to build well on their previous learning.
- Key skills are effectively taught through regular and lively practice and the use of homework.

## **COMMENTARY**

55. Pupils' good achievement is the result of good provision. Throughout the school, pupils benefit from good teaching that is well focused on clearly identified learning targets. The curriculum is well planned and this enables pupils to build up their skills, knowledge and understanding systematically.
56. Standards in Year 2 are above the national average. Pupils have a good understanding of numbers up to 100 and, in many cases, beyond. They select the operation to use in simple problems and successfully calculate answers, often in their heads, using mental recall of some number facts. They use simple fractions, such as a half, a quarter and three quarters. They know the mathematical names and simple properties of common two-dimensional and three-dimensional shapes and understand that angles measure turns. They begin to use standard units to measure length and mass and they classify

objects, for example, mini-beasts by incidence of wings and legs. Some pupils show understanding of place value beyond 100 and solve problems with larger numbers.

57. In Year 6 most pupils reach standards that are at least in line with those achieved by pupils nationally and often above this. For example, the majority multiply and divide by ten, one hundred and one thousand with ease; they order, add and subtract negative numbers; they convert common fractions to percentages and decimals and reduce these to their simplest form; they measure and draw angles to the nearest degree; they construct and interpret graphs and diagrams and are beginning to understand probability.
58. Throughout the school, higher-attaining pupils are pushed on well by energetic teaching. They develop their own strategies for solving problems and understand that there are often several ways of tackling these. They check their results and deduce whether or not these are sensible. They use mathematical language, giving coherent explanations of their reasoning. Lower-attaining pupils are not always sufficiently considered in oral sessions, which have a tendency to be too long. At times these pupils are asked to undertake calculations in their heads that are too difficult and teaching is too fast and insufficiently broken down into smaller steps that would increase their success. For these pupils there is insufficient focus on learning from their mistakes. However, written tasks are well designed to take the prior attainment of these pupils into account.
59. Mathematics is well led with a strong emphasis on maintaining pupils' good achievement. Standards and achievement are carefully monitored and analysed and findings are used to inform planning. Provision has been improved since the previous inspection and standards have been maintained.

## **MATHEMATICS ACROSS THE CURRICULUM**

60. There is increasingly effective use of mathematics skills to support learning in other subjects. Pupils make careful observations and measurements to support their scientific investigations. They collect scientific data and turn it into graphs, sometimes using ICT. Mathematical skills are used in practical work in geography and there is some use of these skills in history in developing an accurate sense of historical time. Overall, the use of mathematics across the curriculum is satisfactory.

## **SCIENCE**

Provision in science is **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Learning is well focused on practical and investigative work.
- Pupils' achievement benefits from good coverage of the science curriculum.
- The subject is well taught because teachers make good use of their subject knowledge.
- Although ICT is used for research purposes, not enough is made of pupils' ICT skills for learning in science.
- The subject leader is new to her post but has made a good start to her responsibilities.

## **COMMENTARY**

61. Standards in science are above average when pupils are seven and 11. Several factors contribute towards the good achievement of pupils. The first is that pupils are very well behaved and have very positive attitudes towards their learning. The second is that a very comprehensive coverage of the curriculum is securely based on teaching pupils the skills of being a young scientist. They learn to observe carefully, to work collaboratively, to make predictions in the light of their prior learning and to test their hypotheses. A third important factor is that teachers make good use of thorough subject knowledge to plan interesting and challenging tasks. The overall result is a good standard of well-completed tasks, sufficiently imaginative and creative to enable pupils to reflect their own ideas and understanding. Especially in Year 6, pupils write up their findings, making very good use of their literacy skills. Pupils' enjoyment of practical work is very apparent. For example, very good use was made of the school's well-planned outdoor environmental area, as Year 2 pupils eagerly hunted for mini-beasts beneath rotting logs on woodland paths or under strategically placed dust-bin lids. They were quick to identify many of the creatures they found by their characteristics, and equally quick to eliminate the obvious when not sure of identification. Year 5 and 6 pupils were equally skilled in their practical activity, making hypotheses and testing them when swinging a pendulum on different lengths of string. These pupils were particularly sensible and mature in the use of their collaborative skills. As they pass through the year groups, pupils gain an ever-more sophisticated understanding of the principles of fair testing to provide valid grounds to prove or disprove hypotheses.
62. The subject is well taught. Good planning strategies ensure that pupils in mixed-age classes get the same opportunities provided for single-age classes. Teachers work effectively when planning together. Subject knowledge is shared supportively. Some teachers make good use of ICT. This was the case in the follow-up to the mini-beast hunt, when pupils accessed the Internet to pursue their classification of the creatures found, but this practice is not yet widespread. Good relationships are evident in lessons. There is an atmosphere of mutual respect. Even when some lessons are rather slower and not sharp edged with challenge, pupils and adults are patient with each other. The often exemplary behaviour of pupils is a characteristic of the whole school. It was particularly noted towards the end of a long day, when Year 6 pupils were taking part in a practical lesson in oppressive heat and humidity in an unventilated classroom. These pupils - and the adults in the lesson - stuck to the task with impressive focus and concentration. The very positive attitudes of pupils make a strong contribution to the quality of their learning. Good strategies for questioning and marking provide effective support to their learning.
63. The subject is effectively led, although the subject leader is new to the role and has not yet had sufficient time to make her mark. So far, there have been no opportunities for checking on what is being taught or sampling work. However, she has a clear and appropriate action plan and priority items are already being achieved. For example, considerable spending has gone into providing a commercial scheme of work calculated to give support to teachers' subject knowledge. Information from standard national tests is analysed and the results used to modify the approach to the curriculum. While ICT is sometimes used effectively, there is little evidence in pupils' science books of ICT being used consistently for the collection and interpretation of data, to support the presentation of work or for sensing external events, such as changes in noise levels, changes in temperature or changes in light. This is an area for further development as the school learns how to make full use of its ICT resources.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

## **MAIN STRENGTHS AND WEAKNESSES**

- Standards are average when pupils are seven but below average at the age of 11.
- Pupils do not use ICT enough to support their learning in other subjects.
- The curriculum and resources are better than at the time of the previous inspection.
- Where teacher confidence is strong, pupils learn well.
- Some aspects of the curriculum are not well taught because teachers have insufficient knowledge in the modelling, sensing and monitoring areas of ICT.
- Subject leadership is unsatisfactory: opportunities to lead the subject have been insufficient to identify gaps in pupils' knowledge and skills through monitoring lessons and assessing what has been learned.

## **COMMENTARY**

64. The achievement of pupils in Years 1 and 2 is satisfactory. They attain average standards for their age. Achievement in Years 3 to 6 is unsatisfactory and standards are below average. Where pupils have had opportunities to learn the necessary skills, they achieve well. For example, they have confident text entry skills. They use sophisticated techniques to create impressive PowerPoint presentations. Pupils access on-screen features using the pointing device. They communicate using e-mail. Older pupils save and print their work and know how to retrieve it. However, some areas of the curriculum, although planned for, are not taught effectively and pupils' scant experience of control technology and their lack of knowledge about sensing and mapping external events prevent them attaining the standard expected for their age. There is copious evidence around the school of the digital camera being used. However, none of the pupils interviewed was able to talk about their use of the school's powerful digital microscope.
65. The school makes good use of its computer suite despite some inherent difficulties. Where teachers are confident about areas of the curriculum, dedicated skill building lessons are good. Lessons are taught enthusiastically and pupils respond appropriately. They work hard at the keyboard and achieve the learning objectives set for them. However, discussions with pupils show that some areas of the curriculum are not taught effectively, even though all areas of the curriculum are mapped into the scheme of work because teachers' subject knowledge of some areas is not sufficiently strong.
66. The subject leader has been away from school for some time. A plan for the maintenance of the subject during his absence has not been sufficient to bring about necessary improvements. He has a good understanding of what has been taught and what has been missed out. However, there have been no opportunities to observe lessons or to check pupils' work to judge how good it is. As there is no systematic strategy for assessment, the school is not in a good position to know whether or not standards are as good as they should be. There has been improvement since the previous inspection: all staff have had training in the use of computers and most have considerable expertise. However, there are some areas where expertise is insufficient. Resources have improved: the school's computer suite is a powerful tool for learning. It has two disadvantages: first, on sunny days, its position renders the use of the interactive whiteboard difficult and second, the room is subject to through traffic of adults and pupils accessing other parts of the school. Both these factors have some negative impact on achievement. The school makes very good use of the extensive skills of the resource manager. His support of teachers and his relationship with pupils are strengths of the learning that takes place.

## **INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM**

67. There are occasions where ICT is used well to support learning in other subjects of the curriculum. There are good examples in pupils' work saved on the central server of work in art, desktop publishing, word processing and presentations using moving words and images. Some of this work is of good quality and all of it is at the level expected for pupils' ages. However, while good cross-curricular links are made across a range of different subjects, opportunities are missed to use ICT consistently for learning in different subjects. There are occasions when pupils send messages through the Internet and this supports the use of their developing literacy skills. Some examples of the use of spreadsheets for the collection and interpretation of data are to be seen. However, most work seen in ICT is the result of dedicated skill building lessons, rather than the persistent and conscious use of computers across the curriculum. While teachers plan for the use of computers, this is not a regular and consistent feature of planning for most lessons.

## HUMANITIES

No lessons were seen in either history or geography so judgements about provision or teaching and learning are not made. Pupils' work was sampled, school documentation scrutinised and discussions held with teachers.

68. Developed through a teaching programme that follows a two-year cycle of topics, **history** is enriched well by visits to places of historical interest, pupils' experiences of artefacts and by investigating differing historical evidence of the periods, events and changes they study. Many opportunities help pupils observe closely, investigate similarities and differences between their own lives and past times, and to use dates, time order and historical vocabulary effectively. Currently, pupils in Years 1 and 2, when learning about '*What were seaside holidays like in the past?*', handle old cameras, observe and compare seaside postcards, toys and clothes including a bathing costume worn in Victorian times. Photographs, video and CD-ROM evidence and gathering adults' personal memories all add to the pupils' understanding of each topic. From work sampled, good opportunities for writing follow their hands-on experiences of a museum exhibition '*Toys in the Past.*' The importance of first-hand experiences of history continues in Years 3 to 6. Younger pupils find out about domestic life in Tudor times as they spend a day in costume at Clarke Hall. Detailed studies of aspects of the ways of life of those who lived within the ancient civilisations of the Greeks and Aztecs allow pupils in Years 5 and 6 to consider advantages and make comparisons within the societies and with, for example, modern Mexico in the case of the Aztecs. Good use is made of literacy skills throughout all age groups to research and communicate information about each area of study. The subject leader has done much to improve the subject management, through her curriculum and policy review, updating of resources, and preparation of assessment materials for future use by teachers in order to track pupils' progress in their learning.
69. In **geography** a range of fieldwork experiences provides valuable learning opportunities beyond the classroom. For example, on a residential visit, pupils in Year 4 investigate an East Yorkshire coastal environment whilst older pupils spend a day focusing on the physical features of an upland river in Edale. Geographical vocabulary is developed well such as when describing erosion of a valley or a meandering river course. The human influence on the environment is also considered, both by the study of issues such as litter during an infant visit to a local environmental centre and, in Years 5 and 6, through the effect of people on the water cycle. Mapping skills are widely used to locate key features on maps from a localised island scale to the global identification of mountain ranges in

Year 6, where literacy skills are applied well to research and present information booklets on the Mountain Environment. Little use is made of pupils' ICT skills, and material resources are generally unsatisfactory. The subject leader, returning to his responsibilities, has plans to broaden his management role having already reviewed the subject policy.

## RELIGIOUS EDUCATION

Provision for religious education is **good**.

## MAIN STRENGTHS AND WEAKNESSES

- Pupils achieve well because of strong teaching and their very good attitudes.
- The subject leader provides ardent and knowledgeable subject leadership.
- Very strong fundamental links to pupils' personal development underpin teaching.
- Learning is enhanced by visits to places of worship and the sharing of awareness of different faiths and cultures.
- Literacy skills are used well to extend understanding.

## COMMENTARY

70. Few lessons were seen in religious education but these together with sampling of work indicate that, by the age of seven and 11, pupils make good progress in their learning and reach standards that are securely in line with the expectations of the locally agreed syllabus, but with considerable strengths in their understanding of the influence of faith and commitment on the lives of believers. Standards have generally been maintained, particularly in pupils' learning about religious beliefs.
71. Teaching is good overall. In most lessons pupils' very good attitudes to their learning, and often exemplary behaviour, play a large part in their achievements. Pupils listen very attentively in all lessons. The best lessons are well planned, and learning activities are thoughtfully presented and extremely suitable, relating very closely to aspects of children's personal development. In a most successful lesson in Years 1 and 2, the children make very good progress as a result of particularly sensitive teaching that encourages the young pupils to reflect with greater understanding on the importance of special places and prayer to followers of different faiths. Where teaching is satisfactory, the work the pupils do is not sufficiently demanding to interest and motivate them. Discussions and written tasks promote good literacy skills. In Year 6, pupils explore feelings through expressive poems, whilst a pupil in Year 2 writes, *'V- is to value one another and respect others' differences,'* an ethos on which the subject is built.
72. Spiritual and cultural awareness are promoted very well through many aspects of learning. For example, during a Year 3 lesson devoted to the concept of commitment, the pupils are quite awe-inspired in their response to the story of Mother Teresa's dedication to others through her work in Calcutta. The daily acts of collective worship both support and complement the work undertaken in religious education. Members of a Year 1 and 2 class celebrated the harmony of different faiths living together during their class assembly.
73. Long-established links are maintained with the local Christian church and clergy, in lessons and in visiting St Anne's to promote insight into the baptism service or to



celebrate the harvest festival. Visits to Wakefield Cathedral and the mosque widen understanding of different places of worship, whilst plentiful good quality artefacts and other resources promote knowledge of Judaism. During their discussion, Year 6 pupils recalled the key features of, and made comparisons between, Christianity and Islam well, but they were less sure of aspects of the Jewish faith.

74. The subject is managed effectively, with the subject leader providing very strong personal leadership. She has formulated a framework for teaching, based firmly upon the locally agreed syllabus, providing very clearly defined guidance for teachers and which is very relevant to the needs of the pupils in the school. Planning closely with colleagues in Years 1 and 2 she knows the quality of work very well but currently has less opportunity to extend her role to monitoring teaching and learning within Years 3 to 6. There is as yet no formal assessment of pupils' learning and progress.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

No lessons were seen in art and design and design and technology, and in music and physical education very little teaching was seen. It is not possible, therefore, to judge overall provision in these subjects.

75. In **art and design**, pupils' work around the school and in sketchbooks and folders was examined and analysed. Standards in the work seen were good and this is an improvement since the previous inspection. Pupils develop key skills in drawing and painting well. Pupils in Years 1 and 2 use these skills successfully to express their personal experiences and illustrate their learning in various subjects. Older pupils develop further, effectively conveying life and movement in their drawings and paintings of plants, landscapes and the human figure.
76. Teachers provide good opportunities for pupils to explore a wide variety of media and techniques and through a well-planned curriculum they ensure that pupils build up their skills, knowledge and understanding. The work of established artists and craftspeople, the individual talents of staff and the good accommodation are well used to enhance the subject.
77. Standards in the work seen in **design and technology** were good and this is an improvement since the previous inspection. For example, pupils in Years 1 and 2 had made various types of puppets, some to fit on fingers and some to operate with strings or sticks. The puppets were carefully made, using stitching, glue or split pins effectively. They were attractive and strong enough to be used. Years 5 and 6 pupils had designed and made a great variety of hats linked to work in other areas of the curriculum such as literacy and history. They had used card effectively for the structures, with textiles and various enhancements, such as sequins, feathers and veils, to convey key characteristics. The hats were well finished and sturdy enough to be used in drama. Pupils' plans in this and other work were detailed, with enumerated instructions and clear lists of materials required. Associated writing was lively and descriptive.
78. The design and technology curriculum benefits from good facilities within the new accommodation, notably the food technology and craft areas. There has been no subject leader with specific subject expertise for some time. The headteacher has taken on responsibility for the subject. He is enthusiastic and developing the subject appropriately.

79. In **music** the singing heard during assemblies was tuneful but lacked enthusiasm except in the more familiar choruses when more pupils joined in. The recently appointed subject leader has had insufficient opportunity to define her role because of absence. However, she has introduced a new published scheme to give greater support to non-music specialists on the staff. It has yet to be evaluated for its impact on standards. Presently there are no extra-curricular activities for pupils but this is to be reviewed next term. Pupils have the opportunity to learn a brass instrument and all perform for their parents in school productions or class assemblies.
80. All aspects of **physical education**, gymnastics, dance and games, are included in the planning. The one lesson seen in the infants was of very good quality: brisk with a very good range of activities taught by a very knowledgeable teacher. Some pupils in the lesson demonstrated the development of very good football skills.
81. In the last report the role of the subject leader was criticised but with the recent appointment so much has already been achieved. The monitoring role is less well defined but the profile of the subject has improved. There is a good range of extra-curricular sports activities, with regular matches played against other schools. The subject leader has secured funding for kit and other equipment and introduced a new published scheme across the school. This has had insufficient time to impact and has yet to be evaluated for its effectiveness on raising standards.

## PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship (PHSCE) is **very good**.

### MAIN STRENGTHS AND WEAKNESSES

- Provision in this area of learning has a very positive impact on pupils' maturity and sense of personal responsibility.
- The subject area is very well led and resourced.
- The school is deeply committed to the education of the whole child and provision for PHSCE is an important factor in that commitment.
- Very good use is made of representatives of the community to support learning in this area.

### COMMENTARY

82. Provision for PSHCE is a strength of the school. The school regards this element of pupils' development as central to its whole philosophy and because provision is very good, pupils achieve very well. Although good cross-curricular links are made, especially with science and religious education, weekly dedicated lessons promote pupils' secure understanding. The impact of lessons can be seen day-by-day throughout the school and in all lessons. It is manifest in pupils' very positive attitudes and behaviour. The provision is characterised by the very good relationships that exist between pupils and adults. Pupils achieve very well because lessons are particularly well enhanced by supportive resources. Teachers never have to struggle for what to teach next. Pupils not only get very good and supportive instruction, but also this is one effective way in which the school listens to their views. One of the outcomes of the provision is the way in which pupils grow in maturity and in self-esteem. The provision in this area is a powerful tool for pupils' understanding of themselves and of others.
83. Teaching in the lessons seen was good overall, ranging from very good to satisfactory. Planning ensures confidently taught lessons, with strong content. Resources are plentiful and well used as jumping off points. Because relationships are very good, pupils are quick to speak their mind, openly and confidently, knowing that they will be listened to, their view respected and treated sensitively. Leadership in this area is very good. It has overseen the development of lessons such as circle time, established an environment for learning, developed resources and given teachers a clear sense of direction. The scheme of work gives pupils very good opportunity to reflect on the profound and complex questions of life; those questions that have no finite answer. Lessons in this area touch parts of pupils' understanding that other lessons do not. A positive feature of the school's provision is the use made of significant members of the community, for example, the community policeman and nurse and the local firemen.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<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	4
Value for money provided by the school	4

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
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	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

<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	4
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).*