

INSPECTION REPORT

SMAWTHORNE HENRY MOORE PRIMARY SCHOOL

Castleford

LEA area: Wakefield

Unique reference number: 133621

Headteacher: Nigel Hazell

Lead inspector: Tony Painter

Dates of inspection: 22 – 25 March 2004

Inspection number: 264308

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

© Crown copyright 2004

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
Gender of pupils:	Mixed
Number on roll:	451
School address:	Ashton Road Castleford West Yorkshire
Postcode:	WF10 5AX
Telephone number:	01977 723015
Fax number:	01977 723019
Appropriate authority:	Governing body
Name of chair of governors:	Simon Sutton
Date of previous inspection:	No previous inspection

CHARACTERISTICS OF THE SCHOOL

This community school was formed in September 2002 with the amalgamation of the infant and junior schools on the same site. Very substantial work has been required to renovate the buildings and this is scheduled to continue for a further six months from the time of the inspection. During this time, entrances and exits have altered, classes have had to change rooms frequently and a number of classes have spent time located in halls.

The school is much larger than average with 451 pupils, including 77 part time nursery children, almost all from white backgrounds. Two pupils have home languages other than English, although they do not require support in school. Most pupils live in the disadvantaged area around the school. The proportion of pupils eligible for free school meals, at 21 per cent, is around the national average for this type of school. Many children joining the school have limited experiences and their attainment is below average for their age. Seventy-four pupils (16.4 per cent, in line with the national average) have identified special educational needs, primarily moderate learning needs or social, emotional or behavioural difficulties. Currently eight pupils (1.8 per cent, average) have Statements of Special Educational Need.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21512	Tony Painter	Lead inspector	Mathematics Physical education Music Special educational needs
19443	Nancy Walker	Lay inspector	
24895	Kath Hurt	Team inspector	The Foundation Stage Religious education History Geography
27276	Carole Smith	Team inspector	English Art and design Design and technology
13110	Pat King	Team inspector	Science Information and communication technology (ICT) Citizenship

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the 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	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is **satisfactory**. The school opened in September 2002 and satisfactory leadership has established good relationships, a positive ethos and is improving teaching. As a result, pupils have good attitudes and they achieve satisfactorily. Having regard to pupils' below average attainment when starting school and the average costs, the school provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Good provision for pupils' personal development ensures pupils behave well and have good attitudes to learning.
- Standards in art and design and music are above average.
- Assessment information is not used rigorously or consistently enough to match work to pupils' abilities and present challenge.
- Although satisfactory overall, the curriculum and teaching are inconsistent through the school.
- Good support for pupils with special educational needs helps them to learn well.
- Senior managers and subject co-ordinators do not monitor and evaluate provision sufficiently.
- Leadership and management of the Foundation Stage are unsatisfactory.

Very substantial building work has greatly restricted the school's development since amalgamation. There are now indications of better teamwork through the school and improving education which is raising standards, particularly in Years 1 and 2.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	n/a	n/a	D	E
Mathematics	n/a	n/a	C	D
Science	n/a	n/a	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 **satisfactory** through the school, although overall standards of attainment are below average by Year 6. A clear framework for learning and good use of national guidance helps pupils achieve well overall in mathematics and reach nationally average levels. Children enter school with below average attainment and settle quickly. They make satisfactory progress overall in the Foundation Stage but good progress in their personal and social development. They do not reach the goals children are expected to reach by the time they join Year 1, but continue to make satisfactory progress in Years 1 and 2. Pupils' attainment was below that found nationally in the 2003 Year 2 National Curriculum tests. Current Year 2 pupils, however, are achieving better and standards are rising, particularly in English and mathematics. The 2003 Year 6 National Curriculum test results were below average overall although there were variations between subjects. These results, shown in the table above, compared unfavourably with schools where pupils performed similarly when they were seven. However, they were in line with schools in similar socio-economic areas. Standards of attainment in music and art and design are above average.

Pupils have good attitudes to school and the school gives them **good** support in their spiritual, moral, social and cultural development. Behaviour is good overall but attendance is unsatisfactory.

QUALITY OF EDUCATION

The school provides a **satisfactory** education and teaching and learning are **satisfactory** overall. Throughout the school, teachers insist on high standards of behaviour to ensure that lessons run smoothly. They make good use of resources to involve pupils and help them to learn. However, there are variations in the effectiveness of teaching in different classes that restrict overall progress. Planning is inconsistent between classes and teachers do not make enough use of the school's developing assessment system to create sufficient challenge for all pupils. As a result, work is not consistently well-matched to pupils' abilities and opportunities to extend and accelerate learning are missed.

The satisfactory curriculum makes increasing use of national guidance and gives pupils suitable practical experiences, enhanced by a good range of activities outside lessons. Teachers have made good efforts to harmonise the previous school's provisions although the building work has disrupted some progress, notably in ICT. There are still inconsistencies in what is planned and taught from year to year and in different classes. As a result, learning does not build effectively on earlier experiences, which reduces progress. Provision for religious education is insufficiently linked to the locally agreed syllabus and does not fully meet statutory requirements. The school takes good care of pupils and ensures all pupils are fully involved in activities.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**.

Leadership is satisfactory. The headteacher has created lines of responsibility and good relationships to promote effective teamwork. However, the building work has dominated school development. As a result, the senior management team and subject co-ordinators have had limited opportunities to monitor teaching and standards to share good practice. The lack of a co-ordinator for the Foundation Stage classes has restricted development in these classes.

Management is satisfactory. Increasing information from assessment is used to identify necessary improvements and what in-service training is needed, although use of this information to match work to pupils' abilities is weaker. Performance management systems are established.

Governance is satisfactory although provision for religious education does not meet statutory requirements. Committed and supportive governors take an increasingly effective role in challenging the school and shaping its further development.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are positive about the school's work and their children's experiences. Pupils are very happy, explaining that lessons are fun and their teachers are kind and supportive.

IMPROVEMENTS NEEDED

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

- make better use of assessment information in teaching to set targets, match work and challenge pupils further;
- improve the consistency of planning the curriculum through the school;
- ensure clear leadership and management of the Foundation Stage classes;
- improve the work of co-ordinators and the senior management team to include better monitoring and development of teaching so as to share good practice;

and, to meet statutory requirements:

- ensure provision for religious education.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils leaving the school have **below average standards** although standards in mathematics are average. Pupils' achievement is **satisfactory** from their below average attainment on entering the school. There are signs of better achievement and improving standards in Years 1 and 2.

Main strengths and weaknesses

- Teachers' inconsistent planning and expectations limit pupils' achievement through the school.
- Weak use of assessment information reduces achievement because work does not challenge pupils sufficiently or consistently build on earlier learning.
- Pupils achieve well in mathematics and reach average standards by both Year 2 and Year 6.
- Children in the Foundation Stage classes make good progress in their personal and social skills.
- Standards in art and design and music are above average.
- Pupils with special educational needs are supported well to make good progress.

Commentary

Foundation Stage

1. Children entering the nursery have attainment that is below that expected for their ages. Many have had limited experiences and communication. Language and literacy skills are particularly weak. Their achievements are satisfactory overall in the nursery and reception classes, and children achieve well in their personal, social and physical development. However, weaknesses in planning and target setting, arising from inadequate monitoring and assessment restrict children's achievements. Most children reach the expected goals in their physical development and come close to the goals in their personal and social development. Their overall standards when beginning Year 1 are still below average.

Key Stage 1

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

Standards in:	School results	National results
reading	14.3 (n/a)	15.7 (15.8)
writing	13.6 (n/a)	14.6 (14.4)
mathematics	14.5 (n/a)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year

2. Year 2 results were below the national average in writing and mathematics, although these results were average when compared with similar schools. Reading results were weaker, being well below average nationally and below those of similar schools. Recent improvements in the curriculum and teachers' expectations have led to improvement of standards attained by current pupils. Current work in Year 2 shows that pupils' overall standards in English and mathematics are now average. However, their attainment in science and ICT remain below average.

Key Stage 2

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

Standards in:	School results	National results
English	25.5 (n/a)	26.8 (27.0)
Mathematics	26.5 (n/a)	26.8 (26.7)
Science	27.4 (n/a)	28.6 (28.3)

There were 66 pupils in the year group. Figures in brackets are for the previous year

3. The school's Year 6 National Curriculum tests in 2003 were below average overall although they were in line with schools with similar socio-economic backgrounds. However, there were distinct variations between subjects with mathematics results average, English below average and science well below. When compared with schools where pupils performed similarly when they were at the end of Year 2, results were below average overall. The standards seen in the inspection in Year 6 were below average overall, although the strength in mathematics was maintained, remaining average. Standards in English, science, ICT and religious education are all below average.
4. Because the school first opened after amalgamation in September 2002, there are no previous National Curriculum test results to indicate trends of attainment. However, comparisons with the results from the amalgamated schools suggest small improvements in attainment in both Years 2 and 6.
5. Throughout the school, inconsistencies in planning and teachers' expectations have a limiting impact on standards. Where staff work together and have clear views of what needs to be taught and the methods to use, standards are higher. This is particularly apparent where better use is made of the school's developing assessment systems. Here teachers are identifying weaknesses in progress and targeting work to better challenge more able pupils. In other lessons, however, teachers do not use their increasing information about pupils' developing attainment to match work sufficiently sharply for pupils with different abilities. In some lessons, there is too much use of repetitive worksheets that offer too little challenge to promote good progress.
6. Pupils' standards of attainment in history and geography are average, although the inconsistencies referred to above limit pupils' overall achievement. Good attention to a wide range of activities in practical subjects allows pupils to achieve well. For example, in music and art and design, standards are above average by the end of Year 6.
7. Pupils with special educational needs have good support and this enables most to make effective progress through the school. Support is often closely matched to pupils' needs as described in their individual education plans. Teachers monitor how well they are doing and this helps pupils to achieve their targets. The very few pupils with English as an additional language have had effective support to enable them to take a full part in lessons. Their continuing progress is appropriately monitored but no special provision is necessary.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and their spiritual, moral, social and cultural development are all **good**.

Main strengths and weaknesses

- Very good relationships exist both between pupils and with their teachers.
- Pupils enjoy coming to school, behave well, and are keen to participate in lessons.
- Attendance is weakened by too much absence due to holidays in term time and too much lateness by some pupils.

Commentary

8. The school is successful in helping pupils to achieve good standards in their personal qualities, including their spiritual, moral, social and cultural development. The vast majority of pupils display good attitudes towards school and their learning. Despite the considerable stresses and strains of long-term and large scale building works, staff display a positive and enthusiastic approach. They promote very good relationships so pupils come to lessons happy to face the day and keen to learn. Pupils in one class, for example, celebrate achievement by recording their own greatest success on a weekly basis and this motivates pupils well. Pupils take good personal responsibility, for example when using the temporary cloakrooms at the start of the day. They settle quickly to lessons and listen carefully to their teachers. They join in discussions with interest and work hard to complete tasks.
9. Teachers purposefully provide many opportunities for pupils to work and socialise in pairs and groups and so they learn to co-operate and collaborate well and very good relationships are established. A noticeable feature is how well older pupils consider the needs and feelings of younger pupils in the playground and at lunchtime clubs. They willingly take responsibilities and show pride in their achievements. Members of the school council bring ideas and concerns to their meetings and represent other pupils' feelings well.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.2	School data:	0.2
National data:	5.4	National data:	0.4

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

10. Most pupils attend regularly but there is a higher than average percentage of illness and holidays in term time. This results in the school's overall attendance figure being slightly below the national average, although it is similar to other local schools. Most pupils arrive on time but a significant minority are regularly a few minutes late.

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	444	10	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	1	0	0
Chinese	2	0	0
No ethnic group recorded	2	0	0

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

11. Teachers set high expectations of personal conduct and they are skilled in using praise rather than criticism to encourage academic effort and good behaviour. Consequently pupils know

what is expected of them, and behaviour in most lessons is good. Where teaching is focused successfully, pupils work very hard and show great enthusiasm. All pupils feel valued and good about themselves and so they mature into confident young people. Staff are also skilled in managing pupils who find it difficult to behave appropriately and so situations are quickly diffused and other pupils are not distracted from their learning. Although most pupils are polite and behave well, both in lessons and around the school, a small minority of pupils spoil this positive picture. As a result, the school has had to use short term exclusion as a sanction on ten separate occasions last year but there have been no permanent exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides **satisfactory** education and there are signs of improving provision, particularly in some classes in Years 1 and 2. However, variations in the effectiveness of the curriculum and teaching in different classes limit pupils' overall progress.

Teaching and learning

The overall quality of teaching and learning is **satisfactory**. The school has improving systems to assess pupils' progress but the use of these is **unsatisfactory**.

Main strengths and weaknesses

- Inconsistencies in planning and expectations in different classes restrict the overall pace of pupils' learning.
- Higher expectations are increasing the rate and success of learning in Years 1 and 2.
- Although teachers know pupils well, they do not make enough use of assessment information to match work to pupils' abilities.
- Teachers do not do enough to extend pupils' speaking and listening skills.
- Very good relationships and clear expectations of behaviour create a good atmosphere in lessons.
- Good resources, clear explanations and a good emphasis on practical activities capture pupils' attention and stimulate learning in many lessons.
- Good support enables pupils with special educational needs to play a full part in lessons.

Commentary

12. Since the amalgamation, teachers have made efforts to harmonise their approaches to teaching. However, aspects of organisation resulting from building works have slowed this process. Although there are many positive aspects of teaching throughout the school, there are inconsistencies of approaches that stop pupils from making continuously good progress. Teachers do not take enough opportunities to plan together to ensure that classes in the same year groups get the same experiences. As a result, other teachers cannot build effectively on past learning.

Summary of teaching observed during the inspection in 53 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1 (2%)	18 (34%)	33 (62%)	1 (2%)	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 in the Foundation Stage is satisfactory overall. In both the nursery and reception classes, staff work together well to ensure that children are well supported. There is good teaching to promote children's personal, social and emotional development. Adults are patient and caring, making sure that children understand the effective routines so they know what is expected of them. However, the pace of lessons is sometimes too slow, and staff interventions

are not always as effective as they might be because they are unsure what children need to do next. Planning for activities, particularly in the nursery, has too little detail of what children of different abilities and ages are going to learn. As a result, activities lack sufficient challenge to move children forward in their learning. This is particularly apparent with the more able children. There are extensive systems for recording what children can do. However, they do not help staff enough to see what groups of children of different abilities need to work on next and so assessment does not inform further planning and target setting. Because of this, staff sometimes expect too little of children and progress is slowed.

14. Throughout the school, teachers introduce work with enthusiasm and this ensures that most pupils are interested in their tasks. In a number of lessons good use of practical activities maintains and further develops pupils' interest, promoting stronger learning. Teachers make effective use of a wide range of resources to capture pupils' attention quickly and help them to understand. Questioning extends pupils' thinking by requiring them to draw on their earlier learning. However, teachers do not make full use of all opportunities to extend pupils' language skills. For example, few ask additional questions to get pupils to add detail to their original answers. Too few opportunities are taken to get pupils to evaluate and explain how work could be improved or changed.
15. Teachers' relationships with pupils are good overall and high expectations of behaviour are clear in their lessons, ensuring that pupils settle quickly. Teachers have clearly established routines and good organisation ensures that lessons run smoothly, making secure use of time. As a result, pupils work hard and apply themselves well in all their activities. They enjoy challenges and are keen to respond quickly and sensibly.
16. Assessment is unsatisfactory overall, although systems are developing through the school. Teachers have good personal knowledge of pupils and often make good informal assessments in lessons. They use this information to adapt and alter activities to give pupils with different abilities the correct levels of challenge. However, they make less consistent use of the improving assessment system. Although this gives increasing information on how well pupils are doing, it is not used methodically in planning tasks and activities. As a result, there is insufficient impact on learning in many lessons. Teachers often group pupils of similar ability and plan different activities for them. However, there is still insufficient challenge in many of these tasks and some pupils, particularly with higher attainment, could learn and perform better. Assessments are used increasingly successfully to identify targets for pupils, notably in English, and these are beginning to impact on pupils' progress. They help to increase pupils' own knowledge of their learning and good moves are being made to extend their use to other subjects.
17. The teaching of pupils with special educational needs is good overall. Throughout the school, support staff work effectively with pupils to ensure they play a full part in lessons and make effective progress. In the main, provision and support is closely matched to the identified needs in pupils' education plans.

The curriculum

The curriculum provided by the school is **satisfactory**. Opportunities for enrichment of pupils' learning are **good**, but accommodation and resources are **unsatisfactory**.

Main strengths and weaknesses

- Planning in different classes does not give pupils consistent levels of challenge.
- Weak monitoring systems do not ensure that the delivered curriculum matches the long term plans.
- Good opportunities for enrichment within the school curriculum and through extra-curricular activities extend pupils' experiences.
- Strategies to ensure inclusion are effective.

- Good emphasis on learning through practical activities helps pupils to learn.
- Building work and refurbishment has an adverse effect on what and how teachers can teach.

Commentary

18. The balance between subjects is satisfactory overall and all areas of the curriculum are taught regularly. However, the timetabling of religious education and personal, social and health education together results in limited coverage of both subjects. Long term planning increasingly uses national guidance but there is not always sufficient additional guidance for teachers' short term plans. As a result, coverage can be patchy and lessons do not build effectively on earlier learning. Where teachers of a year group plan carefully together, parallel classes receive the same curriculum but in some year groups this is not the case, resulting in inequitable provision between classes. A good emphasis on practical work helps pupils to collaborate with each other. This contributes to pupils' attitudes and their personal development as well as promoting learning in the subjects involved.
19. Although there have been some developments, the curriculum still substantially reflects the two separate schools before amalgamation. Co-ordinators do not always have a full overview of their subjects throughout the whole school. Weak monitoring systems mean there is no established system to ensure that the delivered curriculum matches the long-term plans. The school has begun to address this through training of co-ordinators and initial evaluations to identify necessary developments. At present, however, the absence of adequate monitoring and evaluation reduces pupils' achievement and means that teachers may not benefit from good practice in other parts of the school.
20. The core areas of literacy, numeracy and information and communications technology are developed satisfactorily within subjects. In some classes literacy is supported well by good use of independent or guided writing in a range of subjects, and opportunities for pupils to develop their speaking and listening skills. Elsewhere, an overdependence on undemanding worksheets which do not require extended written responses means that literacy skills are not being developed. For all age groups, ICT is integrated well into both teaching and learning in many subjects, for example comparisons between artists, simulations in history and Internet research in a variety of subjects. Recent upgrades to computer hardware have caused compatibility problems with some subject-related software so that the use of ICT is patchy across the curriculum
21. The school provides good support for learning and enrichment outside the school day. There is a good range of extracurricular activities in the form of clubs out of school hours, and pupils are encouraged to play a musical instrument. Visitors from the local community and further afield contribute well to learning. For example, a sculptor-in-residence has enhanced pupils' learning in art, with good links to local cultural heritage and the work of the school's namesake. Pupils have opportunities for some educational visits to extend their learning in subjects such as history, geography and science, but there are currently no opportunities for residential visits. Provision for personal, social and health education and citizenship is satisfactory and contributes to pupils' good relationships and consideration for each other.
22. Staffing is adequate to meet the needs of the curriculum. Support staff work well with teachers to ensure that pupils with particular needs are fully included in the work of the class. The school's involvement with an Education Action Zone has resulted in the provision of additional support staff in Year 5, who support learning well. Resources are adequate and well organised to meet the needs of the curriculum.
23. Since the amalgamation, extensive rebuilding and refurbishment has taken place, resulting in substantial disruption to the normal working of the school. Classes and entrances have been moved around, play areas and some parts of the school have been inaccessible. The inevitable noise and disturbance of building activities have intruded into the working life of staff and pupils. New classrooms coming into use as the work progresses are bright and spacious and provide a good learning environment. However work is still taking place, some classrooms

are still not refurbished and are small, restricting movement around the room and hampering the organisation of practical activities. This, together with the work in progress, means that accommodation is currently unsatisfactory and adversely affects attainment.

Care, guidance and support

Pupils are **well** cared for and receive **good** guidance, advice and support. **Satisfactory** efforts have been made to involve pupils in the life and decisions of the school and their views are listened to and acted upon appropriately.

Main strengths and weaknesses

- Good routines, organisation and supervision ensure pupils' safety and care.
- Target setting is not used consistently through the school.
- Training in child protection and pastoral monitoring systems are not up to date.
- Staff know pupils well and establish very good relationships with them, so pupils are well supported in lessons and personally.

Commentary

24. Despite constant upheavals and changes to access points necessitated by major building work, routines are sensible and adapted appropriately. Consequently, an orderly and calm environment exists. At this early stage in the school's development, formal policies and procedures are not fully embedded or consistently applied across the school. However, good practice is evident in many areas, for example all pupils in some classes have individual personal goals to aim for. Staff throughout the school are caring and sensitive to the needs of their pupils on a day to day basis. Staff are well organised and they supervise pupils closely to ensure good order and safety. For example, they collect them personally from the playground at the start of the day and after break times and they escort them back to parents/carers at the end of the day.
25. The school is kept remarkably clean considering the challenges of the building works. The headteacher and caretaker are vigilant in ensuring the areas accessible to pupils are safe and free from hazards on a day-by-day basis. There are good procedures to ensure the safety of pupils on visits out of school with thorough attention to assessing and recording potential risks and applying control measures. However, some pastoral care systems on a day-to-day basis are not sufficiently formalised and are inconsistently used. For example, there is no systematic approach to recording minor accidents or incidents of bad behaviour, making monitoring to reduce occurrences difficult. Staff have no recent professional guidance in child protection and so they are reliant upon common sense. Nevertheless, when concerns are raised, the school takes very prompt and caring action to ensure pupils receive the help they need.
26. Staff know pupils' strengths and weaknesses well. They make attempts to match lessons to pupils' ability and in the best lessons this is effective. All teachers adapt their planning so as not to move pupils on before they are ready to cope with more complex work. In some classes, teachers set individual targets for pupils and review them regularly and so pupils know what they need to aim for. However, this good practice is not consistently applied throughout the school. Staff are watchful of pupils who need help and quietly and sensitively give support within lessons. Support staff are used effectively to ensure pupils with special educational needs have full access to all activities. Staff listen patiently to pupils, value their ideas and foster very good relationships and so pupils are confident in asking for help when they need it.

Partnership with parents, other schools and the community

The school has a **satisfactory** partnership with parents. **Satisfactory** links with other schools have been established. Links with the community are in their infancy but are **satisfactory**.

Main strengths and weaknesses

- Parents hold the school in high regard and enjoy good relationships with staff.

- Many parents support the school and their children well but a few do not.
- There is not enough information to assist parents in helping pupils at home.

Commentary

27. Relationships between staff and parents are good. Staff welcome parents and take the time to listen to them, share information and resolve any concerns. Consequently, parents have a high opinion of the school and are especially pleased with the quality of teaching. They have no real concerns about any aspect of the school's work and would happily recommend it to others.
28. Most parents support the school well and show interest in the work their children do. They willingly help where they can, particularly with regular reading at home. Attendance at educational events is very good, including an information evening about primary mathematics. Nevertheless, a number of parents take holidays in term time or bring their children late to school and so these children miss vital learning time. Even though parents rely largely upon school staff to co-ordinate 'Friends of the School' initiatives, they support fund raising events well.
29. Parents are impressed with the ways they are able to talk to teachers. The school has also increased the number of formal opportunities for parents to consult about their children's progress. Annual reports, although inconsistent between teachers, give good information overall. As a result, parents are well informed about how well their children are doing. However, they have too little information on how to help their children to learn at home, apart from in the Foundation Stage where it is satisfactory. For example, home/school reading records in Years 3 to 6 simply note the books read with few comments on weaknesses or strategies to help pupils to improve. Information on what is being taught in lessons is only provided for parents of pupils in the youngest classes. This is only displayed in corridors and is therefore only accessible to parents who come into school. As a result, all other parents do not have the necessary information to be able to help pupils at home as much as they might. The school has recognised this as an area for development.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. Leadership, management and governance are **satisfactory**.

Main strengths and weaknesses

- The headteacher has worked hard to build staff relationships and create new teams.
- Governors are committed and supportive but lack the experience and training to be fully involved in monitoring the school's work and pupils' learning.
- Information about how well pupils achieve is used to identify school priorities.
- There has been too little monitoring of the curriculum or teaching and learning.
- There are clear roles for senior managers and subject leaders but they have had too few opportunities to fulfil them or for planned strategies to be implemented.
- Leadership and management of the Foundation Stage are unsatisfactory.

Commentary

30. The headteacher's leadership is satisfactory. He recognised the need to strengthen relationships amongst the newly created staff and to build more cohesive staff teams. There were a number of problems throughout this period but staff are now beginning to work together more successfully and identify one another's strengths. The building work has taken a disproportionate amount of the management workload so that insufficient time has been allocated to direct monitoring the work of the school. However, there are firm plans in place for imminent monitoring and evaluation of teaching and learning to be carried out by the senior managers and subject leaders.

31. The senior management team and co-ordinators have clear roles and have begun to identify priorities needed to raise standards. A new assessment system has been formulated and introduced. However, this is not yet fully monitored to check its implementation. As a result, teachers use the information with varying success when planning lessons. However, monitoring pupils' work has successfully helped identify some broad areas for development that are reflected in the school's priorities. Since the amalgamation, the refurbishment of the school has limited staff opportunities for monitoring teaching and learning. Most subject leaders have identified areas for improvement in their subjects but the lack of opportunity to implement them has slowed development in the school. As a result, there has been no clear overview of the curriculum or identification of inconsistencies in teaching and learning in order to remedy them and raise standards.
32. Governance of the school is satisfactory although the school's provision for religious education does not meet the statutory requirements. Governors are very committed to the school and work closely with the headteacher and senior managers. They are keen to support the staff and some are regularly in school, helping with physical education and other activities. Detailed analysis of pupils' achievements provides information of how well the school is doing and helps the governors begin to recognise its strengths and weaknesses. Through regular meetings and discussions with the headteacher, governors gather further information so that they are able to both support and challenge decisions that are to be made. They understand the need to have more knowledge of the curriculum, closer links with teachers and benchmarks against which to measure improvements. However, many governors are relatively new to the role and have little experience or training as yet to enable them to fulfil this aspect of their role fully.
33. Information about how well pupils are doing and issues raised through some self-evaluation form the priorities for the school improvement plan. They are rightly based on raising standards and linked to costs and identified timescales. Although the headteacher and governors review progress regularly, their evaluation is not always critical enough to identify further weaknesses and set new priorities.
34. Leadership and management of the Foundation Stage are unsatisfactory. The role has been taken by the headteacher in the absence of an appointed manager. However, because of many other roles he has had during the formation of the school and the building programme, he has not had the time to manage the Foundation Stage properly.

Financial information

Financial information for the year September 2002 to March 2003¹

Income and expenditure (£)		Balances (£)	
Total income	669,195	Balance from previous year	n/a
Total expenditure	631,960	Balance carried forward to the next	37,235
Expenditure per pupil	1,534		

35. Financial management is satisfactory. Administrative assistants use efficient systems and the headteacher and governors monitor spending regularly.

¹ These figures represent less than a full year because the school opened during the financial year.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **satisfactory** overall.

36. Children enter the nursery when they are three years of age and transfer to the reception class at the beginning of the term in which they are five. Their attainments on entry are below those expected for their ages, particularly in communication, language and literacy skills. By the time they move into Year 1, standards are still below average overall. Whilst their achievements are generally satisfactory, children achieve well in their personal, social and physical development. Most children reach the goals in their physical development and come close to the goals in their personal and social development.
37. The teaching is satisfactory overall. Good teamwork by the staff working in the nursery and reception classes means that children are well supported. There is a strong emphasis on inclusion with effective arrangements and adult support for children with special educational needs that enable them to participate successfully in all the activities on offer. Planning for the activities in the nursery sometimes lacks sufficient detail about what children of different abilities and ages are to learn. This means that activities lack sufficient challenge to move children forward in their learning, particularly the more able children. The pace is sometimes too slow, and staff interventions are not always as effective as they might be because they are unsure what children need to do next.
38. The systems for checking and recording what children can do are satisfactory, but they are cumbersome. The extensive record keeping system does not easily help staff see what more able children and groups of different abilities need to work on next. Because of this, staff sometimes expect too little of children and their progress is slowed. These weaknesses result mainly from the unsatisfactory leadership and management of the Foundation Stage. In the absence of a co-ordinator, no one has a good enough overview of the effectiveness of provision or a role in shaping its systems and direction.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are happy and cooperative because relationships are very good.
- Good routines and the example set by adults mean that children achieve well in developing their personal and social skills.
- Children sometimes find it hard to concentrate on activities.

Commentary

39. From a low starting point, children achieve well in this area of learning because teaching is good. Adults are patient and caring, making sure that children understand the effective routines so they know what is expected of them. As a result, children play happily together and behave well. They soon become independent in managing such tasks as changing for physical activities in the reception class. Children are enthusiastic and busy, obviously enjoying the range of interesting activities set out for them. In the nursery, children move around the activities independently, sometimes persisting well. They concentrate better when working with adults who talk to them about their work. However, when choosing their own activities, they sometimes flit between them and do not learn as well as they might. Children in the reception class do not always concentrate well enough when engaging in such activities as role-play alongside others. When the pace in discussions with the whole class is too slow, children find it hard to maintain their concentration.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well in developing sound listening skills.
- Too little use of the information about what children can already do in reading and writing means that some activities lack sufficient challenge.
- The school's approach to teaching writing is not structured well enough to help children develop good handwriting skills.
- Good partnerships with parents mean they are fully involved in reading with their children at home and interest levels are high.

Commentary

40. Many children have very limited skills on entry to the nursery. The teaching is satisfactory, but only the more able children securely reach the goals in communication, language and literacy by the time they leave the reception class. They do well in developing their listening skills because the adults in both classes make sure that children listen carefully when others are talking to them. They manage discussions well, like the circle times in the reception class where children learn to listen to others and to take turns in speaking. Staff question effectively so that children speak confidently, but they sometimes could persist more with further prompts so that children extend their explanations beyond a brief answer.
41. Although there is detailed information about what children can already do, teachers do not use it as well as they might in developing children's literacy skills. Children in the nursery enjoy such writing activities as tracing over letter shapes, and some make good attempts at writing their own names. Sometimes, however, these activities are too easy and add little to children's existing skills. The adults do not intervene enough to check how well children are doing and encourage them to take their next steps faster. As a result of the school's concern about children's achievements in reading and writing in the Foundation Stage, steps have been taken to improve the teaching of writing in the reception class. However, children are finding it too hard to use the recently-introduced joined handwriting style, and their skills are relatively weak. Not enough has been done to provide the necessary structure, practice and support in teaching handwriting that children clearly need.
42. Teachers in both classes successfully forge a good partnership with parents who regularly read with their children at home. The reading diaries provide a good source of shared information. Children in the nursery enjoy reading and sharing a book with adults, but they often show little interest in the text and words displayed around them. More could be done to help children notice and attempt to read these. Children in the reception class benefit from regular reading sessions with the teacher and classroom assistant so that many read simple texts independently. The most able children sometimes read mature non-fiction texts confidently and accurately. However, too close adherence to the reading scheme means that books are sometimes far too easy for these children, and so their progress is not as rapid as it might be.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy activities because they are practical and interesting.
- Some activities lack sufficient challenge that slows children's progress, particularly those who are more able.

Commentary

43. Children achieve satisfactorily in their mathematical development, but they are unlikely to reach the goals by the time they start in Year 1. The teaching is satisfactory overall, and children in both classes enjoy their work because teachers plan interesting and practical activities. Children in the nursery develop confidence in counting to five and sometimes beyond because the adults encourage them to count, whatever the activity. With help, children count the seeds they plant, the play animals in the farm and the beads they thread to create a colour pattern. Some more able children count accurately, and quickly pick out the correct numeral, but they mark time in their learning because their activities are not always pitched at a high enough level.
44. Good strategies like passing a ball around the circle as they count to ten and back means that children in the reception class enjoy and become accurate in counting. A class shop and money games provide a good stimulus for recognising and counting coins. However, they lose interest and concentration when waiting too long for their turn, or when there is too little intervention by the adults to help them further develop their skills. There is not enough extra challenge for more able children to extend their skills, like counting beyond ten and calculating the change in the shop.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teachers plan a good range of practical experiences that children find enjoyable.
- Planning for ongoing activities in the nursery does not take enough account of what groups of pupils are to learn.

Commentary

45. The teaching in this area is satisfactory. Children show a keen interest in activities, particularly where they are practical like planting seeds. Because adults are good at talking about activities as they work, children have a good grasp of what a seed needs to grow and how its roots develop. Children happily become absorbed in the many activities set out for them. However, adults do not plan and adapt such activities carefully enough with the different experiences and abilities of children in mind. As a result, children sometimes spend too long repeating the same experience, rather than developing their skills further. Children in the reception class respond well to the challenges of independently creating models from junk materials. Boys in particular show secure skills and imagination in choosing the right shapes and joining them to create interesting helicopters, robots and other constructions. However, children often find it hard to fully explain what they know, and this means they do not securely reach the goals in their knowledge and understanding of the world.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Good teaching in the reception class means that children achieve well.
- The resources and accommodation for physical development are barely adequate and limit the opportunities children have to develop their skills, particularly in the reception class.

Commentary

46. Teaching is satisfactory overall. Although improvements are about to be made, the accommodation and resources for this aspect currently limit the opportunities children have for outdoor play, particularly in the reception class. Children in the nursery are eager to play outside and show good control when riding wheeled toys around a course marked out by cones. Although equipment is fairly limited, staff make good use of it. There is good support for

children with mobility problems, with all the adults stepping in at the right time so that they participate as fully and independently as possible. Children could achieve more, though. Because the planning is fairly superficial, adults are not always sure what skills children are to develop. This makes it hard for them to intervene and challenge children to try out new ways of moving.

47. Good teaching in the reception class helps children achieve well so that most reach the goals in their physical development. Although there is no outdoor play area for this class, the teacher makes good use of sessions in the school hall. She makes sure that children understand the effective routines, and manages them well. There are good opportunities for children to discuss their work and that of others. The teacher highlights good examples of work, encouraging children to notice what works well and what can be improved. Children respond well to the extra challenges she sets, and they move along the apparatus confidently, imaginatively and safely.

CREATIVE DEVELOPMENT

The provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Planning in this area is not thorough enough in identifying how children will systematically develop their skills.
- Teachers make good use of resources to provide attractive role-play areas.

Commentary

48. The teaching in this area of learning is satisfactory. Children in both classes enjoy playing in the role-play areas because teachers do their best to create attractive areas like the 'garden centre' in the nursery. However, children often lack imagination and they rarely develop their play with others as well as they might, preferring to play alone. When adults intervene it is usually to sort out how many children in the nursery should be playing, or to deal with noisy, boisterous behaviour in the reception class. The planning in this aspect is not thorough enough, and more could be done to help children extend their imagination and role-play in both classes. Children in the nursery have limited skills in handling tools like paintbrushes and working with paint and other media when they come into school. Many are still exploring these, and their patterns and pictures are at a simple level. Nevertheless, they make steady progress, and children in the reception class show sound attention to facial details in their self-portraits. However, few are likely to reach the goals in their creative development by the end of the reception year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement is satisfactory overall although standards by the end of Year 6 are below average.
- Standards are rising in Years 1 and 2 because overall expectations are high and teachers provide good opportunities for pupils to use language and literacy skills.
- Pupils often find it difficult to express their ideas.
- Although teaching overall is satisfactory, some teachers rely too heavily on practice exercises and worksheets.
- Inconsistencies in teaching and learning result from teachers not always planning together.
- Assessment systems are not used consistently to plan work for pupils of different abilities.
- The co-ordinator has not yet been able to monitor and evaluate teaching to identify and remedy weaknesses.

Commentary

49. Standards are below average by the end of Year 6 in speaking, reading and writing, although listening skills are average. However, standards are rising in Years 1 and 2 and pupils reach expected levels in reading and writing by the end of Year 2. Here, teachers provide good opportunities for pupils to read and write individually and together and this contributes to the rising standards. Many pupils enter school with below average speech, language and literacy skills and achieve well in Years 1 and 2. Pupils in Years 3-6 achieve satisfactorily overall, although when pupils have good opportunities to use language and literacy skills across the curriculum in some classes, their progress is good. Good provision for pupils with special educational needs means that they are fully included in lessons and achieving well.
50. Pupils attain satisfactory standards in listening throughout the school because relationships are good and pupils understand teachers' expectations. Standards in speaking are generally below expected levels. Teachers reinforce the vocabulary for new ideas and concepts well and question pupils to elicit their understanding. Pupils devise their own questions, when 'hot seating' an imaginary character in Year 5, for example. However, opportunities to extend pupils' vocabulary through identifying alternative words or examining language used in published material are limited. Teachers provide some activities when pupils discuss their ideas and answers but these are not a regular feature of lessons. When pupils struggle to find words to express their ideas teachers either move on to another pupil or explain things themselves.
51. Improved resources, good modelling of reading by teachers and timetabled guided reading sessions contribute to rising standards in reading across the school. An appropriate emphasis through the school development plan and supported by the subject co-ordinator ensures a cohesive approach to developing reading skills. Teachers take some opportunities to extend and use research skills. For example, Year 2 pupils created a glossary for an information book, and Year 5 pupils researched historical facts about Ancient Egypt. Teachers select a range of stimulating texts to encourage pupils' interest in books and work closely with groups on a regular basis to develop reading skills. However, the records pupils take home vary, so Years 1 and 2 have reading diaries and Years 3-6 just have lists of books. Parents of the older pupils have little idea how to help their children. Although pupils have individual help to develop reading and comprehension skills through guided reading lessons, the texts used are often the same for all pupils in a class and not linked to their reading abilities. This results in some lack of challenge for brighter pupils and too hard a text for pupils of lower attainment. Teachers do not use what they know about their pupils to select appropriate texts.

52. When pupils have opportunities to use their writing skills for a wide range of purposes, standards are rising. Pupils show an increasing understanding of different styles of writing and ideas are imaginative and interesting. For example, pupils in a Year 5 class introduce characters to the beginning of their stories in a lively and exciting way. Writing stories, newspaper articles or poetry in Year 4, for example, extends their use of grammar and punctuation as they begin to understand how it is used. However, not all teachers in every year group plan together, so some pupils have a wider experience of writing for different purposes and others are more limited. Some teachers rely too heavily on practice exercises and worksheets so times for pupils to express their own ideas in writing are too few. The inconsistencies in planning and implementing lessons lead to inconsistencies in teaching and learning. Some teachers use marking to set targets so pupils know what they need to do to improve. However, marking is not consistent across all classes. Pupils' handwriting shows broadly average standards and is an example of success achieved through a consistent approach throughout the school.
53. Leadership and management are satisfactory. In the short time the school has been open the co-ordinator has successfully implemented guided reading and a handwriting policy. However, she has carried out little monitoring and so has not identified the inconsistencies in teaching and learning or put firm strategies in place to remedy them and raise expectations and standards.

Language and literacy across the curriculum

54. The same inconsistencies of teaching and learning apply to pupils' use of their literacy skills. In some classes, pupils use them effectively in subjects such as history, geography, design technology and religious education. Good examples are in Year 5 when they use the web site to gain information about the Tudors or research information books to find facts about Ancient Egypt. Opportunities to write about gifts to present at a Baptism by Year 1 pupils or compare news items about topical issues in Year 6 stimulate pupils' interest and enthusiasm for English and contribute to rising standards.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well overall and reach average standards by the time they leave the school.
- Inconsistent teaching means pupils' progress is uneven through the school and pupils are not always sufficiently challenged.
- Good relationships and well-established organisation capture and sustain pupils' interest in their work.
- Good leadership is improving planning, and analysis is identifying where improvements are needed.

Commentary

55. Pupils' standards are average by the end of Year 6, similar to those in the school's 2003 National Curriculum test results at this age. These results are above those of schools in similar areas. The targets set for the current group of Year 6 pupils maintain these standards. Attainment is currently rising in Years 1 and 2 because teaching is more consistent and there are higher expectations in many classes. Standards are now average overall in Year 2, an improvement on the 2003 National Curriculum test results at this age. These showed below average attainment, although this was in line with that in similar schools. Pupils' past work throughout the school shows that the pace of learning has been satisfactory over time although there is potential for more pupils to reach the higher levels of attainment. Experienced teaching assistants give pupils with special educational needs good support in small groups within the classes to ensure they learn well.

56. Teaching is satisfactory overall but there are variations in quality in different classes. For example, even in the same year groups, teachers do not plan together enough to ensure that pupils' tasks build effectively on their earlier learning. This means that rates of progress vary from class to class and the school cannot ensure the best progress throughout the school. Teaching makes good use of national guidance to ensure that pupils have a wide range of experiences in all aspects of the subject. Very good relationships form the foundation of well-managed classrooms and pupils clearly enjoy following the well-established routines. Teachers know pupils well and use their informal assessment to modify tasks to ensure learning. They make use of assessment information to group pupils but the match of work is not always as sharp as it could be. As a result, some pupils, particularly higher attaining, do not have levels of challenge to consistently promote good learning.
57. Good leadership has led to improvements in teachers' planning and the curriculum, making effective use of national guidance and self-evaluation. For example, recent analysis of pupils' performances in National Curriculum tests has identified a need to increase their opportunities to solve problems. Teachers are now incorporating more activities of this type and this is leading to improving standards. The co-ordinator has had little opportunity to monitor lessons since the amalgamation. However, effective groundwork has been laid to establish good monitoring routines in the near future. Initial information has identified training and resources needed to make improvements. These include improved targeting systems to help pupils to know what they need to do to improve.

Mathematics across the curriculum

58. Pupils' use of their mathematical skills in other subjects is satisfactory. In particular, improving provision for problem solving helps pupils to apply their skills in a wider range of contexts. Pupils collect their own data in many lessons, including science, and use graphs to display their findings. They use computers to process and display this work. They measure with increasing accuracy and awareness of scale in geography and design and technology.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Good emphasis on practical activities ensures pupils throughout the school enjoy science.
- Pupils gain confidence and in many classes record their work independently.
- The curriculum is not planned clearly enough to ensure consistent experiences and challenge between classes.
- A cramped learning environment restricts practical activities in some classrooms.

Commentary

59. The standards achieved by pupils in national tests in Year 6 were well below national expectations in 2003, and below those in similar schools. Pupils' work, lessons and discussions during the inspection indicate that standards at this age are still below national expectations. Teacher assessments of Year 2 pupils in 2003 indicated that an average percentage of pupils achieved the standard expected of the age group, better than in similar schools. However, the proportion of pupils reaching the higher level was well below the national average. The inspection indicates that this is still the case for the current Year 2 pupils. However, pupils' attainment when starting school is below average, so achievement as they move through the school is satisfactory. Pupils with special educational needs have similar levels of achievement to others in their age group.
60. Teaching is satisfactory overall, with some good aspects including the use of questions to extend pupils' thinking. Teachers motivate pupils well and productive team work with support assistants ensures pupils of all abilities engage well with their science lessons. Throughout the school, teachers encourage learning through experimentation and investigation, developing

pupils' confidence in the use of resources and their ability to work together well. Pupils' learning is supported by worksheets in the form of frameworks to guide their developing recording skills and many increasingly write their own accounts of their learning. However, there is insufficient guidance for teachers to ensure a consistent approach to the development of recording skills. As a result, there are too many undemanding worksheets which do not engage pupils' thinking, especially for more able pupils.

61. The school has recognised the need to improve standards in science and has taken some steps to present more challenge to pupils capable of higher attainment, including a whole school focus on scientific enquiry which supports the development of investigative skills. However, long and medium term plans do not give teachers enough guidance in the progressive development of these skills. Teachers in parallel classes do not always plan together or consult sufficiently, resulting in different provision in some year groups and missed opportunities to share expertise. This, together with inadequate monitoring of the curriculum, limits the raising of standards as pupils move through the school.
62. Refurbished classrooms provide good accommodation but some of the remaining classrooms are small, presenting difficulties for practical work. Teachers and pupils lack space for handling equipment and movement that adversely affects achievement in investigations.
63. Leadership and management are satisfactory. The co-ordinator has identified the need for a focused system of assessment to enable the tracking of pupils' progress across the subject. Separate co-ordination in younger and older classes previously restricted the overview of science across the school and the development of consistent approaches. The recent decision to have one co-ordinator gives better opportunities to share good practice and develop a whole school approach. Opportunities are planned for the co-ordinator to observe lessons but these have not yet taken place so monitoring of the curriculum, teaching and learning as an aid to raising standards is limited.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Good use of Internet for research in Years 3-6 extends pupils' skills.
- Teachers make good use of the improved facilities in the computer suites.
- Insufficient monitoring of teaching and learning limits opportunities to raise standards.

Commentary

64. Standards for seven and eleven year-olds in ICT are below average overall. Although attainment in much of the curriculum is satisfactory by the end of Year 6, there are currently limited opportunities to develop some skills and understanding. Pupils' limited use of computers for control or data handling and the present lack of e-mail facilities mean that pupils do not reach expectations in these areas. In Years 1 and 2, the new computer suite has only recently become available, so pupils are catching up in some aspects of the subject. Throughout the school, pupils achieve satisfactorily, including those with special educational needs.
65. Teaching is satisfactory overall with teachers and support assistants demonstrating good subject knowledge and working well to encourage pupils to gain independence. Planning ensures skill development for all age groups, and is supported by useful guidance to support the overall curriculum units. Teachers are beginning to use a systematic approach to assessment to allow tracking of pupils' progress. Where teaching is good, teachers take care to provide different activities, software or levels of support to give all pupils the correct level of challenge. For example in Year 1 the use of ICT in a lesson on life in Victorian times included graded word banks with higher attaining pupils writing free text. The recently acquired

interactive whiteboard is used well as a teaching tool, illustrated by a very good history lesson in Year 4 using an interactive simulation of an archaeological dig in a Saxon site.

66. The school has upgraded computer hardware and established a second computer suite with an interactive whiteboard. The upgraded computers have created a compatibility problem with some software resulting in loss of breadth in subject usage and the temporary suspension of e-mail facilities. In the short term this is having an adverse effect on attainment and progress. Opportunities to use digital cameras, video and audio equipment are limited but pupils are starting to use digital photographs and integrating them in their work.
67. Leadership of the subject is good overall. Directions for improvement are clearly articulated and the co-ordinators, who work well together, have been effective in moving the subject forward with a whole school approach. Through recent monitoring of curriculum coverage, some areas for development have been identified, especially for the older pupils in the school. The current lack of opportunities to monitor and evaluate the quality of teaching and learning limits the ability to analyse how to raise standards further.

Information and communication technology across the curriculum

68. Although the incompatible software issue has meant that new resources have to be found for some subjects, the use of ICT across the curriculum is satisfactory overall and contributes to effective learning. There is good use in history, for example in Year 5 where pupils use their strong internet skills to research Ancient Egypt. In Year 6 they prepare presentations on famous Victorians. Computers are also used well in art, so that Year 2 pupils can discuss their use of art packages to work in the style of Mondrian and Jackson Pollack. Display around the school illustrates good use of data-handling packages to help analyse results of land use surveys in Year 3 geography and the motion of cars in Year 2 science, though this area of ICT is not well developed for older pupils.

HUMANITIES

Religious education

Provision in religious education is **unsatisfactory**.

Main strengths and weaknesses

- Standards are below the expected levels because the lack of clear guidance for teaching religious education leads to patchy and uneven coverage of themes.
- Teaching is good where teachers use discussions, resources and written tasks effectively so that pupils show good levels of interest and understanding of their work.
- The co-ordinator does not have a clear enough overview of the effectiveness of the curriculum or the inconsistencies in teaching.

Commentary

69. Standards by the end of Year 2 and Year 6 are below those expected in the Wakefield Agreed Syllabus for teaching religious education. However, throughout the school standards are sometimes closer to the expected levels in one class whilst they are below in the parallel class in the same year group. Pupils' achievements are satisfactory overall, but their progress is inconsistent from class to class. This is because the planning for religious education is not clear enough about the amount of time to be spent on teaching the subject or what pupils are to learn in each year group. It takes too little account of the new locally agreed syllabus. Time for religious education is lost when some lessons have a heavy emphasis on developing pupils' personal, social, health and citizenship skills.
70. The quality of teaching is satisfactory overall but is inconsistent. By the end of Year 2 pupils have a sound grasp of Bible stories. Their understanding of the messages in these is much better in one class where well-designed written tasks challenge pupils to think hard and

interpret stories thoroughly. Pupils' understanding is not as strong where unchallenging worksheets mean that pupils learn the facts, but do not develop their interpretation skills well enough. When topics are covered superficially in this way, pupils remember the topics, but find it hard to recall details or talk about them confidently. This is particularly evident by Year 6, where pupils' knowledge and understanding of the topics covered is sometimes shaky. Some pupils were unable to explain the Pillars of Wisdom and their significance to Moslems. They did not have the depth of understanding to allow them to discuss what they could learn from these and other topics for their own lives.

71. However, good teaching was observed during the inspection where well-managed discussions and use of artefacts meant that pupils achieved well in several lessons. Because teachers encourage them to talk about topics and resources, such as a christening gown and gifts in a lesson in Year 1, pupils listen intently and observe closely. These teachers are good at listening to what pupils have to say, and their encouragement challenges pupils to think hard about topics like forgiveness. Brisk questioning and good attention to the new vocabulary reinforces their understanding and gives them confidence in explaining their thoughts and ideas.
72. Following recent improvements, the leadership and management of the subject are now satisfactory. The co-ordinator is well aware of the current weaknesses and inconsistencies, as these were evident in his recent sampling of pupils' work. Improvements are planned, but his overview of the subject is not yet clear enough because there are too few checks on the effectiveness of teaching, the curriculum and pupils' achievements.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Year 3 where good development of mapping skills and investigations in the local area develop pupils' geographical skills well.
- Inconsistencies in teaching mean that pupils' progress is patchy and uneven as they move through the school.
- Pupils enjoy their work because topics are practical and interesting.
- There are too few checks on the effectiveness of teaching and learning so that weaknesses persist too long.

Commentary

73. Standards are average in Years 2 and 6 overall, but pupils' investigation skills are not as well developed as their knowledge and understanding of topics. Their achievements are satisfactory in view of the below average starting points of many pupils. However, the evidence in pupils' work and in the lessons seen shows that there are inconsistencies in the quality of teaching in parallel classes in some year groups. This means that pupils' progress is not always as smooth and effective as it might be as they move from class to class.
74. On balance, the teaching of geography is satisfactory. In Year 3 there is evidence of good teaching where pupils develop good skills because effective planning means that activities are practical and well sequenced. These pupils do well in developing their investigation skills as they explore maps of the local area to identify land use around the school. There are good links with information technology and mathematics, and they produce pie charts and block graphs that summarise their findings effectively.
75. Throughout the school, teachers manage their lessons well. Pupils enjoy their work because activities, like designing a settlement in Year 4, both challenge and interest them. However, teachers' knowledge of the subject is occasionally shaky. This, and the lack of suitable maps, weakens their teaching of aspects like mapping skills where standards are relatively weak by

Year 6. Teaching is less effective when coverage of topics is too thin, and when use of unchallenging worksheets does not extend pupils' learning beyond the knowledge of key facts. In these classes pupils do not develop a secure enough understanding or grasp of skills.

76. There have been recent improvements in the co-ordinator's role in overseeing the subject. She provides a good lead to others in her own teaching and has identified a plan of action following the recent review of pupils' work. However, she has too few opportunities to check the quality of teaching and learning and to pick up and deal with the inconsistencies in the school's provision.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Pupils show enthusiasm for history because teachers make good use of visits, and displays of artefacts that promote the subject well.
- Pupils develop sound research skills using information and communications technology and other reference resources effectively.
- Inconsistencies in teaching mean that pupils' progress is uneven as they move through the school.
- The co-ordinator has too few opportunities to check on the quality of teaching and learning in order to identify and address weaknesses.

Commentary

77. Standards in history are average and pupils' achievements are satisfactory overall. Pupils develop sound skills in historical investigations because of the range of practical experiences teachers provide. Good use is made of visits to Kirkstall Abbey and other places linked to history topics where opportunities for role-play give them valuable insights into what life might have been like in the past. Good quality pictures and artefacts, attractively displayed, successfully attract pupils' interest and curiosity about history.
78. Teaching is satisfactory overall, but it is inconsistent in the parallel classes in most year groups. Good relationships help teachers to manage their pupils well. Teachers give clear and interesting explanations so that pupils know what is expected of them. There is a good emphasis on pupils seeking out information for themselves using reference books, Census data and computers. Pupils respond well to such challenges as investigating an archaeological site on the Internet in Year 4. Here, very good teaching means that pupils work hard and achieve well in identifying what the different features might be. Questioning and prompts stimulate lively discussions and challenge pupils to think hard. In some classes, however, where uninspiring worksheets limit pupils' response to topics, their progress is restricted to key facts. Pupils here do not have enough opportunities to experience the active, investigative experiences that are so effective in the best lessons.
79. The leadership and management of history are satisfactory. The co-ordinator has established an action plan to deal with weaknesses identified in a review of pupils' work. Her role in checking the quality of teaching and the curriculum is not effective enough at present, so that her overview of the provision and standards in history is not yet clear enough.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. There were limited lesson observations in this curriculum area. Four lessons were seen in design and technology but only one in art and design. Inspectors looked at teachers' planning and pupils' work in books and on displays and discussed the subjects with teachers and pupils.

81. In **art and design**, pupils reach above average standards because they experience a wide range of media and skills. Teachers' enthusiasm for the subject promotes pupils' interest and contributes to the high standards. Pupils benefit from working with a sculptor in residence and this enables them to make a range of three dimensional works in a variety of materials. For example, Year 3 made figures in the style of Henry Moore using wire and paper. Pupils have a good knowledge of artists and art from their own and other cultures. For example, Year 6 pupils discussed the shapes and patterns of Islamic art before designing their own and looked at the work of Van Gogh before painting a still life. Some work benefits from close links with learning in other subjects, such as illustrating a story in Year 2 or painting portraits of Tudor monarchs in Year 5. Pupils use sketchbooks to develop their skills and experiment with ideas and designs. For example, Year 6 extended shading skills in preparation for still life drawing and painting.

Design and technology

Provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- Pupils experience activities with real purpose that help their own planning and design.
- Good cross-curricular links in some classes contribute to the purposeful activities.
- There is insufficient guidance for teachers' planning through the school so pupils do not all have the same experiences.

Commentary

82. By the end of Year 6, pupils reach average standards because they have good opportunities to examine a range of artefacts in preparation for their own planning. They draw increasingly detailed plans and make experimental models and teachers encourage them to use these plans closely. Teaching is satisfactory overall. High expectations of behaviour and encouragement by teachers contribute to pupils' enjoyment of the subject and the care they take finishing articles. Teachers extend pupils' ideas through discussions and focused questioning. However, pupils have fewer opportunities to discuss their own work at the end of lessons or when it is completed and as a result, evaluations are brief and lack detail.
83. Teachers in some year groups plan activities that link well with other subjects. For example, Year 4 pupils made torches and burglar alarms when learning about electrical circuits in science. This reinforces learning in both subjects. Although there is detailed planning guidance for Years 1 and 2, not all year group teachers plan together, so pupils in those year groups have different experiences. Teachers in Years 3 to 6 do not always use the same planning guidance and this leads to inconsistencies in teaching and learning. There is satisfactory leadership and management. Monitoring of the subject, though limited, has identified the need for a more cohesive approach and further classroom observation.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Specialist teaching enables pupils reach standards above the national averages.
- Teachers' very good relationships encourage pupils to try hard.
- Good extra-curricular activities enhance pupils' learning.

Commentary

84. Pupils' standards of attainment are good through the school and pupils achieve well. Year 6 pupils develop good understanding of components of musical composition and play together with enjoyment. They use tuned and untuned instruments with a good sense of dynamics. Pupils' singing in assembly and hymn practices is tuneful and enthusiastic and pupils of all

ages join in confidently. Pupils develop knowledge and understanding of different types of music and a range of composers. They develop increasing confidence in expressing their opinions. All pupils learn the recorder and a significant number of pupils learn to play other musical instruments. There are good opportunities for pupils to perform in the school and the wider community. These opportunities are taken with relish by many pupils and contribute to the higher standards achieved.

85. The specialist teachers have good personal knowledge of the subject and they convey their enthusiasm well. As a result, pupils are keen to learn and make good progress in many aspects of the subject, including using and reading musical notation. Teachers use their very good relationships with pupils to establish good routines and organisation of lessons. They use resources such as instruments and tape players effectively and this contributes to pace in lessons. Lessons therefore have a positive atmosphere where pupils can do their best. Teachers encourage pupils to evaluate their work and consider how it can be improved which leads to greater understanding and further learning.
86. The two specialist teachers work together well and there is good leadership of the subject. The curriculum is clear, using a core scheme with increasing use of national guidance. However, there are still opportunities to consider the curriculum as a whole throughout the school in order to ensure consistency. High expectations in many lessons encourage pupils to achieve well. Although assessment systems have been established, they are not systematically used to ensure that tasks accurately challenge pupils.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils reach average standards through a good range of activities.
- A good range of extra-curricular activities enhances pupils' learning.
- Limited space and current building work restrict progress.
- Teachers do not encourage pupils enough to talk about their work.

Commentary

87. The standards reached by pupils are average throughout the school. Satisfactory leadership and management have led to a good scheme of work that ensures the full range of physical education activities is covered. For example, greater provision is now made for dance to address the identified weakness. Lessons are complemented by a good range of extra-curricular activities, including sports teams and events. Some good use is made of professional coaches to extend provision, raise the profile of sport and encourage physical fitness. However, the space available for lessons is limited, particularly while the current building work is occupying areas around the school. The newly-refurbished hall has good equipment but echoes badly while there are no curtains. These factors restrict teachers' planning and the success of their teaching.
88. Teaching is satisfactory overall and there are well-established routines and high behaviour expectations to help lessons to go smoothly. Good relationships encourage pupils to work hard and exercise with enthusiasm, playing fairly and appreciating other pupils' skills. As a result, pupils have good attitudes to lessons and these contribute to the pace of their learning. Teachers are aware of the range of physical skills that pupils have and plan appropriate activities. In a good Year 1 lesson, the teacher effectively modified work to help pupils to make good gains in their throwing and catching skills. Throughout the school, support staff work effectively, enabling pupils with special educational needs, including physical difficulties, to take a full part in lessons.

89. In many lessons, teachers question carefully to help pupils think about their work and some demonstrations by pupils show quality to aspire to. However, teachers do not sufficiently encourage pupils to evaluate and identify how their own work could be improved. This would aid learning in physical education and also contribute to pupils' speaking and listening skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No lessons in this area were seen during the inspection, but discussions were held with staff and pupils and written work examined.

90. The curriculum fulfils statutory requirements, addressing sex education and with good coverage of dangers of drug misuse appropriate to the age of the pupils. The subject is timetabled with religious education because the two subjects share common elements. However, the absence of detailed and progressive schemes of work means that there is insufficient clarity in what is being taught. In some classes, for example, religious education dominates at the expense of personal, social and health education and citizenship, while in other classes the opposite is true. The co-ordinators are building well on the work which led to a Healthy Schools Award in the junior school prior to amalgamation. In Years 1 and 2, however, there is less clarity of intention to ensure that learning objectives are identified and build on each other. Although Circle Time is integrated into the curriculum there is no clear plan of what will be covered.
91. Pupils throughout the school develop good relationships. In Years 3-6 they have structured activities to encourage them to reflect on what is important in their relationships with different groups of people. The School Council provides a good model for the understanding of participation and citizenship. Fund-raising to support a child in Kenya indicates development of the practical side of caring and responsibility. Discussions with the older pupils in the school show that they are thoughtful about their responsibilities to younger pupils, for example the need to be more considerate in the playground than when they were in the junior school, and indicate a maturity fostered by the school's provision in this area.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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