

INSPECTION REPORT

DEIGHTON GATES PRIMARY SCHOOL

Wetherby, West Yorkshire

LEA area: Leeds

Unique reference number: 107876

Headteacher: Mr Jeremy Dunford

Lead inspector: Mike Onyon

Dates of inspection: 31st January – 3rd February 2005

Inspection number: 266725

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	351
School address:	Deighton Road Wetherby West Yorkshire
Postcode:	LS22 7XL
Telephone number:	01937 584359
Fax number:	01937 581643
Appropriate authority:	Governing body
Name of chair of governors:	Mr. E. Ovenden
Date of previous inspection:	11 th – 15 th January 1999

CHARACTERISTICS OF THE SCHOOL

Deighton Gates is a larger than average sized primary school in a semi-rural location. The number on roll has fluctuated from year to year but, since the time of the previous inspection, there has been a slight overall increase. The school's socio-economic context is favourable; the percentage of pupils eligible for free school meals is below average. The proportion of pupils with special educational needs is well below average at 8 per cent and the percentage with a statement of special educational needs is below average. Pupil mobility is broadly average but above average in Year 6. There are no pupils learning English as an additional language. Attainment on entry to the school is broadly average but varies from year to year. The school received a DfES School Achievement Award in 2000. It is in receipt of the Sports Council Gold Active Mark, Investors in People and the Healthy Schools award. It has a significant partnership with the technology college to which most pupils transfer.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18146	Mike Onyon	Lead inspector	English as an additional language, Information and communication technology, art and design, physical education, religious education.
19369	Christine Wild	Lay inspector	
22397	Stuart Fowler	Team inspector	Special educational needs, mathematics, science, geography, history.
23319	Vincent Leary	Team inspector	The Foundation stage, English, design and technology, music, personal, social and health education and citizenship.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Deighton Gates is a **good** school providing good value for money. Pupils achieve well, overall, because of the good teaching, which leads to good learning. Standards, by Year 6, are well above average in mathematics and science, and above average in English and information and communication technology (ICT). Overall leadership, management and governance are good with very effective leadership by the headteacher.

The school's main strengths and weaknesses are:

- The headteacher provides strong and very effective leadership with a very clear vision for the future of the school.
- Consistently good teaching, throughout the school, enables pupils to achieve well. Teaching assistants are involved well in the planning and delivery of lessons.
- Improvement in ICT has been very good; standards are now above average.
- Pupils with special educational needs achieve well as the result of good provision for them.
- A curriculum that is broad and balanced, offers very good opportunities for enrichment activities and benefits from good quality accommodation and resources, is meeting the needs of pupils well.
- The outcomes of assessment are used well, in English, mathematics, science and ICT, to inform future learning. Assessment could be better used in other subjects and in the foundation stage.
- The school provides well for pupils' moral and social development but can do more to provide for their spiritual and cultural development.

There has been satisfactory overall improvement in the school's effectiveness since the last inspection. There have been considerable staff changes in the intervening period. The issues identified at that time have been successfully addressed. Resources for ICT have been improved and standards in the subject are now above average. The quality of teaching and learning has improved and the proportion of pupils reaching the higher national curriculum levels in writing has improved. Whilst the trend of improvement in the school's average points for all core subjects has been below the national trend, standards are currently above average and there is good capacity for further improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2002	2003	2004	2004
English	A	B	B	D
Mathematics	A	A	A	B
Science	A	A	A	B

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

Achievement is **good** overall. When children begin school their attainment is generally average. As the result of well planned provision children in the reception class achieve well. Children have a good start to their education and, by the time they move on to Year 1, all reach, and many exceed, the standards expected nationally in the areas of learning in the foundation stage curriculum. Pupils in Years 1 and 2 achieve well. Standards in Year 2 are above average in English, mathematics, science and ICT. Pupils in Years 3 to 6 achieve well. Current standards reflect the results in national tests at the end of Year 6, in 2004, being above average in English and well above average in mathematics and science. Standards in ICT are above average. In comparison with schools whose

pupils achieved similarly at the end of Year 2 the school's performance was below average in English, but above average in mathematics and science. The school is successfully addressing weaker areas in English and has added good overall value to pupils' education.

Pupils' personal qualities are **good**. Overall, pupils' spiritual, moral, social and cultural development is satisfactory, though provision for spiritual and cultural development is weaker than for moral and social development, because opportunities for extending these areas are not always planned for in lessons. Pupils have positive attitudes to learning and behave well during lessons and at other times. Pupils willingly take on a range of responsibilities and represent their school well. Pupils have good opportunities to talk about their feelings and express their opinions in good quality lessons in personal, social and health education and citizenship. Pupils in Year 6 are prepared well for the next stage of their education. Attendance is well above average and punctuality is very good.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good** overall, with some very good teaching and learning observed, particularly in Year 6. The planning of lessons and teachers' knowledge of their subjects are very good. Teachers very effectively promote equality of opportunity and insist upon high standards of behaviour. The school provides good learning opportunities for all the pupils and offers very good support for learning outside the school day. ICT resources have recently been improved, with the completion of an extension to the school building, and are now good. The provision for pupils with special educational needs is good; these pupils are well supported and as a result they make good progress in their learning and personal development. In English, mathematics, science and ICT assessment is used well to plan pupils' future learning. Assessment needs to be used more effectively in other subjects and in the foundation stage, to support pupils' learning. The care provided for pupils is good. Partnership with parents is good and links with other schools and colleges and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher is a very effective leader with a very clear vision for the future. He has effectively shared this with governors, parents and the school community. He effectively motivates all those connected with the school. Other key staff, including the acting deputy headteacher, provide effective leadership and management in their respective areas of responsibility. The overall management of the school is good. Governance of the school is good. The governors have a good understanding of the strengths and weaknesses of the school and are committed to helping the school to move forward. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Overall, parents expressed positive views about the school. They particularly commented on their children liking school and the good arrangements for their children to settle into school. Some parents had concerns about the quality of information received explaining their child's progress, and whether the school seeks and acts on their views. Inspectors endorse the positive views and judge that good quality information is provided about pupils' progress, and consultations with parents are carried out well. Pupils have a positive view of the school. Some expressed concerns about the behaviour of other pupils, but inspection evidence indicates good behaviour.

IMPROVEMENTS NEEDED

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

- Use assessment information to inform future learning in all subjects and in the foundation stage.
- Improve provision for pupils' spiritual and cultural development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall. All children in the foundation stage and pupils in Years 1 and 2 achieve well. Pupils in Years 3 to 6 achieve well overall; by Year 6 standards are well above average in mathematics and science, and above average in English and ICT.

Main strengths and weaknesses

- Children in the foundation stage have a good start to their education.
- Pupils achieve well because of good and very good teaching and learning.
- Pupils' needs are identified early and, as a result of the good support they receive, pupils with special educational needs achieve well.
- Whilst standards in English are above average, pupils' achievement in the subject is less than for mathematics and science.

Commentary

1. Children in the reception class achieve well. Attainment on entry for most of the children is average and, for a significant number, attainment is lower in language skills than in other areas of learning. Parents feel that arrangements for their children to settle into school are good and are particularly happy about arrangements to provide a 'key worker' for their child. The school has reorganised its provision for these children and a team of five adults successfully plan and teach together. Because of the good teaching and learning and a good balance between direct teaching and exploratory learning, most of the children are likely to exceed the expected standards in all of the six areas of learning by the end of the foundation stage.
2. In Year 2, national test results in reading were well above average in 2003 and in 2004. Results in writing and mathematics were above average. Pupils in Years 1 and 2 achieve well. Inspection judgements at this stage of the school year indicate that pupils are on course to reach above average standards in English, mathematics and science. Standards in ICT are also above average. The school has improved the quality of teaching and learning in ICT since the previous inspection. Skills are now well taught in the subject, and pupils have regular opportunities to apply them in other subjects. This has led to improvements in the levels of work being undertaken. Consistently high standards have been maintained in reading.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
Reading	17.4 (17.7)	15.8 (15.7)
Writing	15.7 (15.5)	14.6 (14.6)
Mathematics	17.3 (17.4)	16.2 (16.3)

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

3. Overall pupils in Years 3 to 6 achieve well. Achievement in mathematics and science is very good. Progress accelerates in Year 6 in particular. This is because of the consistently very high quality of teaching, characterised by the teachers' good knowledge of the pupils' levels of working, high expectations of work and behaviour and the effective use of assessment information to match tasks to individual needs. By Year 6 standards are well above average in mathematics and science and have been so for the last four years. Standards in English and ICT are above average. Over the last four years the trend in the school's results in national tests at the end of Year 6 has been below the national trend. This is because of a number of changes in staff and an increased number of pupils entering the school with special

educational needs. Predicted results for 2005 indicate better standards and an upturn in the trend.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.7 (28.2)	26.9 (26.8)
Mathematics	29.3 (28.7)	27.0 (26.8)
Science	30.6 (30.9)	28.6 (28.6)

There were 58 pupils in the year group. Figures in brackets are for the previous year

4. Pupils with special educational needs make good progress in relation to the targets set for them. Their needs are identified at an early age and they are provided with good levels of support from their teachers and teaching assistants. Adults work together well in teams, and pupil targets are regularly evaluated and reviewed with realistic and challenging new targets set to aid progress. The pupils are fully integrated into classroom activities and also given opportunities to receive support in small groups, as part of the provision in literacy lessons. Occasionally, targets need to be more specific and measurable. Pupils are removed from the school register for special educational needs when they have achieved the required standards and most pupils achieve at least average standards in literacy and numeracy by the time that they leave Year 6. No pupils are learning English as an additional language.
5. Standards by Year 2 and Year 6 are above average in English, but not as high as those in mathematics and science. There are a number of reasons to explain this difference. When children enter the school, levels of attainment are generally lower in language and literacy than in mathematics and knowledge and understanding of the world. In Years 3 to 6 pupils' achievement is better in mathematics and science because the needs of pupils across a range of ability are well catered for. In English the needs of pupils attaining at average and below average levels are not provided for as effectively. The school provides a well planned curriculum in English and is currently focusing, appropriately, upon raising standards in writing. Inspection evidence indicates that standards are now better and on course to improve further.
6. Because they are well taught and because the curriculum is covered thoroughly, pupils achieve well throughout the school. Pupils are included in activities regardless of background or ethnic origin and girls and boys have equal opportunities to participate in lessons and in activities. Pupils are encouraged to take decisions about their own learning and are involved in considerations about how they might improve their work. From entering the school with broadly average standards, most pupils progress to a position where standards are above and well above average.

Pupils' attitudes, values and other personal qualities

Overall, pupils' attitudes to school are good. Relationships between pupils and staff are good, which contributes to the good behaviour and pupils' good achievement. Overall, pupils' personal development is good. Attendance is very good and punctuality good.

Main strengths and weaknesses

- Pupils are very interested in their lessons and activities.
- More could be done to promote pupils' spiritual and cultural development.
- The school employs good strategies for managing pupils' behaviour.
- Relationships between pupils and between staff and pupils are good.
- Pupils feel the school deals well with a small amount of bullying.

Commentary

7. The school has successfully maintained the good attitudes shown by the pupils at the last inspection. They are happy to be at school and are eager to do well. Pupils are polite, friendly and take a very good interest in lessons and in other activities provided for them. Pupils arrive at their lessons with good attitudes and a desire to learn, and they respond positively. In a few lessons the management of pupils is less successful and this can lead to pupils' restlessness. The activities that the school provides in areas such as performing arts, sport and residential activities encourage pupils to be confident and help to foster their self-esteem; they also help pupils to develop a range of interests beyond formal lessons.
8. Pupils develop a clear sense of right and wrong and they appreciate the rewards of 'Golden Time' at the end of the week, when they can choose an activity for earning the time through good behaviour and good work. Good relationships between staff and pupils contribute to the good behaviour in lessons and around school. The school manages and supports a small number of pupils with behavioural difficulties well, so that only very occasionally does the behaviour affect the learning of others. The school is pro-active in promoting anti-bullying strategies, and the school council have been involved in seeking views of how to bring bullying to an end. Although some pupils and a few parents in the inspection questionnaire feel that bullying takes place, they are happy that the school deals with it well, and the inspection findings agree with the pupils and parents.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	2.6	School data	0.0
National data	5.1	National data	0.4

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

9. Attendance at the school is good and higher than normally seen in schools. Unauthorised absence is below the average for schools. The school actively monitors attendance and encourages parents, through newsletters, to make sure their children attend regularly. The majority of pupils arrive at school on time; a few pupils are unpunctual but arrive before the end of registration.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – any other mixed background
Asian or Asian British – Pakistani
Black or Black British – any other Black background
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
325	4	0
2	0	0
1	0	0
1	0	0
1	0	0
10	0	0

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

10. Provision for spiritual and cultural development is satisfactory. Teachers do not consistently plan opportunities for spiritual and cultural development in lessons. Where opportunities arise they are not always fully developed, limiting the extent to which they might impact on learning in other subjects. Arrangements for collective worship meet statutory requirements, and assemblies and personal, social and health education lessons contribute to the spiritual

development of the pupils and contain moments for prayer and reflection. Pupils learn about their own culture through the curriculum; art and music feature highly in school life. Planned assemblies widen pupils' knowledge of topical world events such as the recent anniversary of the Holocaust. Multi-cultural topics are sometimes covered through personal, social and health education in assembly.

11. Good provision is made for the development of moral and social education. In lessons, pupils learn of the value of listening to others and how friendships are important, this is emphasised in 'Circle Time' sessions when opportunities are given for quiet discussion on what they have learned and how it affects their lives. An effective school council gives pupils a voice in the school. Pupils respond positively to the opportunities to work independently and for working co-operatively. Older pupils volunteer to become Buddies at lunchtime; they take their responsibilities seriously and the younger pupils thoroughly enjoy playing games with them.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good. The curriculum is good and there are very good opportunities for enrichment. The care provided for pupils is good. The partnership with parents, links with other schools and colleges and links with the community are all good.

Teaching and learning

Teaching and learning are good. Assessment is satisfactory overall.

Main strengths and weaknesses

- Teaching is good overall and consistently very good in Year 6.
- Teachers are enthusiastic and have good knowledge of the subjects they teach.
- Assessment procedures in the foundation stage and subjects other than English, mathematics, science and ICT are not used effectively to support pupils' learning.
- Teachers insist on high standards of behaviour and pupils respond very well in lessons.
- Pupils with special educational needs receive good support and achieve well.

Commentary

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11 (22%)	26 (52%)	13 (26%)	0	0	0

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

12. Teaching is good and, therefore, pupils achieve well. It was at least satisfactory in all lessons observed, usually good, and often very good. The quality of teaching has improved since the time of the previous inspection, when it was satisfactory overall. It is particularly strong in Year 6, where it is consistently very good and pupils achieve very well. The skills of literacy, numeracy and ICT are taught effectively across the curriculum, so that the pupils have numerous opportunities to develop and use them in other curricular areas.
13. Where teaching is at its best teachers show good subject knowledge and their planning is detailed and careful. They have a clear idea of what they want their pupils to learn and set tasks that are designed well to achieve these objectives. The teachers' high expectations are demonstrated by the challenging and interesting work they set for their pupils. Their management and organisation of their classrooms and pupils are good, so that most lessons move on briskly and little time is lost. The very good management of the pupils' behaviour is a strong feature of teaching and pupils respond very well to what is expected of them. As a

result, lessons have good pace and are rarely disrupted by inappropriate behaviour. Another strong feature of teaching is the support provided by the very good and committed team of teaching assistants. This may be in lessons or involve withdrawing individuals or groups of pupils for intensive support. For example, a teaching assistant provided valuable daily speech and language support to a pupil in Year 1, whilst another withdrew groups of pupils for additional literacy and numeracy support. Teaching assistants make particularly good use of the new "Oasis Room" to provide a calm beginning to the day for pupils with challenging behavioural difficulties.

14. Enthusiasm is a particular characteristic of the teaching in the school and, when it is most effective, teachers carry pupils along with their own energy and enjoyment, enabling them to learn very well. An appropriate atmosphere is established in these lessons, so that the pupils are totally involved in their work and do their best to succeed. This was evident when pupils in Year 6 set out to structure an investigation, record data and draw conclusions about series and parallel circuits. In this lesson, pupils co-operated maturely, discussed their strategies and reacted enthusiastically when they succeeded in their challenge. Teachers often use resources imaginatively, particularly in ICT, as was evident in a science lesson in Year 3, where pupils used a computer simulation to study the angle and throw power needed to project a ball over a wall. Skilful questioning encourages pupils to think carefully about what they are doing, predict likely outcomes and explain the strategies that they have used.
15. There are effective assessment procedures in place in English, mathematics, science and ICT that are used appropriately to plan pupils' future learning. They are used less well in other subjects. The assessment co-ordinator provides good leadership and in the last eighteen months, has worked hard to raise the profile of assessment within school, focusing initially on the core subjects. He has worked closely with subject co-ordinators in these curricular areas to establish appropriate systems for monitoring the progress of pupils and for targeting support appropriately. There are examples of the good use of assessment; for example, setting arrangements in mathematics enable teachers to challenge and stretch the more able pupils, whilst allowing the lower ability groups to work as smaller units. Assessment is carried out in other subjects and the foundation stage but is less well developed and does not always effectively inform future lesson planning. Where assessment is used successfully, teachers amend their planning as a result of day-to-day assessment and they provide opportunities for pupils to carry out their own assessment and thereby influence their own learning. Practice is not consistent and teachers' marking of work is variable. In the best cases, particularly in Year 6, teachers indicate clearly how well pupils have achieved, and what they need to do to improve. However, in some instances, marking is evaluative and supportive but does not focus sufficiently on how pupils can improve their work. At the time of the previous inspection, whole class sessions at the end of lessons were not used well. This is no longer the case, as these sessions are now used effectively for pupils to reflect on what they achieved and for teachers to assess the progress that they have made.
16. The teaching of pupils with special educational needs is good. These pupils learn well at their own pace because of the good leadership of the co-ordinator, the good quality individual learning programmes that are provided and the support that they receive from teachers and an appropriate number of talented teaching assistants. These teaching assistants are effective because they liaise closely with the co-ordinator for special educational needs and class teachers and have become part of a professional team. They give good support to both the individuals in their care and to groups of pupils in lessons. Many teachers are good at planning work to meet the needs of pupils with different levels of ability within their class. Clear records are kept and these are monitored by the co-ordinator, who provides good leadership to this aspect of the curriculum. Pupils with special educational needs are identified at an early stage; they are assessed on a regular basis and information is recorded to help identify their specific needs. Resources are good and the newly developed "Oasis Room" is providing a calming environment for vulnerable or behaviourally challenging pupils. Pupils learning English as an additional language are also supported well and children of differing backgrounds and gender are given equal opportunities in classroom activities. As a result of this good support, most of

the pupils with special educational needs and those learning English as an additional language achieve at least national standards by the time they leave the school.

The curriculum

The curriculum is good, and strong in English, mathematics and science. It is enriched by a very good range of activities that boost pupils' skills in sports, arts and personal development. The accommodation and resources for learning are good overall.

Main strengths and weaknesses

- The curriculum in the reception class is well planned – there are purposeful activities that promote learning both indoors and outdoors.
- The ICT curriculum has significantly improved and is used well as a tool for learning in other subjects.
- Learning is enjoyable with many varied opportunities, including visits and extra-curricular activities which stimulate and motivate the pupils.
- There is good provision for pupils with special educational needs.
- There is a good programme of personal, social and health education, which fosters personal growth and self-esteem.

Commentary

17. The school has maintained all the features of the curriculum that were identified as good at the time of the previous inspection, whilst also maintaining above average standards in most subjects. This ensures that for most pupils, the school continues to meet its aim of providing a broadly based and challenging curriculum. The curriculum has been improved. In the reception class the curriculum is well resourced with reference to staffing, accommodation and learning resources. Planning is clear and relevant to the needs of the children with all areas of learning receiving the right emphasis, underpinned by opportunities for independent learning. ICT has been significantly strengthened by the updating of the computer suite and installation of interactive whiteboards in classrooms. This has given the pupils access to good quality, well-focused teaching of ICT skills. Teachers plan well for the application of ICT in other subjects, resulting in raised standards throughout the school in ICT and other subjects.
18. The school enriches the curriculum very well with many varied opportunities. Whenever possible, pupils visit a place of interest to bring alive each topic in geography, history and other subjects, and this puts learning in context. The pupils in Years 4, 5 and 6 participate in annual residential visits to activity centres in Cumbria, the Lake District and the Yorkshire Dales. These experiences make a significant contribution to their learning and personal development. Of particular note is the special emphasis given to music. Many pupils in Years 3 to 6 have lessons on string, woodwind, brass and percussion instruments. There is also an orchestra in which the playing is of high quality. To further enhance pupils' personal qualities, and consolidate their music skills and enjoyment of school life, the school participates in local music festivals. Pupils receive skilled training from local coaches in sports, like football, cricket and athletics, and are able to participate in a wide range of 'after school' activities. Specialists such as theatre groups and other outside speakers effectively enhance the curriculum with their expertise.
19. A particular strength of the curriculum is the way in which it embraces all pupils, regardless of gender or ability. This integration is very successful because it does not highlight or focus on the differences between pupils. Instead, it offers the same curriculum, but takes great care to ensure that those pupils who need support receive it. Overall, the school is effective in ensuring that all pupils are given equal access to the curriculum and all other activities provided. Although pupils with special educational needs are sometimes withdrawn from lessons for additional support, teachers try to ensure that they are given opportunities to catch up with anything that they have missed. Clear procedures are in place, which closely follow the

new Code of Practice. Pupils' individual education plans are of good quality and are reviewed each term. Care is taken to ensure that the work provided for pupils with special educational needs is closely matched to their needs. Pupils with statements are provided with most suitable support, in line with the requirements indicated, and their statements are reviewed annually. All pupils with special educational needs are involved in the full range of school activities. The school provides well for gifted and talented pupils by ensuring that the curriculum is matched to their needs and identifying opportunities for them to develop their talents.

20. The local community plays an important part in the life of the school, making a valuable contribution to the school's good programme for personal, social, health and citizenship education. The curriculum successfully promotes the school's caring ethos and the intellectual, physical and personal development of the pupils. A sensitively planned programme helps pupils, for example, to discuss personal responses to a variety of moral issues that affect their relationships with other children in an atmosphere of caring and trust.
21. There is a good match of teachers and support staff to meet the demands of the curriculum. The sense of joint purpose that binds all staff is a strong feature and a key factor in the school's success. The improvements made to the building are extensive and enhance curriculum provision. Secure fencing has resulted in the creation of an effective play area for children in the foundation stage. A dedicated room has been created to address the needs of vulnerable pupils. The school has a well-considered action plan in place to address the inadequacies in some playground surfaces. There is a good range of resources in most subjects.

Care, guidance and support

The school provides good care for its pupils. There is good involvement of pupils in their school. The support, advice and guidance through monitoring pupils' work and personal development are good. Pupils' views are sought well.

Main strengths and weaknesses

- Good relationships support pupils' needs well.
- Induction arrangements help new pupils settle into the school and ease the transfer to secondary school.
- Pupils' views are valued and they are able to contribute to developing their environment.
- Guidance to help pupils improve their work is good.
- Overall, whole-school health and safety procedures are good, but risk assessments are satisfactory.

Commentary

22. Good relationships contribute well to the caring nature of the school. Staff know the pupils well, which helps the pupils feel happy and secure in their care. Good records of pupils' personal development and of their academic achievements ensure that appropriate targets are set for their improvement. A strong policy for the management of behaviour and bullying enables staff to provide a consistent approach to pupils and supports the needs of their personal development. This is well managed and led well by the headteacher, with the result that the school functions as an orderly community that is appreciated by both pupils and parents.
23. The school actively involves the pupils in obtaining their views. The school council report the views at regular meetings, which enables pupils to play a full role in the democratic process. Discussion and debate on issues such as the playground provision take place. Pupils feel that their most successful undertaking has been the construction of the adventure equipment. The council is also pro-active in contributing to the anti-bullying policy and procedures. Council

members express their views thoughtfully and are confident that the school and the pupils take them seriously and that they have a positive impact on school life.

24. Procedures for safeguarding the health and welfare of the pupils are good. The school complies fully with the local area guidelines for child protection and all staff have received training and are aware of the school's procedures. The school has received the Healthy Schools Award and routine health and safety procedures such as first aid are in place at whole-school level. Risk assessments for outside visits and for residential visits are in place but the school needs to review its procedures for risk assessments during lessons.
25. The school provides good support for its pupils' personal development, and as a result, pupils feel the staff are approachable and they are confident in their care. The majority of pupils who responded to the inspection questionnaire felt that there was an adult they could go to if they are worried. The school's approach to assessment is generally good, and pupils are clear on how to improve their personal targets such as working harder. Annual progress reports identify specific areas of strength and for improvement in the core subjects, which guides the pupils and their parents to recognise the areas on which to concentrate their efforts.
26. The establishment of good links with nursery schools, one of which is on the same site, has ensured a good programme of induction to school is in place. Parents can speak to the teachers at any time; some parents prefer to settle the younger children themselves and can be seen bringing their children into school in the morning and speaking to the class teacher, if needed, about minor concerns. Good induction to the secondary school takes place with transition days and a member of staff visiting the secondary school to liaise with staff.

Partnership with parents, other schools and the community

The school's links with its parents are good. Good links are in place with local primary and secondary schools. The school has good links with the community.

Main strengths and weaknesses

- The majority of parents have positive views of the school and give good support to their children's learning.
- Good links with its community support pupils' learning well.
- The school provides good information for parents and consults them well.
- Some parents are unhappy with how well the school informs them of their children's progress.

Commentary

27. Parents are attracted to the school because of its reputation for good academic achievements and taking good care of the pupils. Most parents are happy with the provision their children receive and in return, parents support the school by ensuring their children attend regularly. There is good support for events and information evenings and the school has an active and successful parent/teacher association that holds successful social events and raises funds for the school. Parents are willing to give practical help and have recently been involved with repainting the school hall, which provides a more pleasant environment for the pupils and is much valued by the school. Although the school does not receive many complaints from parents, it has good formal procedures to assist parents if needed.
28. Overall, information to parents is of a good quality. Consultation meetings, for example on reading and the implications of the national workforce remodelling proposals, assist parents in helping their children at home and understanding the work of the school. Parents receive very useful information at the beginning of each year on the curriculum; booklets are available for those who cannot attend. Most subjects are included in the booklets, and parents are able to see what pupils will be taught and how to help their children with their learning. Newsletters are regular and informative, and a parent is currently working on the school website whereby

parents will be able to access useful information from home. The prospectus and the governors' annual report to parents are in the process of amalgamation and will be available via the website. Only 20 per cent of parents responded to the inspection questionnaire, and of these 45 per cent are unhappy with how well the school informs them about how their children are getting on. The annual progress reports give good information on the pupils' progress and, in Years 2 and 6, the levels they are achieving. The school is trying to accommodate the parents' wishes and has arranged meetings in the spring term, but needs to address how the parents can discuss the annual progress reports with the teachers.

29. The school takes an active part in the local community, with participation in community events such as competitions. Local organisations make use of the facilities, for example, the local football club and parents assist with out-of-school performing arts activities. The school is a member of a cluster of the surrounding schools whose meetings are pro-active in improving standards in schools. Close links have been established with the local high school, whose specialist technology status provides valuable lessons for pupils from a visiting teacher. Curriculum links take place between the art and French departments and the links enable pupils to have insight of the enrichment programmes available at the school, but development of links in subjects such as English, mathematics and science has yet to take place.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher provides very effective leadership with a very clear vision for the future. The leadership of key staff is good. Management is good. Governance is good.

Main strengths and weaknesses

- The headteacher has a clear vision for the future of the school.
- Effective monitoring of teaching and learning, involving subject leaders, underpins its good quality.
- The leadership is successfully addressing the impact on learning of a budget overspend.
- Governors are well informed and play a full part in influencing the school's work.
- The skills of all staff are used very well in the delivery of a good curriculum and provision of effective teaching and learning.

Commentary

30. The school has a very strong sense of purpose and clear vision for the future. This sense of purpose is shared by pupils, most of whom have a positive attitude to learning, and staff, who are fully committed to the school and the desire to seek continual improvement. There is an appropriate balance between achieving good academic standards and the development of individual pupils through a broad range of experiences, enriched very well by opportunities outside lesson times. The school is regarded highly by its community and the good relationships help to extend the opportunities available to pupils. The headteacher has been in post for eighteen months and has led a number of effective changes, enabling the curriculum to be presented in an innovative way – involving teams of adults led by teachers and successfully utilizing the considerable skills of teaching assistants. This approach ensures that the school fully meets the diverse needs of all its pupils. There have been a number of changes in teaching personnel since the previous inspection and improvement has been appropriate.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	998470
Total expenditure	972280
Expenditure per pupil	2778

Balances (£)	
Balance from previous year	-41620
Balance carried forward to the next year	-15430

31. Shortly after his appointment the headteacher learned of a considerable projected overspend in the budget and, working closely with governors, effectively put into place plans to reduce it. This has meant a reduction in the number of teachers available to the school and to the innovative organisation of the curriculum. Afternoon sessions are organized to involve teams of adults, including teachers and teaching assistants, in delivering subjects of the curriculum. The timetable makes the best possible use of teaching skills and presents a rich and varied programme to the pupils. In accordance with national developments the school has invested in the services of teaching assistants in all classes and their involvement has a positive impact on pupils' learning. The budget deficit has been reduced considerably and projections for the current year predict a balanced budget. The headteacher uses performance management well as a mechanism to improve standards.
32. There is a close link between the objectives set for teachers and the priorities in the school development plan. In addition to the headteacher, subject leaders regularly undertake observations of teaching and learning and offer good quality feedback to colleagues. Teachers value the process and view it as a very positive contribution to their professional development. The leadership team effectively analyse the outcomes of observations and use them to provide the focus of school improvement planning. There has been a clear focus on raising standards in writing throughout the school and teachers have worked well together to improve results. As the result of an ongoing focus upon teaching and learning, the quality of teaching has improved since the previous inspection and is now consistently good or better.
33. Since his appointment the headteacher has invested considerable efforts in effectively analysing the outcomes of the assessments of pupils' performance and the data is effectively shared with all staff. There is a clear understanding of how well the school is performing and the trends in performance. The outcomes of assessment are used well to inform future lesson planning in English, mathematics, science and ICT. There is now a need to extend this use of assessment to the other subjects of the curriculum. The deputy headteacher offers good leadership and management of special educational needs.
34. Governors are well informed with a good knowledge of the school's strengths and weaknesses. They are supportive of the school and fully involved in decisions, taking steps to address the challenge of the budget overspend. They are involved in shaping the future direction of the school and well organized in a committee structure to carry out their role effectively. In particular they have introduced a strategy committee, composed of the chairs of each committee, focused on leading the school forward. They have had the confidence to take difficult decisions with regard to a reduction in staffing numbers and to embrace new working relationships. These relationships are good, ensuring that the school and its pupils benefit from a shared purpose and commitment. The governing body takes its role of 'critical friend' seriously and holds the school to account in terms of its provision. All statutory requirements are met.
35. The headteacher and governors have fully involved parents and the wider community in considerations about the future. In particular good quality sessions were arranged for parents to introduce the current working arrangements for the delivery of the curriculum. Parents of children in the reception class expressed their considerable satisfaction with the arrangements for their children; in particular, the way in which a 'key worker' relates to them the progress their children are making.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

36. Provision for children in the foundation stage is good. The attainment of children entering the reception class is broadly average. Children achieve well in all areas of learning because the teaching is consistently good. By the end of the reception year, the majority of children are likely to exceed the goals expected of them. Teaching overall is good because the teacher, who is supported by an experienced nursery nurse and three learning assistants, has a good understanding of the needs of young children and provides well organised and exciting activities that motivate them. The staff integrate different areas of learning successfully and ensure there is a good blend of child-initiated and teacher-directed activities, which are appropriate overall to the age and abilities of the children.
37. The provision is well led and managed with a notable strength in effective teamwork. The children's progress is monitored using the appropriate assessment steps but the staff need to use the day-to-day observations more rigorously to plan work more consistently for the higher attaining children. All adults manage children very well. Support for children with special educational needs is very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teacher, nursery nurse and classroom assistants all give high priority to promoting children's self-confidence and self-esteem.
- Children's achievement in their social and emotional development is very good.
- There are very good opportunities for children to develop independence and to take responsibility for their actions.

Commentary

38. This area of learning is given an appropriately high priority right from the start when children enter the reception class. All staff are skilled in building good relationships with children and this enables them to settle quickly. Children build successfully on this good start throughout their time in the foundation stage and, by the time they enter Year 1, the majority of them will have achieved the goals children are expected to reach and many will have exceeded them.
39. In both the reception classes, learning to share, take turns and co-operate with others are successfully reinforced. As a result, children develop the skills and confidence to work independently. Children demonstrate an increasing ability to concentrate and sustain their interest for longer in both directed and chosen activities. They interact confidently with both the adults and each other. Children enjoy learning, are very well behaved and work together well; this also contributes positively to their social development.
40. Teaching is good. Effective routines ensure that children feel secure, happy and confident. The organisation of teaching and learning throughout the foundation stage contributes positively to the opportunities children have to develop their skills and confidence in working independently. All staff work hard to ensure the children learn to share and play together co-operatively and they are very good role models. As a result children's learning is very good.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make good progress and are likely to achieve standards which are higher than those expected by the time they enter Year 1.
- There are good opportunities provided to develop children's speaking, so they communicate confidently.
- More opportunities could be provided to extend children's writing.
- There is good provision for developing children's reading, including the creation of areas in the classrooms where children can use and develop their language skills.

Commentary

41. The majority of children enter reception with average language and communication skills and they are provided with good opportunities to develop them further. Throughout the foundation stage teaching is good, with teachers, nursery nurses and classroom assistants giving a high priority to extending children's language skills. This enables children to continue making progress and the majority are likely to achieve the goals they are expected to reach by the end of reception; a good number of children will exceed them.
42. The teacher, nursery nurse and classroom assistants reinforce good routines for speaking and listening right from the start so that children learn how to listen to each other and take turns in speaking. All the staff provide good opportunities for children to speak, encouraging them both in groups and as they interact with them individually. This helps to give children confidence and encourages those few who are more reluctant speakers. Staff use questions and discussions effectively to extend children's vocabulary.
43. Children listen attentively to stories and join in excitedly when given the opportunity. The use of big books, like 'Cinderella', fires their imagination and develops their speaking and listening skills well, as they re-tell the story and sequence events. There is a strong focus on developing the children's vocabulary. For instance, children explored the word 'diary'. One child talked about it being a book where you write your secrets. The development of reading skills has a high priority and is well supported by parents. Children are becoming confident at handling books and have a different sound to learn each day. Children learn to read from a very early age. Some children have already embarked on a systematic reading scheme and are making good progress with their reading. Children practise the sounds of words well and this helps them to write new words. A good range of activities promotes further development of children's writing well, by providing opportunities to include mark-making and more formal writing in the role-play office where, for example, children can write a letters, make lists or make notes on a telephone conversation. However, the higher attaining children could be challenged more to extend their writing in other contexts. At times, books are provided and effectively displayed to support children's work in other areas, such as the model-making area, although more could be made of this strategy to extend children's learning in relation to their specific activities or tasks. Children enjoy the opportunities they have to share books with other children and adults.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good teaching ensures children's learning is good, with the provision of a good range of opportunities to learn about numbers, and to sort, match and compare groups of objects.
- There are good practical activities provided which help them learn, and there is a clear emphasis on appropriate mathematical vocabulary.

Commentary

44. Teaching is good, with the teacher and nursery nurse making good use of a variety of practical activities to promote children's mathematical development. This ensures children's learning is good and contributes to the progress they make so that the majority are likely to achieve the goals children are expected to reach by the end of reception and many will exceed them.
45. The teacher and nursery nurse provide a good range of practical activities to extend children's mathematical understanding. Number lines and charts of various kinds are used effectively to reinforce understanding of number and counting. The outside area is well used for reinforcing number recognition and counting where, for example, the children counted how many skittles they had knocked over, how many were still upright and which was the larger number. The reciting of nursery rhymes is used to reinforce their ability in counting. Mathematical language is woven into everyday activities well and this makes learning much more relevant. Many of the children can count in twos and understand doubling.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's learning is good; good teaching ensures that children have good opportunities in this area of their learning.
- Children have many good opportunities to work with a computer.
- The outdoor area is used effectively to promote and support children's learning in designing and making aspects but requires developing further for exploring and investigating the natural world.

Commentary

46. Provision is good in the reception classes, with teachers making very good use of the resources to promote children's early understanding of science and the natural world. This ensures that children's learning is good and the majority of children are likely to achieve the goals they are expected to reach by the end of reception, with a good number exceeding them.
47. Very good opportunities are provided, which at times engender a real excitement in learning. For instance, a group of children supported by the nursery nurse created a construction to allow water to travel between two points. Through trial and error they constructed a series of pipes and guttering, working out that water flows from high points to lower points. This was a challenging experience and the children worked well together in building their construction. The school's outdoor area provides a good resource to encourage children to investigate construction materials but requires further development to promote their learning about plants and habitats. In working with the computers most children are confident as they learn effective mouse control and many are able to move the cursor around the screen, make selections and organise elements by dragging and clicking as they carry out a variety of tasks. Children are beginning to use the interactive whiteboard to consolidate their learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- There are good opportunities to work with a variety of tools.
- The outdoor areas are used effectively to promote children's learning.
- In their physical education lessons, children benefit from opportunities to explore space, direction, speed and balance for themselves.

Commentary

48. Teaching is good, ensuring children's learning is good. Children have good opportunities to develop their skills in manipulating equipment such as writing and drawing pencils, paintbrushes and scissors. They use the domestic play equipment effectively in role-play. When working outside they have good opportunities to move, climb, ride and balance, and many show a good level of confidence as they steer the bikes and scooters. A good range of equipment is helping children to develop an appropriate awareness of space and enabling them to learn to control their own bodies in various situations. This contributes effectively to children's learning. The majority of children are likely to achieve the goals they are expected to achieve in this area of their learning by the end of reception and some to exceed them. Lessons in physical education in the hall provide further opportunities for children to explore space, direction and balance for themselves. However, there are missed opportunities for the children to reflect on how they can improve their skills.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children enjoy the range of activities provided for them.
- Good opportunities are planned for painting, printing, drawing and model-making.
- Children enjoy participating in action songs and rhymes.
- Children work well, collaboratively, as they develop their play.

Commentary

49. Teaching in this area of learning is good overall, although it was not possible to observe many such activities. Teachers plan an appropriate range of activities, which stimulate children's imagination. As a result their learning is good and they make good progress towards the goals they are expected to achieve. Children experiment with colour mixing, as they paint or print, for example. They enjoy the role-play opportunities they have, using the props provided to support their play effectively. These stimulate good interaction as children work together in pairs or small groups. Teachers provide good opportunities for children to sing simple songs and rhymes, which they enjoy, and these also contribute to their creative development. By the time they enter Year 1, the majority are likely to reach the goals they are expected to reach and many will have exceeded them. Children concentrate well as they work at their pictures or models and they manipulate the available tools well.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Literacy is promoted effectively through many subjects, contributing to an improvement in writing.
- Leadership and management are good.
- There are good, well planned opportunities for reading and speaking and listening.
- Teaching assistants are well informed and effective in supporting pupils with special educational needs.
- Standards in writing are improving but the intellectual needs of the lower attaining boys are not yet being met consistently in all lessons and classes.

Commentary

50. Currently, standards are above average in Year 2 and Year 6. Pupils achieve well overall throughout the school. Revised planning, which ensures that teachers plan for three levels of difficulty, target setting and setting classes for literacy by ability are effective overall in raising standards. However, work set in writing is not always sufficiently well matched to the needs of some underachieving boys. The school is aware of this issue and has put in place a comprehensive and highly relevant action plan but it is too early to judge the impact of the initiatives.
51. Pupils listen and behave well and respond well in question and answer sessions. There are good opportunities for speaking and listening in classrooms and assemblies. Teachers plan opportunities for pupils for role-play in lessons and provide good examples for pupils to follow. This results in younger pupils being able to speak with confidence and clear diction. Older pupils are making good headway in their speaking and listening skills as a result of well planned lessons that promote this aspect of literacy. For example, in a Year 6 lesson on exploring different types of humorous verse, a boy explained very convincingly the difference between a limerick and a clerihew. In the same lesson pupils performed readings of different poems to a good standard.
52. The school places a strong focus on developing reading skills. Guided reading and opportunities for individual reading are very well organised. Teaching assistants make a significant contribution to raising achievement in reading. Reading is generally well supported by parents. Pupils throughout the school enjoy reading and show good library skills, and most are familiar with the Internet and the use of computers for word processing. Most pupils of average and above attainment are able to name favourite authors and can talk articulately about the characters in the books they have read. Although standards in writing are improving because of the school's recent emphasis on this aspect of English, it is yet to make its full impact across the school.
53. Teachers provide good opportunities for pupils to write in a wide variety of contexts. A good range of classroom materials such as word banks and displays of points of grammar supports pupils' writing well. Displays of a range of class and individuals' work encourage pupils to write well and are very evident in reception and lower junior classes but are not a strong feature in other classes. Good attention is paid to developing grammatical skills, spelling and handwriting. This supports pupils' written work. Although pupils achieve well in Years 1 and 2 their achievement is only satisfactory by Year 4. This is because the teaching is not rigorous enough to maintain the standards in Year 2. The work set in writing is not always well matched to the needs of some underachieving boys and so their progress slows down. The good and very good teaching in Years 5 and 6 helps pupils to make greater strides and attain above

average standards and achieve well in writing. Throughout the school good cross-curricular links provide good opportunities for pupils to use their writing skills in other subjects.

54. Teaching is good overall throughout the school, an improvement since the previous inspection. In most lessons, teachers make good use of interactive whiteboards. The strengths of teaching are teachers' insistence on high standards of behaviour, the use of teaching assistants, the way that they encourage pupils, and their ability to engage and sustain their interest. This was particularly true of a Year 6 lesson on humorous verse. The teacher's own love of poetry permeated the lesson. The wide choice of different forms of verse allowed the pupils to sample and make perceptive observations about this genre. As a result, the responses, especially from the more able pupils, were lively and interesting. One pupil came up with the penetrating observation that rhythm is as important as rhyme for making poetry enjoyable. The strengths of learning are pupils' application to their work, their productivity and their capacity to work independently and collaboratively.
55. Teachers use assessment well overall to measure progress, and the best marking provides the pupils, mainly the higher attaining pupils, with clear signposts for how they can improve their writing with good use of targets. Information from assessment and the quality of marking for the underachieving pupils, however, is less rigorous and is not used consistently enough to match work to individual needs, leading to less effective teaching and learning. Pupils with special educational needs are well supported by teaching assistants and make good progress.
56. Leadership and management of English are good. There is a systematic and regular procedure for monitoring teaching and learning. Much good practice takes place on an individual and on an informal basis. An appropriate whole-school focus has been given to developing writing skills but some of the initiatives are at an early stage of development and it is too early to judge their effectiveness.

Language and literacy across the curriculum

57. Pupils use language well, especially writing, across the curriculum, for example, to present arguments, describe science investigations or narrate historical events. In some lessons they use word processing in relevant ways to improve the quality of their writing. Good opportunities for writing are provided in many subjects of the curriculum and pupils are able to use their language and literacy skills well.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and pupils achieve well.
- Assessment and analysis of performance data are used effectively to monitor progress.
- There are effective setting arrangements for pupils from Year 2 to Year 6.
- There is good emphasis on problem solving.
- Leadership and management are good.
- Although there has been some monitoring of teaching and learning, no formal system has been established.

Commentary

58. Standards are above average in Year 2 and are well above average in Year 6. Current standards reflect the results in the 2004 National Curriculum tests and are similar to those seen at the time of the previous inspection. Pupils achieve well in both key stages and this represents very good achievement over time as most pupils arrive in school with standards of

attainment at an average level. Pupils with special educational needs are well supported by teachers and teaching assistants and consequently achieve as well as their peers.

59. Overall the quality of teaching in the school is good and pupils achieve well. In Year 6, teaching is consistently very good and pupils achieve very well because their teachers have very good subject knowledge, high expectations and set particularly challenging activities. Most lessons are planned carefully to meet the needs of pupils with different abilities and this has a positive impact on standards. All lessons have clear learning objectives and teachers use their questioning skills effectively to develop pupils' thinking skills and to ensure that all pupils are fully engaged in the lesson. A particularly strong feature of good teaching is the teachers' insistence on high standards of behaviour. As a result, the attitudes and behaviour of pupils are very good in almost all lessons. Pupils work well as individuals; in pairs and in group situations and progress is rarely restricted by inappropriate behaviour. Praise is well used and learning assistants make a very valuable contribution to learning. For example, in one lesson in Year 3, the teaching assistant delivered part of the lesson introduction. Lessons usually have good pace because teachers challenge pupils to finish their work within a set time limit. All teachers have good subject knowledge and encourage pupils to use appropriate mathematical vocabulary. They use ICT effectively, such as when demonstrating how to use a protractor for measuring angles. Lessons usually conclude with an opportunity for pupils to explain how they have completed their tasks and to think about and discuss the strategies that they have employed. This is an improvement from the last inspection, when the endings of lessons were not used effectively.
60. There is good use of assessment and data analysis to ensure that pupils' progress is monitored closely and that support is targeted appropriately. As a result, tasks are well matched to pupil needs. For example, pupils with special educational needs are given additional support through small group sessions led by teaching assistants. These prove beneficial because teaching assistants are able to provide intensive support for individual pupils. The school has also implemented setting arrangements for pupils from Year 2 to Year 6 and this has proved very effective in supporting pupils with a range of different learning abilities. It enables teachers to challenge and stretch the more able pupils, whilst allowing the lower ability groups to work as smaller units. In a good lesson in Year 2, for instance, a small group of lower ability pupils worked together to sort and classify information and to develop block graphs based on the popularity of certain meals. In this lesson, the teaching assistant was used effectively to provide valuable support for pupils with particularly challenging behavioural problems.
61. There is good emphasis on problem solving throughout the school and this is a strength of the curriculum for mathematics. In most lessons, pupils are encouraged to use their knowledge in practical situations. In a lesson in Year 3, for example, pupils employed their knowledge of directions to plan a route for their classmates to follow, whilst pupils in Year 4 carried out weight investigations before using their findings to answer related number problems. These opportunities have a positive impact on learning because they capture pupils' interest and enthusiasm.
62. The co-ordinator provides good leadership and his very good teaching contributes to the high standards that are seen by Year 6. He has encouraged an increasing emphasis on problem solving within lessons and has helped to bring about improvement in the use of lesson endings. The co-ordinator makes good use of assessment information to monitor the progress of pupils and to ensure that teachers are aware of areas of mathematics that need increased focus if targets are to be met. Although he has carried out some lesson observations, he is aware of the need to establish a formal system for monitoring standards of teaching and learning in mathematics in order to ensure consistency and to spread expertise throughout the school.

Mathematics across the curriculum

63. There is good use of mathematics across the curriculum, and there are particularly strong links to science and ICT. For example, pupils in Year 3 used a computer simulation program to study the angle and throw power needed to project a ball over a wall, whilst those in Year 6 had developed spreadsheets from data to enable them to plan a party and develop inventories. In Year 5, pupils have compared temperatures around the world as part of their geographical studies and an investigation in Year 4 involved measuring the distance that a car would travel down a ramp. Displays in other areas of the curriculum illustrate the use of mathematical skills throughout the school.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- The quality of teaching is good and pupils achieve well. Teaching is consistently very good in Year 6.
- Pupils have regular opportunities to learn through investigation.
- Assessment is used effectively to raise achievement.
- The co-ordinators provide good subject leadership.
- There are weaknesses in curriculum organisation in some year groups.
- There are very good opportunities for pupils to develop and use their skills in other curricular areas.

Commentary

64. Standards are above average in Year 2 and are well above average in Year 6. Current standards reflect the results in the 2004 National Curriculum tests and are similar to those seen at the time of the previous inspection. Pupils achieve well in both key stages and this represents very good achievement over time as most pupils arrive in school with standards of attainment at an average level. Pupils with special educational needs are well supported by teachers and teaching assistants and consequently achieve as well as their peers.
65. The overall quality of teaching and learning is good throughout the school with consistently very good teaching in Year 6. This is an improvement from the last inspection, when teaching and progress were satisfactory overall and some unsatisfactory lessons were seen. The best features of teaching are that teachers generally plan in detail; manage behaviour effectively; use questioning very well to probe and enhance pupils' understanding; and set activities that provide appropriate challenge. In a lesson in Year 4, for example, the pupils were able to predict whether magnets would work through different materials; test the strength of their magnet; record their observations; and draw conclusions about their predictions. This lesson was well planned and well structured to take account of the needs of all pupils and provided very good opportunities for them to develop their own ideas through co-operation with others. It contributed significantly to personal and social education by encouraging pupils to accept responsibility and to be aware of the need to listen to the views of others. Teachers expect pupils to behave well and as a result, their attitudes and behaviour are good or very good in almost all lessons. Pupils work well as individuals, in pairs and in group situations and progress is rarely restricted by inappropriate behaviour. Praise is well used and learning assistants make a very valuable contribution to learning. Teachers encourage the use of correct scientific terminology, such as when pupils in Year 2 stated that chocolate melted and sugar crystallised when heated. By the time that they reach Year 6, many pupils possess a very good range of scientific vocabulary.
66. The school places an emphasis on practical and investigative activities and this is a key factor in improving standards throughout the school. For example, pupils in Year 6 reacted

enthusiastically when they successfully completed electrical circuits enabling them to light first one and then two bulbs. They were able to predict outcomes, discuss variables and explain how they could ensure that their test was fair. They organised themselves within their group, discussed various options and came to decisions in an amicable and mature manner. When talking to pupils, it was clear that they enjoyed their science lessons and appreciated these regular opportunities to engage in practical activities.

67. The school makes good use of assessment and teachers regularly analyse test results to see where pupils need additional support. They plan work accordingly and this helps to explain the high percentage of pupils in Year 6 who achieve well above average standards of attainment in national tests. This careful analysis ensures that there is a clear overview of attainment throughout the school and enables teachers to support both groups of pupils and individuals. Teaching assistants make a valuable contribution to learning by supporting pupils with special educational needs and this helps them to achieve well. In some classes, particularly in Year 6, teachers' marking is effective, clearly identifying how well pupils have achieved and what they need to do to improve. However, in some cases, marking is evaluative and supportive but does not focus sufficiently on how pupils can improve their work.
68. The co-ordinators provide good leadership and have a clear view of standards within their subject area. They have developed a central resource area, built up a resource bank of computer programs and established environmental areas around school. However, they have yet to formally monitor teaching and learning throughout the school to ensure consistency in curriculum delivery.
69. In some year groups, where science lessons are held in the afternoon, two classes are taught by one class teacher, who is supported by a number of teaching assistants. This is a weakness in curriculum organisation and limits the progress that pupils achieve. For example, in a lesson in Year 2, the teacher delivered a very good introduction to two classes, practically demonstrating how materials change when they are heated or cooled. After completing this introduction to the lesson, she then took one class into the hall for a physical education lesson, whilst teaching assistants completed the follow-up work with the remaining pupils. As a result, neither class had the opportunity to build on the very good introduction that they experienced by engaging in further practical science activities. The co-ordinators are aware of this weakness and have plans to implement curriculum changes in the near future. Teachers provide very good opportunities for pupils to develop their literacy and numeracy skills by writing up their experiments and recording data in various ways, such as in tables, graphs and charts.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The subject co-ordinator has led the very good improvement of the subject since the previous inspection and provides good leadership and management.
- The effective assessment of pupils' progress enables adults to track and monitor pupils' achievements in the subject.
- There are good quality resources and teachers are confident in using all the equipment to effectively take pupils' learning forward.
- ICT is used well to support teaching and learning in other subjects.

Commentary

70. By Year 2 and Year 6 pupils standards are above average. The leadership and management of the subject are good. The co-ordinator has led changes in provision since the previous inspection, enabling very good improvement. She has put into place effective systems to

monitor and track pupils' progress as they move through the school, enabling colleagues to understand the National Curriculum levels achieved. She has monitored colleagues teaching and offered them good advice and assistance. Working with the headteacher, she regularly monitors teachers' planning and samples of pupils' work, building a portfolio of samples to ensure that progress is as effective as it should be.

71. Resources for the subject are good and include a well equipped computer suite. All classrooms have an interactive teaching whiteboard, providing access to a wide range of teaching resources. They are used effectively to support teaching and learning. All the computers are linked to the internet. The school has appropriate internet safety in place when pupils access different web sites. In shared areas between Years 3 and 4 and Years 5 and 6, further groups of computers allow access to support learning activities in other subjects. At the time of the previous inspection standards were below average and resources were limited. Since that time the school has invested in considerable resources and planned an effective programme to ensure that appropriate skills are taught to pupils. Over the last two years the resources have been used well and this is beginning to impact positively on standards. Pupils achieve well and standards are on course to improve even further.
72. The quality of teaching and learning is good. In all lessons in the computer suite or when computers are used in classrooms, all teaching staff displayed secure subject knowledge and used the equipment well. All teachers use questioning and intervention effectively in lessons to help pupils understand particular techniques to help take their learning forward. This was demonstrated in a Year 6 lesson, when the teacher used the interactive whiteboard to show a group of pupils how to compare the use of different kinds of words when putting together limericks. When pupils are working with computers they respect the equipment and work together collaboratively. Computers in classrooms are used well to reinforce what has been learned in the computer suite, and are used in different areas of the curriculum. For instance, classes in Years 5 and 6 worked together in pairs to incorporate images, sound and text to present their interpretation of the water cycle.

Information and communication technology across the curriculum

73. ICT is used effectively to support pupils' learning across different curriculum areas. For instance, in a Year 1 lesson pupils used key words to effectively label a diagram from their science work. In a Year 3 mathematics lesson pupils effectively navigated their way through a simulation program and were able to consider the effects of three variables in determining how far an object could be thrown. Pupils' work on display around the school illustrates the use of ICT to present the outcomes of science investigations in graphs and tables, different forms of art, and work in history and geography. Teachers use interactive whiteboards in all classrooms to present aspects of a number of subjects in an interesting and stimulating way.

HUMANITIES

Work was sampled in geography, history and religious education. Because of timetabling it was not possible to see any lessons in religious education.

74. One lesson was observed in each of **history** and **geography**. The history lesson in Year 3 was very well taught and resourced, with the teacher providing a very good range of Victorian artefacts, including a dolly tub, jug and bowl, carpet beaters and a washboard. Pupils engaged in a variety of practical activities and by the end of the lesson, they had developed a growing awareness of what life was like for children in Victorian Britain. The geography lesson in Year 5 was well taught. It gave pupils an opportunity to develop their knowledge and understanding of the course of a river by reviewing a series of photographs and to develop their literacy skills by discussing the poem entitled "The River's Story" which raised issues such the effect of erosion and pollution. In both lessons, standards were average; there was at least good achievement and pupil attitudes and behaviour were very positive. It was not possible to have an interview with the subject co-ordinator but it was clear from a review of her planning that curriculum coverage for both subjects is appropriate and that there is good curriculum enrichment. For

example, as part of their geographical studies, pupils visit Robin Hood's Bay and have residential experiences at Kingswood Outdoor Centre to develop their knowledge of the environment, whilst visits to Armley Mill and Abbey House and visits from theatre groups help to raise pupils' historical awareness.

75. Discussions with the subject co-ordinator for **religious education** reveal that subject planning is closely based on the national guidance for units of work and the locally agreed syllabus. The co-ordinator has effectively integrated the contents of national guidance with the locally agreed syllabus. Scrutiny of pupils' books indicates that they present work well and that lessons have been planned to meet the differing needs of all pupils. The work illustrates a number of appropriate aspects of the curriculum and pupils in Years 5 and 6 have studied many of the Christian stories and also examined other faiths, for example the Muslim and Sikh faiths, at an appropriate level. The school has a good range of artefacts that help pupils to understand the major world religions. Pupils' moral development benefits from the subject's links with the effective personal, social and health education development programme. For example, they look at the nature of human relationships by considering how our own actions can impact on the lives of others. Effective links with other subjects were illustrated in an assembly which looked at the achievements of pupils in history and geography.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

76. It was not possible to observe any lessons in **art and design**. Scrutiny of work around the school and discussion with pupils and staff confirm that appropriate elements of the curriculum are covered. Pupils are able to experiment with the styles of famous artists such as Jackson Pollock. Pupils are keen and enjoy their work. There are many examples of works by famous artists on display around the school. The art and design work observed is often linked to themes, and there are many good examples of various forms of art and design work on display – often illustrating life in their local community, for example a large scale patchwork quilt depicting Wetherby in the past, present and future. The work contributes well to the cultural development of pupils. There are good links with other subjects, for example with history, geography, music and personal and social education. Work on display at the entrance to the building used by Years 3 to 6 pupils depicts a 'sea life' fabric collage, linking the contributions of a number of pupils.
77. Most pupils have good skills in making a variety of items in **design and technology**. They assemble, using 'linking' techniques, a variety of models such as Victorian houses and birds, ensuring rigidity and mobility through well-made joints. Some designs, such as their musical instruments, are imaginative and individual. Pupils evaluate their work upon completion so that they can learn from any mistakes. This is good practice and an improvement since the previous inspection. There is a strong emphasis on food technology. For instance, pupils in Year 6 prepared a meal. They talked about the design aspect being attractive to the eye but also the importance of using healthy ingredients, thereby skilfully cross-referencing to their work in science. Good links are made to other subjects.
78. Many pupils clearly benefit from a wide range of good activities in **music**, which enjoys a high status in the school and is effectively promoted by teachers, some of whom are capable musicians themselves. The quality of provision in the performing elements was identified as good in the previous inspection. It has improved and is now a distinctive feature of the school's performing arts curriculum. The choir and instrumentalists perform during the celebrations of major religious festivals, school productions and performances. There is very good tuition in brass, woodwind, strings, recorder, guitar and drums. Of particular note is the large number of pupils who learn to play instruments: approximately a third of the pupils participate in music tuition, some achieving high standards. During the inspection, the school orchestra performed classical and popular music to a very good standard. The teacher set high expectations for performing, checking pupils' timing and musical expression. As a result, pupils played confidently and extremely well. Music makes a good contribution to pupils' social and cultural

development, by raising awareness of music of other cultures. There are good opportunities for all pupils to develop their music skills through singing and dance.

79. Three lessons were seen in **physical education**. In a lesson for pupils in Year 3, the teaching was good. The lesson involved an effective warm-up and pupils' good knowledge about the effects of exercise. Pupils enthusiastically took part in warm-up activities where they considered the effects of exercise as the result of well focused questions from the teacher. They were developing a dance sequence and were encouraged by the teacher to consider how they might improve it and to offer constructive comments about the work of others. Satisfactory teaching was observed in lessons for classes in Years 2 and 6. The resources for physical education are good. There is a good range of equipment for both outdoor and indoor activities and apparatus is of good quality. The school has the use of two large halls and a range of activities are provided for pupils outside the usual lesson times. Pupils have the opportunity to take part in a number of activities, for example; football, netball, tennis, cricket, athletics and swimming. All pupils in Years 3 to 6 are taught to swim and most achieve the nationally expected standard of swimming 25 metres by Year 6. Discussion with the headteacher suggests that all strands of the curriculum are covered and that older pupils, in Years 5 and 6, take part in an annual residential visit that includes adventurous outdoor activities. The school has achieved the Sports Council Active Mark 'Gold' award.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled

80. From the scrutiny of teachers' planning and discussions with pupils and staff it is evident that planning for pupils' personal, social and health education and citizenship is good. Outcomes of the school's approach are seen in the good attitudes and the good behaviour of the pupils. Each class has a weekly session where pupils have the opportunity to offer discuss thoughts and feelings. The impact of these arrangements can be seen in the good personal development of the pupils and the good relationships between pupils. Pupils understand that they are members of the school community, and that they have responsibilities. Elected representatives of each year group effectively undertake their roles as members of the school council and exercise these roles for the benefit of the school and its community. The pupils raise funds, for example, for specific causes decided by the pupils. Pupils offered a range of activities to raise funds to support the recent tsunami disaster appeal and were keen to offer support that would be of practical benefit to other children. Opportunities in other subjects, for example English, where pupils discussed how best to listen to others, contribute well to the development of this area. The pupils can carry these skills into their adult life. In consequence, the school prepares them very well for later stages of education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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