

INSPECTION REPORT

GRANGE FARM PRIMARY SCHOOL

Seacroft

LEA area: Leeds

Unique reference number: 107923

Headteacher: Mrs Kathrine Stoker

Lead inspector: Dr Brian Male

Dates of inspection: 17 - 20 November 2003

Inspection number: 260656

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	345
School address:	Barncroft Rise Seacroft Leeds
Postcode:	LS14 1AX
Telephone number:	(0113) 2930120
Fax number:	(0113) 2284531
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Julie Davies
Date of previous inspection:	28 September 1998

CHARACTERISTICS OF THE SCHOOL

This large community primary school takes pupils from 3 to 11 years old, and is maintained by the Leeds Local Education Authority. At the time of the inspection there were 331 full-time pupils in 14 classes, and a further 29 pupils attending the nursery on a part-time basis. Many pupils start school with standards of attainment well below those usually found. The percentage of pupils known to be eligible for free school meals is well above the national average. The percentage of pupils identified as having special educational needs is below the national average. There is a small proportion of pupils from ethnic minorities and very few at an early stage of learning English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14906	Dr Brian Male	Lead inspector	English Religious education History Geography Special educational needs
19419	Mrs Sue Boyle	Lay inspector	
22452	Mrs Mary Farman	Team inspector	Foundation stage Art and design Design and technology Music Physical education
3942	Mr Keith Sanderson	Team inspector	Mathematics Science Information and communications technology

The inspection contractor was:

Parkman Ltd in association with *PKR*
35 Trewartha Park
Weston-Super-Mare
North Somerset
BS23 2RT

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with some very good features. Standards of attainment represent good overall achievement for the pupils. There is a good overall quality of educational provision. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school provides a very secure, supportive and inclusive community.
- The quality of teaching is good across the school.
- Pupils behave well and have positive attitudes towards learning.
- The school has a very good partnership with parents.
- There is very good provision for pupils with special educational needs.
- Pupils receive a good start to their education in the nursery and reception classes.
- Pupils could be involved in a wider range of learning strategies and have more independence in their learning.
- The headteacher provides very strong leadership, and the school is very well managed.

The school has made good progress since the previous inspection. Standards of attainment are now higher by the end of Year 6, pupils' attitudes have improved and all the key issues raised have been addressed. The quality of other features has been maintained.

STANDARDS ACHIEVED

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

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

Pupils' achievement is good overall. Standards in Year 6 are already much higher than the 2003 test scores in the above table. Standards in Year 6 are now below the national average in English and in line with the national average in mathematics and science. This is good overall achievement for the pupils. Standards in Year 2 continue to be relatively higher than in Year 6. Standards in reading, writing and mathematics are in line with the national average and represent very good achievement. Standards of speaking are low across the school.

There is very good support for pupils with special educational needs and for pupils for whom English is an additional language, and they make very good progress. A closer focus on the higher attaining pupils is needed to raise standards further.

Pupils' personal qualities are good. Pupils behave well and have good attitudes to school. They are open and friendly, and often very thoughtful about others. They move around the school sensibly and are respectful of others and of the school. They work well with each other in class, and generally play well with each other in the playground. The rate of attendance is good.

QUALITY OF EDUCATION

The quality of education is good overall. The quality of teaching is good. Teachers work hard and prepare their lessons thoroughly. In the best lessons, there are high expectations, and the pupils are involved in interesting practical activities to which they respond very positively. The next

step is to widen the range of teaching and learning methods, and to give pupils more independence within their learning, especially in Years 3 to 6. Teaching assistants provide very good support for learning, particularly for pupils with special educational needs.

There is a good curriculum enhanced by a good programme of visits and visitors. There are good opportunities for extra-curricular activities. There are good arrangements for pupils' care and welfare, and the school works particularly well with families in the area of pastoral care. The school is very generously staffed at the moment and classes are small.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The headteacher provides very strong leadership and is very clear in her expectations. There is good support from the deputy headteacher and other senior staff, and a good framework of teams overseeing the school. The provision for pupils with special educational needs is managed particularly effectively. The management of the school is very good, and the headteacher monitors provision very effectively.

The governing body provides appropriate governance for the school and maintains a good general overview of its work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school, and there is no area where a significant number wish to see improvement. Pupils are also very positive in their views of the school and enjoy the facilities it has to offer. The school's very good partnership with parents contributes to pupils' positive attitudes and enhances learning.

IMPROVEMENTS NEEDED

In order to build on its already good provision, and to improve speaking skills, the next step for the school is to involve pupils in a wider range of learning methods where they discuss their work and have greater independence to engage in investigative activities.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The overall standards represent good achievement for the pupils. Achievement is very good by Year 2.

Main strengths and weaknesses

- Present standards in mathematics and science are in line with the national average in Year 6 and this is very good achievement.
- Standards in reading, writing and mathematics are in line with the national average in Year 2 and this is very good achievement.
- Very good support enables pupils with special educational needs, and those for whom English is an additional language to achieve very well.
- Achievement is good in English and information and communication technology (ICT) in Year 6.
- Standards of speaking are low across the school.
- The higher attaining pupils could make more progress through Key Stage 2.

Commentary

1. The school's scores in national tests in Year 6 have tended to be relatively lower than in Year 2 over a number of years. This was also the case at the time of the previous inspection. This situation still pertains, although Year 6 standards at the time of the inspection were higher than in 2003, and the gap narrower. Pupils with special educational needs make very good progress through Years 3 to 6, so it is the progress of the average and above average pupils that needs to be quicker in order to build appropriately on the standards in Year 2.
2. The very good achievement by the end of Year 2 results from the good quality of teaching that pupils receive from the Nursery to Year 2, together with the good range of practical activities in which they are involved and the pupils' very positive attitudes to learning. Progress is slightly slower through Years 3 to 6 because, although teaching continues to be good, the range of learning opportunities has been narrower and pupils have less independence to apply their knowledge and skills in a range of different contexts. However, achievement at the end of Year 6 is still good.

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

Standards in:	School results	National results
English	25.2 (26.7)	26.8 (27.0)
Mathematics	25.6 (25.8)	26.8 (26.7)
Science	27.5 (26.7)	28.6 (28.3)

There were 51 pupils in the year group. Figures in brackets are for 2002

3. The school's scores in national tests at the end of Year 6 in 2003 were well below the national average in English, mathematics and science. This was lower than in previous years because of an unusually high proportion of pupils with special educational needs in that year group. Inspection evidence indicates that present standards in Year 6 are much higher, particularly in mathematics and science. Present standards are below the national average in English and ICT, and in line with the average in mathematics, science and religious education. It was not possible to make overall judgements about other subjects. Pupils' attainment in mathematics and science is not as high in the investigative aspects of the subjects as in the knowledge aspects. This is because pupils have not always had sufficient opportunities to conduct their own investigations or try out their own ideas.

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

Standards in:	School results	National results
Reading	15.6 (15.3)	15.7 (15.8)
Writing	14.1 (13.9)	14.6 (14.4)
Mathematics	15.8 (16.2)	16.3 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year

4. The school's scores in national tests at the end of Year 2 in 2003 were in line with the national average in reading and below the national average in writing and mathematics. This was broadly similar to previous years. Inspection evidence indicates that present standards at the end of Year 2 are in line with the national average in all three aspects. Standards are also in line with the national average in ICT and religious education. It was not possible to make overall judgements about other subjects.
5. Many children start in the nursery with standards well below those usually found, especially in terms of language development and social skills. They receive a good start in the nursery and reception classes, and when they transfer to Year 1 standards have risen to below average in all the expected areas of learning. This is good achievement for the pupils.
6. Standards of speaking are low across the school. Standards of listening are also low when pupils first start in the nursery, but these improve as pupils move through the school. Many older pupils have interesting ideas to express and points to make, but find great difficulty in putting these into words. They need more structured opportunities within lessons when they can talk at length and plan explanations or reports.
7. The very good support for pupils with special educational needs enables them to make very good progress. Pupils for whom English is an additional language are also very well supported, and make very good progress. The support for pupils capable of higher attainment enables them to make satisfactory progress, but needs to be more focused on the higher levels of attainment to make this progress good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work and behaviour are good, and their personal development is satisfactory. The exclusion rate is satisfactory. Attendance is good, and most pupils arrive in time for the start of lessons.

Main strengths and weaknesses

- Pupils are very sensitive to others' special educational needs.
- Attendance has improved and is now good.
- Pupils work and behave well in lessons, and around the school.
- Playground behaviour is sometimes too rough.

Commentary

8. Parents' positive views of the school have a significant impact on pupils' attitudes. The result is that pupils themselves are positive about school. They want to learn and they apply themselves well to work. They are keen to contribute in lessons by sharing their ideas, but younger pupils do not always listen well to others. Staff have very high expectations for behaviour, and most pupils behave well. However, some staff have an over-fussy insistence on details of behaviour that do not impinge on learning, and this gets in the way of effective relationships. There were two fixed-term exclusions last year (shown in the table below), but this was highly unusual.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	312	2	0
Mixed – White and Black Caribbean	11	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	2	0	0
Black or Black British – any other Black background	4	0	0
Any other ethnic group	1	0	0

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

9. Pupils are friendly, respectful and polite. They are confident to suggest things, and to try out new things. They move around the school well, and their behaviour in the dining room contributes to the pleasant atmosphere. Older pupils have responsibilities around the school that they enjoy and carry out sensibly. At the time of the inspection, Year 6 pupils had just returned from a residential visit and were full of enthusiasm following their week away.
10. Pupils have appropriate opportunities for learning about their own culture, but opportunities to learn about other cultures are not so well developed. There is good provision for moral development particularly through personal, social, health and citizenship education. In these lessons, pupils are encouraged to talk about their feelings, and in so doing gain appropriate knowledge about themselves and learn to respect the views of others.
11. Pupils get on well with each other. In lessons, they are often required to work in pairs and they do this well. In the playground, although pupils generally play well together, the games of chase tend to be quite physical and sometimes lead to upsets. Mid-day supervisory staff are supportive and caring but need to be more vigilant to ensure that games do not get out of hand. Most mid-day supervisory staff manage pupils well, but on occasion some resort to shouting, and this is inappropriate.

Attendance

12. The good attendance rates reflect the effort made by the school in working closely with the educational welfare officer to improve attendance. It has been achieved by close monitoring, raising pupils' awareness and clear systems for following up absenteeism.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.5	School data	0.2
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education provided by the school is good.

Teaching and learning

The quality of teaching and learning is good overall. Pupils' work is assessed well.

Main strengths and weaknesses

- Teachers work hard and their lessons are very thoroughly prepared.
- There is very good support for pupils with special educational needs.
- Teaching assistants provide very good support for learning, particularly for pupils with special educational needs.
- The range of teaching and learning methods could be wider, and pupils need to be given more independence within their learning.

Commentary

Summary of teaching observed during the inspection in 70 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (7%)	42 (60%)	23 (33%)	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.

13. Teaching is good overall in all aspects and subjects from the nursery to Year 2. In Years 3 to 6, teaching is good overall, and good in mathematics, science, ICT and religious education. Teaching is satisfactory overall in English and Personal, social, health and citizenship education (PSHCE). Within English, the teaching of reading is good, and the teaching of writing, speaking and listening is satisfactory.
14. In the best lessons, there is high challenge together with a sense of excitement. For example, in a very good Year 5 music lesson, pupils were enthusiastic about their singing in rounds and rose to the challenge of some complicated rhythmic patterns. These lessons also use a good range of teaching and learning methods to promote pupils' involvement. For example, a very good Year 6 English lesson looking at plot development in 'Lord of the Rings' involved pupils in discussion in pairs and role-play. The teacher listened very carefully to pupils, valued their suggestions, and built on these in making the literary style clear on the whiteboard. A very good Year 1 religious education lesson involved pupils well and had good challenge as pupils were asked to look at some interestingly wrapped presents and say who they were for. Choosing presents for 'Teddy', and finding that the gifts were of love or hugs or kisses effectively brought home the messages that money is not necessary in such transactions.
15. Where learning is most effective, pupils are involved in a range of practical activities and given opportunities for some independence in their learning. For example, in a good Year 2 ICT lesson, pupils were given good scope to experiment with the features of a 'Dazzle' paint program, and consequently found out more about its features than if they had followed direct instructions. In a good Year 3 geography lesson, pupils had the opportunity to consider how a local area of waste land could be improved, and worked well in pairs to plan their improvements.
16. The teaching of pupils with special educational needs by the specialist teacher and by teaching assistants is very good. Individual education plans contain very helpful targets, and the quality of support enables pupils to make very good progress. Work is very well matched to individual needs and a sympathetic approach builds pupils' confidence. This is also the case for the few

pupils for whom English is an additional language. Outside support is used very well to promote their very good progress.

17. In general, many lessons are of a similar style where the teacher explains a topic, directs a class discussion and pupils carry out a task set by the teacher in a prescribed way. These lessons are often effective at conveying information, but do not always allow the scope for pupils to develop deeper understanding or to apply their knowledge in a wider range of contexts that would extend their comprehension. This is particularly the case in Years 3 to 6 where pupils need the scope to develop their ideas independently, particularly in mathematics and science where the National Curriculum requires them to, “develop their own strategies for solving problems” and, “put forward their own ideas about how to find answers to a question”.
18. Pupils develop their listening skills well as they move through the school, but make much less progress with their speaking skills. This is because their own too few opportunities for them to speak at length in a variety of contexts. Many class discussions are directed tightly by the teacher and pupils’ contributions are limited to simple answers to questions. There were some good opportunities in some Year 6 religious education lessons for pupils to explain in more detail their ideas about leadership, and in some Year 5 and 6 English lessons for pupils to discuss ideas in pairs. These are very helpful in extending speaking skills and also in deepening understanding, and so need to be used more across the school.

The curriculum

The overall quality of the curriculum is good and good extra-curricular provision enriches learning. The accommodation is satisfactory and resources are good.

Main strengths and weaknesses

- Long-term curriculum plans have been well developed.
 - There are good opportunities for enrichment, particularly in sport and the arts.
 - The curriculum is particularly strong in supporting pupils who have special educational needs, and those who are less confident.
 - There is inconsistent provision of opportunities for independent learning, especially for the higher attaining pupils.
 - There is inconsistent use of ICT to support learning across the curriculum.
19. The curriculum meets statutory requirements, and both the quality and range of learning opportunities are good. The school has worked very hard at devising curriculum plans that address the particular needs of its pupils, and these are particularly successful in helping pupils acquire basic skills and in supporting those pupils who do not find learning easy. The school has linked its own planning to national initiatives such as the Literacy and Numeracy Strategies, and these have been effectively adopted. The effective use of the national strategies as a tool for learning has contributed to improvements in these subjects and good development of basic skills. The next steps in developing the curriculum are to create more opportunities for independent learning and for using basic skills in solving problems, and to ensure that challenges for higher attaining pupils are more consistently provided.
 20. A good range of additional curriculum opportunities, especially in sports and the arts and through visits and visitors, caters for all year groups through the year and enriches the curriculum.
 21. Accommodation is satisfactory overall and the ICT suite is a valuable addition, although it is not really big enough for a whole class. Pupils’ achievements in ICT have improved quickly and more now needs to be done to use these skills in support of other curriculum areas. The school has been efficient in using available spaces and has created a good quality learning environment. Resources to support learning are good overall especially in mathematics, science, art, music, PE and in the Foundation Stage.

Care, guidance and support

Arrangements for the care, welfare and safety of pupils' are good. Support, advice and guidance for pupils based on monitoring is satisfactory. Involvement of pupils through seeking, valuing and acting on their views is satisfactory.

Main strengths and weaknesses

- There is good monitoring for child protection.
- The school is very caring and very supportive.
- The school has started to seek pupils views in more formal ways.
- Pupils are not involved sufficiently in their learning targets.

Commentary

22. The school places great emphasis on child protection, and procedures are well established and known to staff. There is particularly good monitoring for children who are a cause for concern. Staff responsibilities in this area have recently changed and staff are in need of updated training. Arrangements for health and safety are satisfactory.
23. Most staff are very caring. The school supports all pupils well to achieve the good attendance noted above. On an individual level it makes good use of outside agencies to provide additional help for pupils who have particular needs such as behavioural difficulties.
24. Pupils are confident to share their views with their teachers. The school has begun to survey pupils and as a result changed an aspect of lunchtime procedure. It intends to develop this further and plans are underway for a school council.
25. Pupils have personal and learning targets. They know their learning targets but are not always kept fully informed of their progress towards the targets, or involved in the target setting. Some targets in pupil annual reports are too general to be helpful.

Partnership with parents, other schools and the community

The school has established very good links with parents. Links with the local community and with other schools are satisfactory.

Main strengths and weaknesses

- Parents views of the school are very positive.
- The school values parents as partners in learning.
- Parents are encouraged to be involved in the learning, particularly in the nursery.

Commentary

26. Parents have every confidence in the school. They find the teachers approachable, and feel that they are listened to and their concerns are dealt with well. They are particularly confident in the headteacher's ability to deal with things effectively. The school is very welcoming and the headteacher always makes time for parents. The school secretary is very friendly and welcoming in her approach. She makes every effort to meet the needs of parents, children and visitors alike.
27. The nursery has a planned programme of visits for parents that involves them well in children's learning. Teachers make every effort to encourage parents to attend parents evenings, and to enable parents get the best out of these visits it has produced some very useful guidance in the form of a leaflet. Parents are consulted on a regular basis, mostly about pastoral issues, and

the school responds appropriately to findings. An example is the establishment of a school uniform, which parents requested, and support well. Teachers monitor homework carefully, and parents are given good encouragement to support their children with homework and the majority do. Parents are encouraged to help in the nursery and some do, and a few parents help in other classrooms. There is much more support for visits, and very many parents volunteer for this. Parents have good opportunities to see the work in classrooms after the class assemblies, but there are no workshops or open days that would give parents greater insight as to how they can help with learning.

28. The school makes appropriate use of its limited links with the community. Links through the East Leeds Family of Schools enable the school to give good pastoral support to families, and provide particularly good transition support for pupils who potentially will experience difficulties when they move to secondary school. Curricular links with other schools are not well established.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very strong leadership, and management is very good. The governing body provides appropriate governance for the school.

Main strengths and weaknesses

- The headteacher sets a very clear educational direction.
- She is well supported by her deputy and a framework of effective teams.
- Management of the school is very effective.
- Uncertainty about the future organisation of schools in the area is making it difficult to set the budget for next year.

Commentary

29. The headteacher is a very strong presence in the school. She is very clear in her educational aims and expectations, and she has ensured that the school has made good progress since the previous inspection. She is well respected by parents and the community who have great confidence in her ability, as one parent put it, "To sort things out". She is well supported by senior staff and by the teams that oversee the various departments within the school. This structure works well. The management of special educational needs, ICT and mathematics have been particularly successful.
30. The school has been very successful in creating an inclusive community where there is respect for others. This is especially the case in the way that pupils who have particular special educational needs are absorbed into the school community.
31. The school is managed very effectively. There is a thorough self-evaluation based on an analysis of data, and appropriate actions are built into the school's development plan. There are good arrangements for the induction and professional development of staff, and the performance management system is linked appropriately to improvement.
32. The governing body maintains a good general overview of the school and is actively engaged in its work. There are appropriate systems for linking governors to areas of the school's provision and for informing them of pupils' progress.
33. Management of the budget has been made difficult because there was a local education authority (LEA) review of the provision of primary school places in the area at a time of generally falling pupil numbers. There was an expectation that a re-organisation of places would have occurred by this academic year and that the number of pupils in the school would have risen significantly. It was therefore decided to maintain the number of classes in the school despite previously falling numbers, but the re-organisation had still not taken place at the time of the

inspection. There were, therefore, more classes than the number of pupils would warrant on a financial basis. The table below indicates that school is therefore spending well over its income and its budget reserves are being used up by the cost of the extra staffing. A large budget deficit will occur next year unless staffing is reduced or more pupils are recruited. It is hoped that decisions about re-organisation will have been made before the budget is set for the next financial year.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	791,047
Total expenditure	839,817
Expenditure per pupil	2,278

Balances (£)	
Balance from previous year	73,160
Balance carried forward to the next	24,390

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the nursery and reception classes is **good**.

34. Children achieve well. The majority of children enter the nursery with well below average levels of attainment overall. Their social and communication skills are particularly weak. They make good progress through the Foundation Stage, but many are unlikely to achieve the nationally expected 'Early Learning Goals' (ELGs) by the time they leave the reception classes. Children settle quickly into the nursery class routines, and positive relationships ensure they are secure and confident with each other and adults. The teaching is consistently good across the Foundation Stage, and this ensures that children make good progress in their learning. They respond well to the interesting and stimulating activities. All adults use assessment effectively to build on children's previous learning and ensure that individual needs are met.
35. The teachers, nursery nurse and support assistants work well together as a team. This very effective partnership ensures that children are supported according to their identified needs. There are satisfactory arrangements for children entering the nursery. The arrangements for their transfer to Year 1 are smooth. High expectations of behaviour result in children developing positive attitudes to learning and an eagerness to do well.

Personal, social and emotional development

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

Main strengths and weaknesses

- The good relationships between adults and children increases children's confidence and security.
- Children make good progress in this area but standards are below the levels expected.

Commentary

36. Good teaching and positive relationships between adults and children provide a strong foundation for children's future development in this area. The carefully time-tabled sessions increase children's self-awareness and patience in working with others and taking turns. The staff's positive approach encourages children to approach their work with enthusiasm and be keen to tackle new experiences. Adults organise group work carefully to ensure that children learn to work and co-operate with each other. This makes a positive contribution to the harmonious relationships amongst all groups of children in the Foundation Stage.

Communication, language and literacy

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

Main strengths and weaknesses

- The teaching team ensures that all children have chances to increase their speaking skills.
- Sometimes there are not enough opportunities for children to speak in sentences.
- There is systematic teaching of letter sounds and shapes throughout the Foundation Stage.
- Children achieve well, but are not on target to achieve the expected levels by the end of the reception year.

Commentary

37. Children are encouraged to listen carefully in a variety of situations such as stories, instructions and games. Staff use stories effectively to engage children in enjoying books and to realise that print has meaning. Children achieve well in developing their speaking skills but many still have difficulty in speaking clearly in sentences. A range of methods, such as puppets are used to encourage children to develop their speaking skills, and these also make a positive contribution to developing their imagination. However, children need more opportunities when they are required to speak at length, particularly in the nursery when times such as drinking milk are not always fully used to engage pupils in conversation. When children are left to engage in speaking activities with little adult intervention, they soon lose interest and make little progress. Children in the reception year begin to form letter shapes and to recognise the sounds that letters make. This increases their writing and reading skills. However, many children are unlikely to meet the expectations of the Early Learning Goals by the time they leave the reception year.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- All adults take every opportunity to increase children's awareness of shape and number.
- Children have a wide range of number experiences, but many are not on target to achieve the Early Learning Goals by the time they leave the reception classes.

Commentary

38. There is a carefully planned range of opportunities for children to increase in confidence in using numbers, and there is a structured programme of work throughout the Foundation Stage that builds effectively on children's previous mathematical experiences. Effective use is made of a range of methods such as number rhymes and songs to help children develop their skills in counting. Reception class sessions begin with the whole class working together on counting and solving problems and this is effective in developing mental skills. There is some interesting teaching about solid shapes that reinforces key skills well and develops children's mathematical language. Children make good progress from a low base, but many are unlikely to achieve the required standards by the time they enter Year 1.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- There is a wide range of interesting opportunities for children to investigate.
- Adults encourage children to explore materials and ask questions.
- Children use computers effectively to increase mouse and keyboard control.
- Many children are not likely to achieve the Early Learning Goals when they enter Year 1.

Commentary

39. Children receive good quality opportunities to explore their surroundings in the classrooms, around the school and outside through a planned programme of work to support learning in each aspect of this area. This increases children's awareness of features of the world around them, such as changes in themselves, plants and animals. Carefully structured teaching ensures that children in the nursery and reception classes develop a secure level of skill in using and controlling computers. These experiences provide a firm base for future work in Year

1. Although children make good progress in their learning and achieve well most are not on target to reach the expected standards by the time they enter Year 1.

Physical development

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- There is a secure outdoor learning area with suitable climbing and balancing equipment.
- The structured timetable for access to the outdoor area restricts opportunities for children to develop independence in their learning.
- Reception class children do not have immediate access to the outdoor learning area; this limits their ability to work with large construction materials.

Commentary

40. Children achieve well in this area of learning because of the consistently good quality teaching. The opportunities for children to develop their skills outside the classroom are limited to structured sessions in the nursery and there is not the usual 'free-flow' of activities inside and out. Careful planning for the outside sessions makes effective links with pupils' social and mathematical development; for example, children learn directional language as they jump in and out of hoops and travel along and over benches. However, development is restricted by the lack of access to the outside areas through the day. The lack of direct access for the reception classes limits their large physical activities to the school hall, and this restricts their opportunities to work with large construction equipment and wheeled vehicles. Children have ample chances to increase their skills in the smaller scale physical activities such as shaping dough and using scissors, brushes and pencils. Many, however, are unlikely to achieve the expected level by the time they leave the reception classes.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- There is a suitably wide range of interesting work in this area of learning.
- Adults make effective use of role play to develop children's imagination.
- Children have opportunities to explore different media and materials.

Commentary

41. Children have regular opportunities to practice and improve their skills and techniques in a range of art activities. This is evident in their ability to use paint and paint brushes confidently and to experiment with different ways of transferring paint to paper. For instance, children in the nursery take delight in making bubble prints. Where there are opportunities to talk about their work with adults, children's ability to look closely at their work and take pride in their achievements increases. Children keep the working areas tidy in response to adults' high expectations. This encourages care of property, independence and responsibility, as children ensure that the areas are ready for others to use. In spite of the good provision many children are unlikely to reach the expected standards by the time they leave the reception classes.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Pupils' achievement is very good by the end of Year 2.
- Achievement is good by the end of Year 6.
- Good teaching of reading has ensured that standards are higher than in writing.
- Standards of speaking are low across the school and pupils need more opportunities to develop these skills.
- Teaching assistants give very good support for pupils in groups.

Commentary

42. A good start through the Foundation Stage and good teaching through Years 1 and 2 mean that attainment is in line with the national average by Year 2. This is very good achievement for the pupils taking account of the low starting point for many of them. Standards of reading are higher than writing, and standards in writing are higher than speaking or listening.
43. Pupils have not sustained their progress through Years 3 to 6 over the last few years, and standards are below the national average by Year 6. These standards are higher than national tests in 2003, and represent good achievement for the pupils. As in Year 2, standards of reading are higher than writing. Standards of listening have improved by Year 6, but standards of speaking are still low.

Speaking and listening

44. Some use is made of paired discussion to help the development of speaking skills, but this is not always structured sufficiently to allow the skills to develop. Class discussions are often tightly directed by the teacher and do not offer sufficient opportunities for speaking for a range of purposes to an increasing range of audiences. The school is planning to focus on speaking skills, and to increase the range of techniques such as group reporting, role-play, 'hotseating' (where a teacher or pupil takes the part of a character and answers questions posed by the rest of the class), and debates. There were some good opportunities for in-depth discussion in Year 6 religious education lessons considering the features of good leadership, and in a Year 5 English lesson where pupils prepared a radio talk.

Reading

45. There is good teaching of reading across the school. There is particularly good support within groups during guided reading from teachers and teaching assistants. As a result of this good teaching, standards of attainment are in line with the national average at the end of Year 2 and 6, and this is very good achievement. There is a good range of literature for these sessions that sets a good standard for pupils' own writing. Some of the individual reading books are not of the same standard and do little to stimulate interest or encourage good writing. By Year 6, pupils are able to use an appropriate range of reference sources such as a dictionary and thesaurus, and also able to use the Internet to find information, but there are relatively few opportunities for independent study to use these skills.

Writing

46. The teaching of writing has not been so effective as that of reading. There is good teaching of the basic skills of spelling, punctuation and grammar, and by the time pupils reach Years 5 and 6, very few have problems with these skills. This is partly a result of the very good support given to pupils with special educational needs. Standards are below the national average because too few pupils develop their writing in terms of clarity, style and exciting use of language. To a great extent this is linked to pupils' low speaking skills. They also need greater experience of a wide range of good literature so that the elements of a good style are 'absorbed'. This is coming through the group reading books, but needs to be supplemented in individual readers and listening to stories. There are occasions when pupils redraft their writing to improve it, but they are not always helped in this through any structure of discussion with teachers or other pupils.

47. Very good support from teachers and teaching assistants enables pupils with special educational needs to make very good progress. Work in groups is very well focused on pupils' needs, and is very helpful in improving basic skills.
48. The subject leader was absent during the time of the inspection, but has ensured that there is a good framework for the teaching of reading, and has already decided to focus on the improvement of speaking skills.

Language and literacy across the curriculum

49. There is some use of subjects such as history and geography to develop writing skills, but these are generally rather limited with few opportunities for extended pieces. Speaking and listening opportunities are usually restricted to question and answer sessions with the teacher where pupils are called upon to give simple answers to straightforward questions. Much more could be done to use other subjects to extend language and literacy skills.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good overall and pupils achieve well.
 - There is a strong focus on developing basic numeracy skills.
 - The current subject management is good and the support given to teachers is a key reason why teaching is good.
 - Pupils need more opportunities for problem-solving and investigative work.
50. The good teaching across the school enables pupils to make good progress. There is a strong focus on numeracy skills, especially during the oral and mental sessions at the beginning of lessons and this has raised standards. Teachers teach these skills well, skilfully employing a wide range of resources such as individual number fans, whiteboards and counting sticks, to aid pupils' learning. Moreover, teachers consistently demonstrate enjoyment themselves during these brisk oral and mental activities, and this helps motivate pupils. In a Year 2 lesson, pupils were so keen to work out an answer to a tricky mental problem that one quickly pleaded, "Please don't tell us the answer yet!" Successful adoption of the National Numeracy Strategy, and the school's policy of tailoring programmes of work to meet specific needs, means teachers are following progressive Programmes of Study that successfully help develop learning. There is a consistency of approach and methodology that supports pupils well, and planned programmes for those less confident and able are particularly effective. However, opportunities for pupils, particularly the higher attainers, to use the skills they have learned, in solving "real life" problems are inconsistently developed. Teachers develop basic numeracy skills very well but the next step of allowing and encouraging pupils to be active in using them to tackle problems independently is often stifled through over direction. Nevertheless, in 80 per cent of lessons seen teaching was good. Strengths include:
- Brisk, lively oral/mental session which help pupils become more fluent in using numbers.
 - Carefully planned lessons with clear learning objectives.
 - Making sure that pupils understand how work builds on previous learning.
 - Strong emphasis on teaching pupils basic skills and techniques.
 - Very good support for special educational needs pupils and other less confident pupils.
51. The subject is well led. The co-ordinator is knowledgeable, thoughtful and well able to support colleagues. There is good provision of resources to support learning, staff have attended a range of further training courses and the co-ordinator is aware that in order to raise standards further the characteristics of the best teaching have to be adopted consistently.

Mathematics across the curriculum

52. Pupils use mathematics as part of their work in other subjects. For example they use graphs and tables to record data in science, measure materials in design and technology and use their awareness of shapes to create patterns and designs in art. The use of computers to support learning in mathematics is developing.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of generally good teaching.
 - The subject is led with enthusiasm by joint subject leaders.
 - Pupils need more opportunities to plan their own investigations.
53. From a very low base, pupils make good progress throughout school and by Year 6, standards are in line with the national average in the knowledge-based aspects of the subject (Attainment Targets 2-4). This is good achievement for the pupils. Standards are not so high in the investigative aspect of the subject. There is very good support for pupils with special educational needs, but planning for lessons often does not include sufficient further challenge for higher attaining pupils, and this can restrict opportunities for these pupils to achieve even more.
54. Effective use is made of a good range of resources in lessons to stimulate pupils' interest and cover all aspects of the curriculum thoroughly. Teachers are trying hard to give pupils experiences of investigative science, but much of the investigative work undertaken is very much teacher-directed, and pupils have insufficient opportunities to plan their own investigations. This is a requirement of the National Curriculum and helps to deepen understanding by applying knowledge in a range of contexts.
55. The subject is currently led by joint co-ordinators. They bring enthusiasm and have a good grasp of appropriate priorities for further development. As part of the current focus on science in the school development plan, the school is intending to provide further training for all staff to support the development of more investigative science, and is looking to embed its tracking of pupils' progress into the regular assessment procedures.
56. There remain areas for development. There is a lack of use of ICT to support learning in science. Investigative skills and opportunities for independent learning need broadening. Many pupils know that in science a test needs to be 'fair'. They now need more opportunities to explain how to go about setting up a fair test, to carry it out, and to evaluate for themselves what they have observed and what it tells them.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Standards have risen since the previous inspection.
 - There has been good improvement in resources and staff expertise.
 - The co-ordinator is knowledgeable, enthusiastic and keen to innovate.
 - ICT is not yet used consistently to support learning across the curriculum.
57. At the time of the previous inspection standards were deemed to be below expectations at both key stages. Standards are now in line with expectations at the end of Year 2, and whilst they are

below expectations at the end of Year 6, they are much nearer to where they should be. This is because of the school's recent emphasis on improving resources for the subject and developing staff confidence through training.

58. An ICT suite is now available enabling more direct teaching of ICT skills to take place, although the suite is not sufficiently large or well equipped to allow a whole class to use it at once. Good teaching has enabled pupils to make rapid progress and achieve well. An initial lack of staff confidence and expertise has been tackled well. National funding has enabled all staff to receive training and the school has taken this further with its own resources. The subject co-ordinator has broken down the planning scheme into small, manageable units and has worked through these with staff. She has given demonstration lessons with all year groups. Advanced skills teachers from the local authority have also given demonstration lessons, again for all year groups. Staff are now more positive about teaching ICT. The co-ordinator has also worked hard to ensure that the school has the appropriate software so that teachers are well supported in teaching the required Programmes of Study. She is keen to develop the subject and has a clear view as to how this might happen. She is well aware that further improvements in the provision of hardware are needed in order to give pupils more individual 'hands-on' experience, rather than often having to share a machine.

ICT across the curriculum

59. The use of ICT across the curriculum is a developing area. Satisfactory use of ICT was noted at the Foundation Stage but it was little used elsewhere. Pupils are able to access the Internet for research, and to use programmes that consolidate skills in English and mathematics, but the level of access is limited and is not yet a regular feature of teaching.

HUMANITIES

Religious education

Provision for religious education is **good**.

Main strengths and weaknesses

- The subject is well taught.
- There is good coverage of a range of religions.
- There are some good opportunities for pupils to discuss ideas of importance.

Commentary

60. Pupils make good progress through Years 1 and 2, and a good programme of visits and visitors enables them to meet the expectations of the locally agreed syllabus. They develop a sound knowledge of aspects of Christian ceremonies and beliefs as well as those of some other major religions. Some very good teaching in Year 1 enabled pupils to think about the importance of giving, and introduced them to the notion that gifts need not always have a monetary value. The unwrapping of presents for 'Teddy' was a very effective way of involving them in the lesson.
61. The good progress continues through Years 3 to 6 and there are some good opportunities for pupils to discuss ideas of importance. The lessons on leadership have already been referred to in the teaching and English sections above. It was notable that pupils, even if they had difficulty in expressing their ideas, actually had some very good ideas to express. For example, some pointed out that good leaders needed to 'respect' the people they led, otherwise they would not be followed. In talking about how someone became a leader in the first place, pupils were able to point to election, birth and appointment as well as by violent overthrow. In group discussion later, pupils were able to distinguish between the types of qualities that these different leaders might possess.

62. The subject is well organised and there is an appropriate Programme of Study. There are some visits and visitors, but this could be extended, especially for religions other than Christianity.

History and geography

63. This was not a focus of the inspection, but a sample of work and discussion with pupils indicates that standards are generally in line with expectations at the end of Year 2, but that few pupils attain the higher levels at the end of Year 6. Pupils' work in Years 3 to 6 indicates that topics are not always studied in sufficient depth to achieve these levels. There was some good teaching during the inspection. A good Year 2 lesson gave good insights into the lives and roles of servants in Victorian times, and dispelled the misconception that there were no colours before the invention of colour photography. Some good geography lessons in Year 3 gave pupils opportunities to consider their local environment and were well based on first-hand experiences. The leadership of both subjects has ensured that there is enhancement through visits, visitors and a residential field trip that is very helpful in developing understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. No lessons were seen in design and technology and only a small sample in art and design, music and physical education.

65. Work in art and design is varied and stimulating. Pupils' work is considerably enhanced by support from an artist in residence and visits to places such as the Bretton Sculpture Park. Pupils' three dimensional work is lively and interesting. A noticeable feature of a lesson in Year 3 was the attention paid to increasing pupils' observation skills. This led to carefully sketched and painted self-portraits and an increasing ability to use different techniques to good effect. This approach is an improvement since the previous inspection.

66. Pupils' work in design and technology shows that they use a suitably wide range of materials and techniques as they move through the school. It is evident that teachers build carefully on pupils' earlier experiences and encourage them to evaluate their designs and finished products. This is an improvement since the previous inspection. Pupils finish their products to a high quality. For instance, a child-sized coat of many colours shows skilful use of a range of joining techniques, and slippers show very careful decoration and stitching.

67. It is evident in music that pupils have above average skills in singing. They are enthusiastic, sing melodically and are competent when singing in two parts. The school uses the good subject expertise of teachers to increase pupils' skills. For example, careful teaching ensures that pupils sing with good posture, breathing and diction. This makes a positive contribution to the good standards they achieve. The school ensures that all pupils have the chance to take part in school productions. This increases their self-confidence as well as speaking and singing skills. There has been a significant improvement to the number, range and quality of resources since the previous inspection.

68. The school is maintaining standards in physical education similar to those at the previous inspection. This includes provision for teaching pupils to swim. The equipment in the hall is good quality and effectively meets the needs of the pupils. Pupils use the apparatus confidently and show clear progression in skills as they move through the school.

69. The co-ordinators for all these subjects provide determined leadership. They have a good understanding of the strengths and weaknesses across the school in each subject. There are well structured assessment systems in place; these give a clear picture of standards and achievement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHCE)

70. Seven lessons were sampled in this area and discussions were held with pupils. In the lessons seen, teaching was mainly satisfactory, but some lessons were good. In the best lessons, there were good opportunities for pupils to share ideas, and to discuss matters of importance in depth. In these lessons, teachers listened well, valuing pupils' ideas and encouraged pupils to extend their answers further through such questions as, "Could you tell us why you think that?" Where teaching was satisfactory rather than good, lessons had not been so well prepared, time was too limited, and discussion was restricted with the teacher taking the leading role and pupils' contributions limited to simple answers to questions.
71. Pupils are developing their ideas in this area well, even though some have difficulty in expressing these in words. For example, Year 3 pupils discussed the process of 'growing up' and were able to talk about how they felt about the already increasing, and sometimes worrying, responsibilities – even though they are still so young. Some classes use the 'Circle Time' format where pupils are taken out of the usual classroom setting to discuss matters of importance. However, this format is used mainly with younger pupils, and so the benefits of this method of enabling pupils to explore sensitive feelings and develop confidence in speaking and listening in a setting other than the formal classroom is not available to all pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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