

INSPECTION REPORT

ST WILLIAM'S CATHOLIC PRIMARY SCHOOL

Bradford, West Yorkshire

LEA area: Bradford

Unique reference number: 107330

Headteacher: Mrs Maire Wright

Lead inspector: Mr Steve Bywater

Dates of inspection: 24th - 26th January 2005

Inspection number: 267967

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 3 – 11
Gender of pupils: Mixed
Number on roll: 244

School address: Young Street
Bradford
West Yorkshire

Postcode: BD8 9RG
Telephone number: 01274 545743
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Appropriate authority: Governing body
Name of chair of governors: Fr Jim Callaghan

Date of previous inspection: 16th November 1998

CHARACTERISTICS OF THE SCHOOL

St William's Catholic Primary is an average sized school for pupils aged three to 11. Two hundred and fourteen pupils attend full time and a further 30 attend part time in the nursery. The school is situated in an urban district of Bradford that consists mainly of retail and light industry. A significant number of pupils travel a considerable distance to school from a wide catchment area. Over the past four years, there has been a noticeable change in the characteristics of the school population. A significant majority of pupils live in wards where the percentage of adults in higher education is well below the national average and the percentage of households with overcrowding is well above the national average. This is an oversubscribed school. The number of children receiving free school meals is around 14 per cent, which is broadly in line with the national average. When children enter the school, their attainment is much lower than might normally be expected in their social and emotional skills and communication skills. Around 12 per cent of the pupils are identified as having special educational needs; this is below average. Most pupils with special educational needs have a learning difficulty, but a significant number of pupils have physical, emotional and behavioural difficulties. Seven pupils have a Statement of Special Educational Need; this is above average. The large majority of pupils are white British but there are a broadly average number of pupils from a range of

minority ethnic groups. Fifteen pupils are at an early stage of speaking English as an additional language. Mobility is similar to that found in most schools. At the time of the inspection the headteacher had only been in post for three weeks.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Steve Bywater	Lead inspector	Mathematics, information and communication technology, music, personal, social and health education and citizenship and special educational needs
09652	Colin Herbert	Lay inspector	
20368	Sue Macintosh	Team inspector	English, history, geography and English as an additional language.
20301	Peter Isherwood	Team inspector	Foundation Stage, science, art and design, design and technology and physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school with a number of good features and others which need attention. Standards are below national expectations in the current Year 2 because the year group entered with low skills. Standards are in line with national expectations in Year 6. Teaching overall is good and as a result most pupils achieve well. Leadership and management are unsatisfactory. Of specific concern is the lack of procedures and the outdated policies. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Teaching in most classes is good.
- Teaching of pupils in Years 3 and 4 has shortcomings and pupils do not achieve as well as in other classes.
- Assessment is not used effectively to plan work.
- Behaviour management is inconsistent outside of classrooms.
- Strategic whole school planning, monitoring and evaluation by governors and key staff have shortcomings.
- The curriculum is not sufficiently enriched or enhanced.
- Attendance is well below average.
- The quality of care has shortcomings and is not backed up by clear procedures.
- Links with parents and the information they receive are unsatisfactory.

Improvement since the last inspection has been unsatisfactory overall. In information and communication technology improved equipment and staff training have successfully raised standards in the subject. There is now a satisfactory school improvement plan in place but there are weaknesses in planning because the school's systems for self-evaluation do not recognise all the areas for development. There has been deterioration in the leadership and management, quality of education and behaviour management.

STANDARDS ACHIEVED

Achievement is **good** overall. The table below shows that in 2004, Year 6 standards in English, mathematics and science were very high (top 5 per cent of schools).

Year 6 results

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

Key: A* - very high; 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.

Currently pupils achieve satisfactorily overall in Years 3 to 6. They do well in Year 5 and Year 6 but achievement in Years 3 and 4 is satisfactory at best. Standards are currently in line with national expectations in English, mathematics, science and information and communication technology in Year 6. Children start school with poor attainment overall. They achieve well in the nursery and reception classes (Foundation Unit) but a significant number do not reach the expected levels by the end of the reception year. Pupils' achievement is good in Years 1 and 2, but standards by the age of seven are below expectations in all subjects. Many of the children in Year 2 have special educational needs, some are at an early stage of language acquisition and there are very few higher attainers. Throughout the school, pupils with special educational needs and those who speak English as an additional language achieve satisfactorily.

Pupils' personal development including their spiritual, moral, social and cultural development is **satisfactory**. Overall, pupils have a satisfactory attitude towards school. Behaviour is satisfactory overall. It is consistently good in most lessons but unsatisfactory at times when supervision by teachers is missing. A small number of new initiatives promote pupils' sense of responsibility. The school council for example is at an early stage of development. The attendance rate is well below the national average but most pupils are punctual.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall. The quality of teaching and learning is **good** overall. The teachers in the Foundation Unit are assisted well by the nursery nurses. In most classes, teachers plan interesting lessons and manage pupils well. The weaker element of teaching concerns pupils in the Year 3 and Year 4 classes where on frequent occasions pupils are given work which for some is too easy and for others too difficult. Pupils with special educational needs are taught and supported satisfactorily overall.

The curriculum is satisfactory but has only a limited range of activities to enhance it. The school provides a satisfactory level of care for the emotional and physical needs of its pupils but there is a lack of procedures and policies which means that health and safety could be compromised. Information to parents is unsatisfactory and the information provided about pupils' progress and targets for improvement in some reports is communicated unsatisfactorily. There are satisfactory links with the community and with other schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **unsatisfactory**. The work of the governing body is unsatisfactory. The governing body does not ensure that the school complies with all statutory requirements. The newly appointed headteacher shows a clear vision and is developing plans and procedures to improve the quality of education. The role of key leaders is unsatisfactory. Most have had little direction in fulfilling their roles and know too little about their subject. Governors are hard

working and supportive of the school. The monitoring of the quality of education and standards has not been effective because information has not been shared effectively. Management is unsatisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents agree that the school provides well for their children but many justifiably identify issues around inappropriate behaviour, limited information about children's progress and some concerns over leadership and management. Pupils have positive views about the school but express concern over the behaviour in the playground.

IMPROVEMENTS NEEDED

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

- Raise achievement and improve the quality of teaching and learning for pupils in the Year 3 and 4 classes.
- Provide a more enriched curriculum.
- Ensure that assessment procedures identify strengths and weaknesses in achievement and lead to improved planning.
- Improve the role of the co-ordinators so that they have a secure knowledge and understanding of what is happening and what needs to happen in their subject.
- Improve governance in terms of strategic planning and monitoring.
- Improve procedures for dealing with inappropriate behaviour.
- Improve the sharing of information about pupils' targets for improvement and progress with both parents and pupils.
- Improve the level of attendance.

And to meet statutory requirements:

- Improve risk assessment and procedures for ensuring the health and safety of children.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils achieve **well**. Achievement in the Foundation Stage¹ is **good**. Achievement in Years 1 and 2 is **good** and in Years 3 to 6 it is **satisfactory** overall. Pupils with special educational needs and those who speak English as an additional language achieve **satisfactorily**. In Year 2 standards are currently below national expectations and in Year 6 pupils attain standards which are generally in line with national expectations.

Main strengths and weaknesses

- Pupils achieve very well in Year 6 and achieve well in the Foundation Stage and Years 1, 2 and 5.
- Pupils in Years 3 and 4 do not achieve as well as those in other classes.
- Compared to schools in similar circumstances, pupils in Year 6 attained standards in the national tests which were very high in 2004.

Commentary

1. Inspection evidence shows that many children enter school with poorly developed skills, especially in their communication, language, and literacy and also in their personal, social and emotional skills. Children in the Foundation Unit (nursery and reception aged children) achieve well as a result of the good teaching which they receive. However, despite the good teaching, by the beginning of Year 1, their attainment is still below average in all the areas of learning except in their personal, social and emotional development where children achieve very well and reach the standards expected for their age. Children who speak English as an additional language are supported well by teachers and the bi-lingual nursery nurse and achieve well in the Foundation Unit.
2. The table below showing the results of assessments in 2004 indicates that when compared with all schools and those in similar circumstances, the performance of the pupils at age seven in reading and writing were above average whilst standards in mathematics were average. Taking the three years 2002 to 2004 together, the figures show that the performance of the pupils in reading was well above the national median, whilst in writing and mathematics it was above the national median. The improvements over recent years have been above the national trend.

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

Standards in:	School results	National results
Reading	16.6 (17.8)	15.8 (15.7)
Writing	15.6 (16.1)	14.6 (14.6)

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

Mathematics	16.6 (17.5)	16.2 (16.3)
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There were 28 pupils in the year group. Figures in brackets are for the previous year

- The 2004 national tests for pupils in Year 6 (see following table) showed that overall standards in English, mathematics and science were well above the national average. When compared with similar schools, standards in all three subjects were very high (in the top five per cent of schools). Taking the three years 2002 to 2004 together, the figures show that the performance of the pupils in English, mathematics and science was above the national median. The improvements over recent years have been faster than the national trend.

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

Standards in:	School results	National results
English	29.9 (27.6)	26.9 (26.8)
Mathematics	29.7 (29.5)	27.0 (26.8)
Science	31.2 (29.9)	28.6 (28.6)

There were 28 pupils in the year group. Figures in brackets are for the previous year

- Currently, pupils in Years 1 and 2 are achieving well in reading, writing, mathematics, science and information and communication technology. However, due to the high proportion of pupils with special educational needs, the number of pupils who are relatively new to the English language and the very few pupils who are higher achieving, standards in reading, writing, mathematics and science are below expectations; standards in information and communication technology, physical education and music are in line with expectations.
- Standards in Year 6 are lower than those found last year, because as in Year 2, there is a larger proportion of lower attaining pupils and pupils with special educational needs, some of whom have arrived in recent times from other schools. However, in Years 5 and 6, pupils achieve well as a result of good teaching. Progress is slower and achievement unsatisfactory in Years 3 and 4 where teaching is less challenging and work is not well matched to pupils' needs. In English, mathematics, science, information and communication technology, physical education and music, standards are in line with expectations by the end of Year 6. There was insufficient evidence to make a judgement about standards in art and design, design and technology, geography and history.
- Provision for pupils with special educational needs is satisfactory. Pupils with special educational needs are provided with satisfactory support in class and generally achieve satisfactorily. However, teachers do not always plan and provide work which is suitable for their needs. Pupils who speak English as an additional language achieve as well as their classmates.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **satisfactory** overall. Pupils' personal development, including spiritual, moral, social and cultural elements, is **satisfactory**

overall, but there are weaknesses in moral and cultural development. Attendance is **poor**.

Main strengths and weaknesses

- The majority of pupils behave well in class, but many pupils lack self-control and discipline especially at lunchtimes and the end of school.
 - Pupils' moral, social and cultural developments are inconsistently supported.
 - Too many pupils do not attend regularly.
7. The personal development of children in the Foundation Unit is good and they meet the early learning goals in their personal and social development. Most follow instructions well, take turns and share fairly. They recognise basic feelings such as happy and sad. Their relationships with other children and adults are good and they show respect for the teacher and each other. Children treat the classroom and equipment within it with care and concern. They show interest and curiosity in the things that are drawn to their attention. They behave sensibly and seriously, demonstrate growing self-confidence when talking to adults and can initiate conversation with visitors. Children are aware that their actions affect others and understand what is right and what is wrong. There are well-planned opportunities for children to select their own activities and resources and as a result their development as independent learners is enhanced.
8. Pupils' attitudes to learning are satisfactory overall in the rest of the school. In many lessons, particularly in Year 6, pupils show good and occasionally very good attitudes to learning when work interests and involves them and is matched carefully to their needs. The majority of pupils enjoy coming to school, maintain concentration and apply themselves well to the tasks that are set for them. Most pupils are courteous and well mannered towards their teachers and to visitors. In particular, visitors are made welcome and pupils of all ages were eager to enter into conversation with inspectors to invite them to visit their classrooms. When the pace in lessons slows, pupils quickly become bored and restless, which sometimes leads to unacceptable behaviour.
9. Overall, pupils' behaviour in school is satisfactory. However, both behaviour and attitudes are variable between the classroom and the playground. In the classroom, pupils' behaviour and attitudes are generally good. There is, nonetheless, a small minority of pupils who do present challenging behaviour in the classroom and when this occurs it has a disruptive impact on the rest of the class. The behaviour of some pupils deteriorates considerably in the corridors and dining room as a result of often inadequate and ineffective supervision. Some pupils were observed deliberately pushing and shoving each other and the noise level during lunchtime and when pupils travel down corridors is unacceptably high. These actions and attitudes are unsatisfactory. Last year there were two fixed-term exclusions of one pupil. There has been deterioration in this aspect of school life since the last inspection.
10. The behaviour of pupils with special educational needs is good and they respond well in lessons. Overall they are integrated successfully, accepted by other pupils and collaborate well in group activities. When pupils with behaviour difficulties are managed appropriately and given activities to match their needs,

they respond with interest and enjoyment. When support is withdrawn and strategies to gain the pupils' attention are inappropriate the behaviour of these pupils deteriorates.

11. Relationships in school between staff and pupils, and pupils and each other are generally good, but they were seen to deteriorate in the playground and for this reason are judged satisfactory. There are limited opportunities for pupils to take responsibility for activities in and around school. A school council has recently been formed which, in time, will give pupils more opportunity to participate in aspects of school life. However, at this time there is little evidence of pupils showing initiative and the behaviour in the playground shows that some pupils do not respect others.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	142	0	0
White – Irish	1	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	7	2	0
Mixed – White and Asian	2	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	9	0	0
Black or Black British – Caribbean	5	0	0
Black or Black British – African	4	0	0
No ethnic group recorded	1	0	0

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

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.0	School data:	0.4
National data:	5.1	National data:	0.4

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

12. The attendance rate for the last academic year was well below national average and this is not as good as it was at the last inspection. The school has a good understanding of the reasons for the high absence rates and is working with the appropriate agencies to improve the situation. There are many parents who do not ensure that their children attend school on a regular basis. Additionally,

there are many pupils who are taken out of school during term time for holidays, which adversely affects attendance figures. Punctuality is satisfactory although there is a small group of pupils who are consistently late to school.

13. Provision for spiritual development is good. Collective worship in the school provides quiet and dignified opportunities for reflection on spiritual and moral issues. Some teachers further enhance spiritual development within lessons. There are other occasional activities which allow pupils time to explore and express their feelings about relationships, for example, and what to do if they are lonely or wrongly accused of something. Provision for pupils' moral development is satisfactory. Pupils have a reasonable understanding of the reward and sanction system and the majority abide by it. Although the school has a formal policy for behaviour and discipline, some teachers and most supervisory staff do not consistently apply it. Provision for social development is satisfactory, but is insufficiently promoted because of the limited opportunities to work collaboratively or to take responsibility. Provision for pupils' cultural development is satisfactory. There is a significant proportion of pupils from ethnic minority backgrounds, but the school does not highlight cultural diversity enough to help facilitate understanding of the diverse nature of society. Much of the emphasis is on learning 'about' rather than learning 'from' different religions. There is a satisfactory use of music from other cultures but little other evidence to show pupils have an understanding of cultural differences.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. Teaching and learning are **good** overall and the school has a **satisfactory** curriculum. Assessment procedures are **unsatisfactory**. The school provides **satisfactory** care, and the support and guidance for its children are **unsatisfactory**. The school's partnership with parents is **unsatisfactory**, and links with other schools and the community are **satisfactory**.

Teaching and learning

Teaching and learning are **good** overall. Assessment procedures are **unsatisfactory**.

Main strengths and weaknesses

- Teaching is very good in Year 6.
- Children are taught well in the Foundation Unit.
- There are shortcomings in the teaching of classes in Year 3 and 4 where marking is weaker and the level of challenge is often too low.
- Some support staff are not used well at the start of lessons.
- Teachers do not use assessment to help them plan work and track pupils' progress.

Commentary

14. Teaching is not as good as it was during the last inspection. Although judged to be good overall there is significant variation between classes.
15. Teaching for children in the Foundation Stage is good. The teachers in the Foundation Unit plan well, manage children's behaviour well and have good relationships with them. Staff have established clear classroom routines and the good organisation of resources underpins this. Staff frequently praise children's efforts and achievements and this fosters children's good confidence and learning. Teachers ensure that all children are included fully in the activities. The classroom assistants and adult helpers are deployed effectively in lessons and make a positive contribution to children's learning. Teachers are aware of the needs of the children who speak English as an additional language. They ensure that these pupils are fully included in the lessons and receive effective support from a bi-lingual assistant where necessary.
16. Teaching is good in Years 1 and 2 and the overall teaching seen across Years 3 to 6 is satisfactory, with consistently very good teaching seen in Year 6.
17. All teachers know their pupils well and have supportive relationships with them. In the best instances, such as in Year 6, this means that pupils are happy and motivated to do their best. Most lessons are suitably organised, but the many support staff are not always used to best effect. At the start of lessons, support staff are not effective. The significant majority simply listen and have little or no impact on pupils' learning. There are some occasions when teachers speak too much and on these occasions the pace slows and pupils do not finish their work. Most teachers manage and control their pupils well, although when pupils are not challenged they occasionally become restless and behaviour deteriorates.
18. Only two lessons were less than satisfactory, but a number of weaknesses exist in the quality of teaching and some teaching is not as effective as it should be in Years 3 and 4. The scrutiny of work shows that pupils do not always get work that matches their needs. One of the reasons for this is the lack of consistent assessment procedures. This makes it difficult for teachers to ensure that they always meet pupils' individual needs. Higher attaining pupils and lower attaining pupils are given the same work. Teachers set realistic and challenging targets for the 'average' group who make up the majority of pupils but planning is not detailed enough to provide interesting and suitably demanding work for all abilities. In some lessons, pupils are sometimes told to do things rather than being encouraged to think for themselves and to be independent. Expectations of the higher attaining pupils are too low in some of these lessons.
19. The quality and quantity of recorded work produced is often good but rarely better than satisfactory in Years 3 and 4. In some classes and in some subjects, for example in Years 5 and 6 marking is at times impressive and refers to the learning achieved and gives targets for improvement. However, in Years 3 and 4, teachers do not always mark pupils' work regularly enough. At times, these teachers use encouraging remarks which are often unjustified and unhelpful in helping pupils to improve their work. They often accept untidy work

without writing a comment. The amount and types of homework vary. It is good in many year groups and helps to support learning in classes. However, evidence also shows some pupils are given work which does little to challenge them or consolidate their learning. A significant minority of parents are rightly dissatisfied with homework provision.

20. The teaching of pupils with special educational needs is satisfactory. Although pupils achieve well when receiving individual support from special educational; needs assistants, their overall achievement is satisfactory. Most individual education plans are targeted carefully to help pupils to learn, however many teachers do not use a wide enough range of successful strategies to motivate, involve and challenge pupils. For example, with a few exceptions, too few teachers refer to the needs of their special educational needs pupils in their planning. Teachers sometimes do not match work well to pupils' abilities and this prevents them from making the best possible progress. Neither do teachers regularly monitor the progress pupils are making towards achieving their targets.
21. The quality of learning is good overall. Most pupils make good gains in the acquisition of knowledge and understanding. This is especially true when basic skills and techniques are taught explicitly, systematically and thoroughly, for example in literacy and numeracy. The quality of learning would improve significantly if pupils were taught good learning habits, for example a need for well-presented work. In the demanding lessons, pupils employ a good range of learning skills, listening attentively, handling resources sensibly, responding well to adults and recalling, using and practising previously learned information in new contexts. In Years 5 and 6, pupils ask purposeful questions and develop an understanding and appreciation of complex issues. Most pupils work well together helping each other to succeed.

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0)	8 (27)	15 (51)	5 (16)	2 (6)	0 (0)	0 (0)

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

22. The school's procedures for assessment and its use are unsatisfactory overall, although assessment in the Foundation Stage is satisfactory. Foundation Unit observational records are good and show clearly what the children know and understand, but they are not always fully used to show what a child has to do to move on to the next stage. In Years 1 to 6, most teachers usefully review at the end of lessons with pupils what they have learned which works well. They then adapt their planning for the following lessons where needed, particularly in English and mathematics. However, this system relies too heavily on teachers' individual expertise and in some lessons the activities for higher attaining pupils are not challenging enough.
23. Very little use has been made of assessments of pupils' work or performance in national tests to track their progress in their time at the school. Nor have teachers used information from these tests to see where pupils were doing well and where not so well so that future planning and priorities for teaching could take this into account. Some systems have been recently put in place but are not sufficiently developed to have had much impact in raising standards or informing pupils about their own achievement and how to improve. For example, teachers mark pupils' work and praise their efforts but not all teachers make comments that tell pupils how to improve. In Year 6, however, working towards their individual and group targets in English and mathematics helps pupils to know how to improve their work and to achieve as well as they are doing. The school keeps no separate records on the achievement of minority ethnic pupils, including those with English as an additional language, in their time at the school to monitor if they achieve as well as others.

The curriculum

The curriculum is **satisfactory**. The school provides **satisfactory** opportunities for enrichment. The quality and quantity of accommodation and resources are **satisfactory** overall.

Main strengths and weaknesses

- Provision for children in the Foundation Stage is good.
- The school provides good opportunities for pupils to take part in sport but fewer in other areas.
- Provision for information and communication technology has improved.
- Links between subjects are not well established and do not happen enough in teaching.
- The library is poorly stocked.

Commentary

24. There has been satisfactory improvement since the last inspection. The curriculum meets the requirements of the National Curriculum in all subjects. However, there is little overview of the allocation of time for different subjects or even the same subject in different classes, such as science. At the time of the last inspection the curriculum in information and communication technology was not fully covered. This has now been rectified and consequently provision in the subject has improved. There are now sufficient and satisfactory planned opportunities to include information and communication technology in the teaching of most other subjects. All pupils are fully included in all aspects of the curriculum. Higher attaining pupils do not achieve as well as they might, however, in those lessons where the activities are not sufficiently challenging.
25. There is satisfactory provision for pupils with special educational needs. Pupils with special educational needs take a full part in the life of the school, although work does not always match their specific needs in lessons.
26. Provision in the Foundation Stage is good. There is a good curriculum in the Foundation Unit covering the recommended areas of learning well. Teachers and nursery nurses plan exciting activities which catch the children's imagination and make learning fun as well as instructive. The good quality curriculum has a positive effect on improving learning.
27. Pupils have good opportunities to learn different sports, both at lunchtimes with the play co-ordinator or local community sports group, or as an after-school activity, or as part of the physical education curriculum. These include ice hockey in Year 4, swimming for Year 5, football, gymnastics, athletics, netball and golf. A physical education teacher from a linked secondary school teaches Year 6 weekly which adds to the quality and scope of provision for them. Across the curriculum pupils have additional opportunities to learn. For example, in Year 6 there is an extra teacher for English and mathematics to boost pupils' skills and raise standards. There are a satisfactory number of visits or visitors to bring the curriculum to life but few lunch-time or after-school clubs to extend pupils' interests.
28. In teaching, links between subjects are not well established throughout the school and are left up to the individual teacher. A very effective example, however, was in a Year 6 history topic on the Ancient Greeks, planned to incorporate several subjects. Pupils used websites for research, made Greek urns out of clay, made masks, did paintings of the Ancient Greek gods with a visiting artist and investigated links between the English and Greek languages. These exciting opportunities increased pupils' knowledge and understanding of the Ancient Greeks very effectively. It also increased their skills in other areas of the curriculum. However, this cross-curricular approach does not happen systematically throughout the school.
29. Accommodation and resources are satisfactory. The accommodation for children in the Foundation Unit is good and is used very well to develop

learning. Areas are bright and encourage children to learn. Resources are satisfactory overall. In library areas, however, some of the books are old and in poor condition. More resources are needed for design and technology. Good use is made of the one interactive whiteboard in the school by the class teacher to provide stimulating support for the main learning points of the lesson.

Care, guidance and support

The school continues to provide a **satisfactory** level of care, welfare, health and safety overall. The school provides an **unsatisfactory** level of support, advice and guidance to its pupils. The school provides **satisfactory** opportunities for pupils to be involved in school life by seeking, valuing and acting on their views.

Main strengths and weaknesses

- Effective procedures are in place for child protection.
- Insufficient formal procedures, policies or monitoring checks are in place for many aspects of health and safety.
- Insufficient guidance is given to pupils on what are acceptable standards of behaviour outside the classroom environment.
- Insufficient use of monitoring to support and guide pupils.

Commentary

30. St William's school provides a caring environment for the emotional needs of its pupils. Parents expressed many positive views about this aspect of school life, but there was some uncertainty about the precise nature of procedures and some inconsistencies in their application. The school takes its responsibility for child protection seriously and an appropriate policy and designated staff responsibilities are allocated. However, the school fails to ensure that appropriate and effective policies and procedures are in place to underpin many aspects of health and safety. The governing body has not taken sufficient responsibility for this aspect of school life or involved itself sufficiently in the monitoring of it to ensure that updated and accurate records are available. As a result of discussions during the inspection, the school has now sought the advice of outside agencies to help in drawing up appropriate procedures and this demonstrates a good commitment to improvement.
31. Whilst pupils are well supervised in the formal classroom environment, the level of supervision in the dining hall or when pupils are moving around school or leaving the building at the end of the day is unsatisfactory. They receive insufficient guidance from adults on what is expected of them. The impact of this lack of effective supervision is that noise levels and behaviour are often unacceptable at dinner, in corridors or when pupils leave the building.
32. The provision of support and guidance given to pupils based on monitoring is unsatisfactory. Assessment and pastoral arrangements are patchy. There are no formal procedures in place to underpin any special educational needs that pupils may have and no register exists to identify and therefore support any pupil who may be gifted or talented in any aspect of school life. The school cares satisfactorily for pupils who speak English as an additional language and they are supported especially well in the Foundation Unit. However, there are weaknesses in the way that the school monitors their work regularly to ensure that they are making the progress towards the

targets set for them. Outside agencies are involved as required to help meet their specific targets.

Partnership with parents, other schools and the community

Links with parents are **unsatisfactory**. There is a **satisfactory** partnership with the local community and other schools.

Main strengths and weaknesses

- Initiatives are being developed by the new headteacher to improve the partnership.
- Parents support social events.
- There is very little involvement of parents in classroom activities.
- Parents lack informative newsletters to assist them in helping their children learn.

Commentary

33. The school is at a watershed in its relationship with parents. The new headteacher has a clear understanding of what needs to be done to strengthen the partnership and in the short time that she has been in post a number of promising initiatives have started. In addition, the coffee morning in a room decorated by parents themselves, and the new school website, go some way to alleviate the many concerns that parents expressed through the questionnaire or at their meeting. Although there is good support from parents to social activities organised by the parent teacher association and parents do respond to requests to help out on visits, the level of parental support in class is currently disappointingly low.
34. Similarly, there are plans to improve communication to parents. At the moment there are no regular newsletters and the topic notes that are sent out to parents need to be more reader friendly and explain how parents can help their children learn. The annual reports of pupils' progress are inconsistent. Some are good but others have little reference to targets for improvement, have no space for headteacher, parent or pupil comment and make no reference to attendance or punctuality. Many parents do not feel they are well informed about pupils' progress overall. However, parents are complimentary about the two formal opportunities to discuss their children's progress. The school aims to make effective use of its new website in order to enhance communication to its parents.
35. The information for parents of children with special educational needs is satisfactory but inconsistent. Some parents are in regular contact and receive good information. There are no procedures to formally involve them at every stage of the process and communication with some of them is barely adequate. This hinders pupils from receiving good home support to improve their progress.
36. Satisfactory links exist with the local community. Pupils benefit from visits to interesting places such as the local ice rink, hospital and superstore.

Additionally, visitors to school include a local author, an artist in residence, African drummers and theatre groups. A close partnership is also developing between the new headteacher and the parish Church. All these community links have a satisfactory impact on the understanding that pupils have of their own and other cultures.

37. The school has satisfactory links with the local Catholic secondary schools to which most pupils transfer, with visits arranged for pupils and staff. The school has developed effective business links with a local supermarket which helps pupils understand the world of work. Links with the local church remain strong.

LEADERSHIP AND MANAGEMENT

Leadership and management are **unsatisfactory** overall. The governance of the school, leadership of key staff and management of the school are all **unsatisfactory**. The headteacher has been in post for only three weeks, therefore it is not possible to make a secure judgement on her leadership.

Main strengths and weaknesses

- The headteacher demonstrates a clear vision for improvement.
- The governors do not challenge senior managers sufficiently, and some statutory duties are not fulfilled.
- There is a lack of rigour in evaluating the work of the school by the governors.
- Monitoring by key staff is unsatisfactory.
- The school's systems for self-evaluation do not take account of all areas for development.
- Performance management is not used effectively to improve teaching and learning.
- There is good leadership and management in the Foundation Stage.

Commentary

38. The headteacher had only been in place for three weeks at the start of the inspection and as a result it is not possible to make a secure judgement on her leadership and the impact it has on improving learning in the school. However, she is already showing purposeful leadership and has high aspirations and a clear vision for the school. She has clear priorities and has established a rigorous agenda for needed improvement. She has already started to inspire a sense of shared purpose among the established staff and governors who are keen to make the school more successful. In less than three weeks she has secured the commitment of staff and governors to school improvement and is now ready, with support of the local authority to initiate strategies and approaches to make this happen. By the beginning of the inspection she had already identified that many procedures lacked focus or had not been monitored sufficiently to ensure that they were carried out effectively.
39. The governing body has undergone significant changes in very recent times and as a result governors have not understood the strengths and weaknesses in the school until very recently. They have relied too much on the head teacher's reports and have not put in place rigorous procedures to monitor and evaluate what is going on in school. This lack of knowledge has meant that they have been unable to act as a critical friend to the school. There are committees but the recent changes have meant that key areas including performance management and special educational needs are not monitored sufficiently. The very recently appointed chair of governors has recognised that there are a number of areas of weakness and he is working with the headteacher to address them. There has not been time for the newly formed governing body to have an impact in the school. The governors have not ensured that full risk assessments have been carried out and as a result health and safety could be compromised.
40. The leadership and management of curriculum subjects is unsatisfactory overall. There are too few opportunities for co-ordinators to monitor teaching and learning, planning and pupils' work. Most co-ordinators do not have a full overview of their subject and, as a result, they are not in a position to improve teaching and learning. The lack of rigorous systems means that progress is not guaranteed and it relies too much on the expertise of individual teachers. This

especially applies to the unsatisfactory leadership and management of English and special educational needs. The Foundation Stage leader, however, has established good routines and very effective team work and as a result there is good progress in nursery and reception.

41. Pupils who join the school later with little or no English receive effective support in lessons from teachers and teaching assistants. Most of these pupils are in the Foundation Unit where the bilingual nursery nurse provides support in the pupils' home language as well as English so they understand and learn well. There are no particular resources, however, nor have staff had training in how best to help pupils with little English understand and learn.
42. The lack of rigorous monitoring and evaluation means that the school over-estimates its strengths and does not always identify areas for development well enough. This means that the school does not move forward as quickly as it should do. The systems for performance management are unsatisfactory. Targets were set in the past but there has not been recent regular monitoring to ensure that they are being effective in bringing about improvement in the school. The procedures for the induction of newly qualified teachers are unsatisfactory. The systems in place are not applied rigorously and in the past there have been too few opportunities for newly qualified teachers to further develop their skills.
43. Day-to-day financial management is satisfactory and allows the headteacher to concentrate on educational matters. The lack of monitoring and evaluation means that the governors cannot guarantee that the principles of best value are applied; this is unsatisfactory. There has been unsatisfactory improvement since the previous inspection when the leadership and management were said to be good overall.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	674 667	Balance from previous year	23 946
Total expenditure	682 837	Balance carried forward to the next year	15 776
Expenditure per pupil	3 037		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

44. The school has established a Foundation Unit which includes both nursery and reception children. Children are admitted to the nursery from the age of three years. They attend on a part time basis. At the time of the inspection there were 20 nursery children attending in the mornings and nine attending the afternoon session. In addition the Foundation Unit has 29 full-time reception aged pupils. Not all nursery children move into the main school. The attainment on entry is well below the expected level with particularly low levels in the area of communication, language and literacy and personal, social and emotional development. Children achieve well in both nursery and reception because of the good quality teaching and learning. Despite this, a significant number do not reach the expected levels by the end of the reception year.
45. The good curriculum in the Foundation Unit covers the recommended areas of learning well. Teachers and nursery nurses plan exciting activities which catch the children's imagination and make learning fun as well as instructive. Provision for children with English as an additional language is good overall. The bilingual nursery nurse speaks both in English and Punjabi to ensure children understand what is being said and make good progress in their learning. The use of cards with words in several languages placed in strategic places around the area has a positive effect on learning. There are satisfactory procedures in place to identify and support children with special educational needs.
46. There is good leadership in the Foundation Unit and the co-ordinator manages her staff well, this leads to good team work. The co-ordinator and her staff provide the children with very good role models: this has a very good impact on personal and social development. Support staff are very good and when working with focus groups they have a very positive impact on developing learning. Assessment is satisfactory overall. Observational records are good and show clearly what the children know and understand, but they are not always used effectively to show what a child has to do to move on to the next stage. There has been good improvement since the previous inspection. The school has successfully addressed national developments in the education of Foundation Stage aged children by establishing a good quality Foundation Unit. Children get off to a good start in the Foundation Stage.

Personal, social and emotional development

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

Main strengths and weaknesses

- Adults put very good emphasis on developing independence skills.
- Routines are planned very effectively to develop social skills.
- Mixed-aged pastoral groups ensure that there are good child role models.

Commentary

47. Children enter the nursery with a wide range of social skills. Teachers and nursery nurses provide a wide range of very good teaching and learning activities and as a result children achieve much better than expected. From the moment they enter the unit children are made very welcome and are valued. Independence skills are developed very effectively when children 'self-register' with cards with name and photograph. Routines such as choosing an activity develop social skills very well. When in pastoral groups the younger nursery children learn effectively from the older, more established reception-aged children. All adults are very good role models, they expect high standards of behaviour and children respond very well to this. By the end of the reception year the majority of children have achieved the early learning goals, they relate to each other, they persevere at tasks and most follow adult instructions well.

Communication, language and literacy

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

Main strengths and weaknesses

- Staff provide a good range of activities to develop speaking and listening skills.
- There is good support for children with English as an additional language.
- Occasionally there are missed opportunities to develop language skills in 'free choice' activities.

Commentary

48. Children enter the nursery with a wide range of communication, language and literacy skills. A significant number are well below the standards normally expected showing poor pronunciation and sentence formation. The quality of teaching in the Foundation Unit is good. This ensures that children build up their skills and make good progress. Despite this good progress and the good achievement seen, the majority of children do not attain the expected levels at the end of the reception year. Staff provide a wide range of activities to develop communication and language skills. They model speech very well in the pastoral groups when discussing what the children have done at home. Stories and rhymes are used effectively to develop both speaking skills and to reinforce that words and pictures have meaning. Mark making and writing skills are developed effectively with the higher attaining children writing simple words with uniform size. Children with English as an additional language achieve well because the recently appointed bilingual nursery nurse communicates in both Punjabi and English ensuring they fully understand what is going on. Occasionally teachers miss opportunities to develop speaking skills when they pass children involved in free-choice activities without asking questions or making comments.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Resources are used effectively to develop learning.
- Sand and water play are used effectively to develop mathematical skills.
- Mathematical vocabulary is effectively developed but until very recently there were missed opportunities to reinforce this.

Commentary

49. Children achieve well because of good quality teaching and learning. Children enter the nursery with standards of attainment which are well below those expected. Despite good progress being made many children do not attain the expected levels when they leave reception. Sand and water play are used effectively to develop an understanding of capacity, but until very recently words such as *full* and *empty* were not reinforced sufficiently. Staff take many opportunities to develop learning. A nursery nurse develops counting skills well when she asks a child to count the number of 'buttons' on a dough snowman. Children effectively learn how to recognise patterns because teachers use resources such as two-dimensional shapes and blocks. Children improve their knowledge and understanding of numbers by identifying sets and tracing and copying numbers. The higher attaining children recognise numbers to 10. They understand the terms 'more than' and 'less than'. There are a number of children who do not understand the language of comparison.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Children are given a wide range of good quality activities to develop learning.
- There are good opportunities to use information and communication technology.

Commentary

50. Children enter the nursery with lower than expected levels of knowledge and understanding of the world. They achieve well because teachers give them good quality activities to develop an understanding about the world around them. The quality of teaching and learning in the unit is good. Teachers and nursery nurses talk to children about their families giving them an understanding about their position in the family. Children develop good understanding of the weather and associated vocabulary when they talk about it in the start of pastoral sessions. Construction skills are developed well in 'free-choice' sessions because teachers provide children with kits. Children have better than expected information and communication technology skills. Many children use the mouse with confidence. Planning shows that the children learn about religious education. Despite the good progress made in both

nursery and reception, children do not attain the expected levels when they leave reception.

Physical development

51. There is insufficient evidence to make an overall judgement on provision in physical development. A combination of inclement weather and timetabling meant that there is limited evidence. Groups of children were observed in a session with the play leader. These activities were of good quality and ensured that children involved were developing their physical skills well. Photographic evidence shows that the formal physical education sessions in the hall use resources very well to develop learning. Children have good opportunities to develop their physical skills when they cut out shapes and manipulate dough.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Adults use methods which interest the children.
- Resources are used effectively to develop learning.
- There are missed opportunities to develop the language of music.

Commentary

52. Children develop their creative skills well because teaching and learning are good. There is good achievement throughout the nursery and reception. Teachers and nursery nurses provide activities which interest and stimulate the children. Putting dye on to an 'ice mountain' gave children an insight into how colour can change. It produced a sense of awe and wonder as children watched open-eyed as the paint started to spread into the ice. Children learn how to mix paints effectively when they produce good quality firework paintings. They use a variety of materials to make collages. Most children join in songs, and those who are at early stages of English very quickly start doing actions. Teachers develop speaking and listening skills well in musical sessions, but they miss opportunities to develop an understanding of the use of musical language of tempo and dynamics. Despite the good achievement standards at the end of reception are below those expected.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in Years 1, 2, 5 and 6.

- Standards in English are not high enough and achievement is unsatisfactory in Year 4.
- Assessment and tracking systems are not yet developed enough to improve pupils' achievement.
- Teaching is varied in its effectiveness, but good overall and particularly effective in Year 6.
- Leadership and management in the subject are inadequate.

Commentary

53. Pupils achieve well from their starting points to attain broadly average standards in speaking and listening and writing by the end of Year 2 and below average standards in reading. This is due to the good teaching in Years 1 and 2 with an appropriate emphasis on acquiring the basic skills. However, pupils make satisfactory progress at best in Years 3 and 4 where the teaching is not as effective. By Year 6 the progress they make is again good because the quality of teaching provides them with very good learning opportunities and a lively and interesting curriculum and so they achieve well as a result. Standards in Year 6 are broadly average in speaking and listening, reading and writing. Overall, pupils achieve well in their time at the school. Standards were higher in the national tests in 2004 due to the different nature of the different cohorts. For instance, in the present Year 2 there are more pupils with special educational needs and pupils at quite early stages of learning English as an additional language. In addition to the higher numbers of pupils with special educational needs, few pupils in Years 2 and 6 are expected to attain the higher levels.
54. In most literacy lessons pupils listen attentively to their teachers, other adults and each other which helps them learn effectively. Teachers use skilful questioning which helps pupils understand and keeps them interested and learning. Not all teachers, however, give pupils as many opportunities as they could to discuss in pairs and report back. Where they do, as in Year 6 for example, this is very effective in keeping pupils focussed on their task and learning. Taking part in the annual school pantomime gives pupils in Years 5 and 6 additional opportunities to perform before an audience and increase their confidence. Teachers extend pupils' knowledge about language by teaching key words for the lesson, such as 'structure' and 'organised' in Year 6. This enables pupils to talk about what they are learning, using the appropriate vocabulary.
55. Teachers provide good opportunities for pupils to learn to read. They use shared sessions very effectively for pupils to read out loud together, particularly in Years 1 and 2, and to teach and reinforce reading skills. Throughout the school pupils read regularly in small groups to the teacher which reinforces the strategies and skills being taught effectively. Younger pupils also read individually to an adult regularly and most read at home. All pupils have time for silent reading during the week. Consequently, pupils achieve well in reading and enjoy it. Pupils in Year 6 know what kind of books they like to read and enjoy a range of books.

56. The teaching of basic skills is good in Years 1 and 2 with teachers using every opportunity to reinforce what pupils learn. Pupils' writing in books and teachers' comments are very varied in quality. At both ends of the school, teachers make useful comments that relate to what pupils have learned with some reference to their targets. As a result, pupils' writing improves and they make good progress over time. In the middle years, there are few written comments in pupils' books, the presentation of the work is often untidy, and does not always improve as much as it might in the time. Pupils do not have as many opportunities to write at length to help develop their independent writing as in other years. There is no monitoring to check that policies about marking books, for example, are implemented across the school.
57. Pupils with special educational needs and those learning English as an additional language achieve as well as other pupils. Teaching assistants work with groups of pupils effectively on activities planned by the teacher. Opportunities are missed, however, for them to support pupils' learning in the initial shared part of the lesson. In most lessons seen, they were not actively involved in talking to pupils and encouraging those less confident to participate. Given the length of most lessons, this was at least half an hour in most cases. In Year 3 the teaching assistant offered very effective support to a group of lower attaining pupils during the shared part of the lesson because she constantly explained and checked that they understood. Their answers to the teacher's questions showed how well they had understood and how effective this support had been.
58. Teaching overall is good but is uneven. All teachers make clear to pupils at the beginning of the lesson what they expect them to learn and most review at the end of the lesson what pupils think they have learned. Consequently, in most lessons pupils understand what they are doing and why. Teachers explain how the new learning fits in with what they have already learnt which helps pupils to make sense of what they do. Pupils now have individual and group targets for literacy to help them know how to improve their writing. Some teachers refer to them in lessons and also when writing comments in pupils' books to remind them. Pupils in Year 6, for example, know their targets and what they need to do to improve, but this is not yet happening as effectively in all classes. Teachers' planning is based on the literacy strategy for the appropriate year, but there is little monitoring of it to see how effective it is in meeting the needs of all the pupils in the class. Teachers review how well pupils have learned and amend their planning where they need to, but this relies on their individual expertise. In Year 4 for example, in some lessons higher attaining pupils are not always sufficiently challenged. Assessment and tracking systems recently introduced using National Curriculum levels are not yet developed enough to have had an impact on achievement throughout the school.
59. Leadership and management in the subject are unsatisfactory because they are ineffective. The main task the co-ordinator carries out is an administrative one of ordering resources requested by teachers and this has been the situation for several years. There has been little training in the literacy strategy and little support to carry out the role effectively. Working in the Foundation Stage, apart from staff meetings, the co-ordinator has little knowledge of the

subject as taught further up the school and little opportunity to become acquainted with it. Consequently, she has no overview of the provision including standards in the subject or areas needing development. The lack of systems and monitoring has led to a lack of consistency about the provision in English, and, as a result, improvement since the last inspection has been unsatisfactory.

Language and literacy across the curriculum

60. The use of language and literacy across the curriculum is satisfactory overall. Teachers make good use of opportunities in history and geography particularly to develop pupils' literacy skills effectively. However, the over-use of worksheets in subjects such as science limits improvements in pupils' recording skills.

MATHEMATICS

Provision in mathematics is **satisfactory**

Main strengths and weaknesses

- Teaching is good in Years 1, 2, 5 and 6.
- Assessment is not being used well enough to show how well pupils have learned.
- Teachers in Years 3 and 4 have low expectations and do not plan sufficiently for all ability groups.
- There is insufficient rigorous monitoring and evaluation of what is happening in the subject.

Commentary

61. In the 2004 national tests, standards for pupils in Year 2 were average when compared with all schools nationally and those in similar circumstances. In Year 6, against all schools and similar schools, standards in 2004 national tests were well above average.
62. Standards will not be as high this year and inspection evidence shows pupils' attainment is currently below national expectations in Year 2 and in line with expectations at the end of Year 6. Both year groups have a high proportion of pupils with special educational needs and few pupils attain the higher levels. This is a similar picture of standards attained in the previous inspection. In Years 1 and 2 pupils achieve well but achievement in Years 3 to 6 is satisfactory. Whilst pupils achieve particularly well in Year 6 and also achieve well in Year 5, achievement is never better than satisfactory in Years 3 and 4 where teaching is not as effective. Pupils with special educational needs and those who speak English as an additional language achieve satisfactorily.
63. Teaching and learning are satisfactory overall. All lessons observed were at least satisfactory and over half of the lessons were good. However, the

judgement on teaching involves more than just the lessons observed and includes scrutiny of work set for pupils prior to the inspection. This indicated some inconsistency in the quality of teaching.

64. Particular strengths in the best lessons such as those seen in Years 5 and 6 are the high quality questions that develop pupils' understanding and take into account pupils' prior learning. For example, the teacher of the Year 6 class asked questions of varying difficulty to different pupils. All pupils were challenged and encouraged to explain how they achieved their answer. The open-ended questions such as 'How did you do that?' helped pupils to feel that their efforts are valued.
65. Weaknesses mainly concern the failure, in lessons prior to the inspection, by some teachers to plan work at appropriate levels for the different abilities of pupils in the class. Pupils with special educational needs are mostly supported satisfactorily. Classroom assistants provide them with focused attention in group work parts of the lesson but do very little during the whole class teaching. In Years 3 and 4, more able pupils are not challenged sufficiently to extend their thinking and understanding. Another weakness in these classes is unsatisfactory marking that does not help pupils to improve. Some work is unmarked and some pupils' books have untidily presented work. Assessment procedures are good but they are not used thoroughly enough to lead teachers to plan suitably challenging work for all pupils. This was clearly seen when scrutinising work in pupils' books from prior to the inspection. Pupils in Years 3 and 4 were given the same work irrespective of their abilities. There were significant occasions when lower attaining pupils including those with special educational needs struggle to answer any questions whereas higher attainers in the same lesson complete their work with ease. In short, there are occasions when all pupils are not included as fully as they might be.
66. The school has recently begun to set group targets for pupils but these are not shared sufficiently with parents. In a significant number of classes homework is not focused enough to help pupils achieve their targets.
67. The subject is led satisfactorily but management is unsatisfactory. Teaching, standards of pupils' work and the mathematics curriculum being offered in all classes have been monitored by the curriculum co-ordinator. However, this monitoring has not been effective because the weaknesses mentioned earlier have not been identified and this is not as positive a picture as it was at the last inspection.

Mathematics across the curriculum

68. Pupils apply their numeracy skills satisfactorily across the curriculum, for example, when measuring in science and design and technology. There are occasional good links with information and communication technology, as seen in Year 2 when pupils used programmable toys involving ninety degree turns and in Year 6 where pupils recorded their athletics results using computer generated spreadsheets. However, these are not well planned and are more incidental occurrences.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 2, 5 and 6 achieve well.
- Pupils show good attitudes in science lessons.
- There has been no recent monitoring of teaching and learning.
- Work does not always challenge higher attaining pupils enough.
- Leadership of the subject is unsatisfactory.
- Assessment is unsatisfactory.

Commentary

69. Teacher assessments show that standards were above average at the end of Year 2 in 2004 and national tests show that standards of attainment in Year 6 were well above average. Inspection evidence shows that the present cohorts are not performing at these levels and attainment at the end of both Year 2 and Year 6 is average. Both year groups have a high proportion of pupils with special educational needs and few pupils attain the higher levels. Pupils achieve satisfactorily overall. They make good progress in Year 2 and in Years 5 and 6 because of the good and very good quality teaching. There was no noticeable difference in progress in lessons between boys and girls. The over use of work sheets sometimes reduces challenge and slows progress for the higher attaining pupils and their independent learning. Pupils with special educational needs make progress in line with other pupils. Those with English as an additional language achieve as well as their classmates. By the end of Year 2 pupils have satisfactory understanding of living things; they carry out simple investigations such as predicting how materials will change when heated. By the end of Year 6 pupils have good knowledge and understanding of food chains, they understand the properties of liquids, solids and gases. Pupils carry out investigations well and record results and discuss predictions effectively.
70. The quality of teaching and learning is satisfactory overall. In the inspection period, the majority of lessons were good or better. Teaching is particularly strong in Years 5 and 6. Analysis of pupils' work shows that in the recent past elements of teaching have been unsatisfactory and as a result progress is not

as good as it could be. In lessons observed teachers use introductory sessions effectively to build on what the pupils have learned earlier. Questioning is used well to meet the needs of different children. Support staff are used effectively in group sessions but in introductory sessions they are often inactive. Teachers challenge pupils very well to develop vocabulary, seen when a teacher insisted on a clear definition for evaporation. Pupils have good attitudes in science. They are eager learners in lessons, they co-operate very well in mixed gender and mixed racial groups. In Years 3 and 4, work in books shows that work is not always set at different levels to challenge the highest attaining pupils. The amount of recorded work varies greatly between classes and it is of variable quality. Teachers rarely use marking to develop learning: it does not challenge pupils to think about alternative ways to do things, or how to improve their work.

71. Leadership and management are unsatisfactory. The co-ordinator has only been in post for a short time and not had time to make an impact. He has not had time to monitor teaching and learning to identify areas for improvement and as a result does not have a clear overview of the subject. There is too much reliance on the work of individual teachers to improve standards. A system of tracking has been introduced recently but it does not inform pupils what they have to do to move from one level to another. There has been unsatisfactory progress since the previous inspection because there has been a lack of recent monitoring and assessment procedures have not been developed sufficiently.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**

Main strengths and weaknesses

- Pupils achieve well because of the good quality teaching.
- Resources are not always used efficiently.

Commentary

72. The school has made good progress in information and communication technology since the last inspection. There has been a high level of investment in both equipment and staff training. This has paid dividends and as a result teachers are more confident in using and teaching computer skills. The quality of teaching has improved and the leadership of the subject has been effective (co-ordination has recently passed to a new member of staff). Planning has improved and class teachers now teach specific lessons to develop the skills laid down by the national guidelines. As a result, all pupils, including those with special educational needs, are beginning to develop their skills in a logical and systematic order and they can apply their skills across all subjects. The current inspection evidence paints a picture of children achieving well. Standards by the end of Year 2 and Year 6 are now at the levels expected. Pupils of all ages benefit from the opportunities to use good quality computers and to do so more regularly than before. There is still some way to go and more equipment is needed, but the improvements have been substantial.

73. In the infant classes, pupils have good keyboard and mouse skills and are confident in using the computer for word processing. They are aware of the many uses of computers in the home and recognise the importance that a computer has in the world today. Junior pupils are confident users of word processing packages and enhance their work by experimenting with different styles, colours and sizes of fonts and pictures for impact. Pupils are aware that software packages will allow different forms of information to be combined electronically, including text, graphics, sound and video clips, and pupils in Year 6 have had the experience of putting together such multi-media presentations. In Year 4, pupils accurately give commands to enable the computer to draw shapes on a computer screen. Pupils in Years 3 to 6 make effective use of the Internet to help them in their research, but there have been significant technical problems of late.
74. The standard of teaching and learning is good. The good teaching is characterised by most teachers having secure subject knowledge and the way that they demonstrate clearly what pupils need to know through the effective use of the available resources. As a result, pupils make good progress in the tasks set and demonstrate full involvement and a commitment to achieving success. The pupils' attitudes to their work are good and they work with enthusiasm. They are keen and thoroughly enjoy using the range of information technologies. Pupils are self-disciplined when working with minimal supervision.
75. The resources are used satisfactorily, but there are times when the computers are not being used enough. The school is in a fortunate position of having a small computer suite as well as computers in each classroom. This means that teachers can teach the computer skills and give more opportunities for pupils to apply their skills in other subjects. However, teachers miss these opportunities, especially in using computers for word processing.
76. The information and communication technology curriculum now fully meets national curriculum requirements which is an improvement on the findings of the last inspection. Pupils get a wide range of experiences and all elements of the subject are taught or planned to be taught. The detailed scheme of work ensures pupils carry out activities in an appropriate sequence that builds upon their previous learning. The school recognises that the next stage is to build upon the newly introduced assessment procedures so that teachers can be sure how well pupils are achieving and what needs to be done next. The newly appointed subject co-ordinator has only very recently taken on this role and has not had the opportunity to monitor teaching formally or to scrutinise pupils' work and teachers' planning. As a result he understandably does not have a good understanding of what goes on in other classes at present. He currently leads the subject satisfactorily and has produced a development plan to show a clear long-term strategic direction for the continued improvement and development in the subject.

Information and communication technology across the curriculum

77. Pupils have satisfactory opportunities to use computers in other subjects. During the inspection they were used effectively to support work in

mathematics and science. For example, in mathematics, pupils in Year 2 used programmable toys to enhance their understanding of control, direction and distance. In science, Year 4 pupils used sensor technology to identify changes in temperature.

HUMANITIES

78. No lessons were seen in **geography** or **history** so it is not possible to form an overall judgement about provision and standards in these subjects. From work samples and talking to pupils it is evident they have the opportunity to follow national guidelines in these subjects at specific points in the year. Religious education is to be inspected separately.
79. In **geography**, pupils in Year 2 develop an effective understanding of the features of island life through finding out about the fictional Isle of Struay and the real Isle of Coll and their location in the United Kingdom. Pupils in Year 6 understand and explain effectively geographical terms such as 'meander', 'waterfall', and 'oxbow' when describing the course of a river from its source to the sea. Similarly, many show a good understanding of the water cycle when they explain the causes of the changes involved in the process.
80. In **history**, pupils in Year 2 contrast what they find out about life at their school from photographs taken in the 1940s, 1960s and 1973, with now. Their understanding of the past is further enhanced and brought to life by what they find out from visitors who had been at the school at those times, including their teacher. Pupils in Year 6 enjoyed learning about different aspects of life in Ancient Greece from a range of sources which included web sites and artefacts such as urns. Pupils made drawings of these and then designed, made and painted their own urns in the same style effectively. With a visiting artist they enjoyed painting the Ancient Greek gods and monsters – Athene, Zeus, Hermes, the Minotaur and Cyclops. They investigated links between English and Greek languages which helped to increase their understanding of both. Through such cross-curricular links, pupils increased their knowledge and understanding of the Ancient Greeks very effectively as well as increasing their skills in other areas of the curriculum.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

81. Due to time constraints, no **art and design** lessons were observed in the inspection period. The subject was sampled and it is not therefore possible to make judgements on provision and standards. Work around school shows that pupils in all classes are given a range of good activities to develop their artistic skills. Pupils in Year 2 produce good quality observational drawings. In Year 5, there is particularly good use of the work of Ben Nicholson as a stimulus for pupils where they used information and communication technology well to produce shape collages. There is a limited amount of three-dimensional work.

82. There is insufficient evidence to make a secure judgement on provision in **design and technology**. No lessons were observed during the inspection period. Planning shows that the subject meets requirements. Pupils in Year 2 explore puppets, looking at the types of materials used. They produce satisfactory labelled diagrams. Year 5 pupils have carried out a satisfactory investigation in to biscuits looking at cost, taste, shape and texture.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Pupils achieve well as a result of the impressive teaching and good attitudes.
- Music plays a positive role in promoting pupils' social and cultural development.
- The subject leader monitors pupils' achievement well and makes the most of their talents.
- More could be made of listening to music outside of the music lessons.

Commentary

83. By the end of Year 2 and Year 6, pupils attain the standards expected for their age and enjoy their music making activities. Pupils' achievement, including pupils with special educational needs, is good. The specialist music teacher ensures that all groups of pupils are included fully in the activities. The qualities identified in the previous inspection have been maintained and standards and provision are similar.
84. The teaching seen was very good and this leads to pupils' good learning in the subject. Lessons are conducted at a good pace. This maintains pupils' interest and ensures that no time is wasted. The teacher structures the lesson well, for example, by ensuring that lessons include time for listening, practical work, and whole class and group contributions. In the very good lesson in Year 2, the teacher planned a lesson that inspired and included all pupils well. It helped to promote their cultural development as they sang an African call and response song. The teacher uses the correct technical terms and encourages pupils to use them too. For example, in Year 6 pupils used the phrases 'cyclic patterns' and 'samba rhythms'. Pupils throughout the school sing well in lessons, with clear diction and good control of the dynamics of their voices, pitch and rhythm. The teacher makes pupils' learning better by using good quality tuned and untuned instruments. Pupils are taught to play these correctly with a satisfactory awareness of rhythm, good discipline and control of the instruments.
85. Most pupils are interested, motivated to learn and genuinely enjoy the subject. They listen well to the music, although teachers could make greater use of the music played in assemblies, for example, to develop pupils' knowledge of composers and their works. There are good opportunities for the more able pupils to develop their skills and interests through the peripatetic lessons, for example in guitar, violin, cello and woodwind. There is also a choir which

practices at lunchtimes and pupils have the opportunity to sing in concerts and perform for their parents and others at various times of year. A very positive feature to note is a recent performance of Hosanna Rock which involved every child and was partly accompanied by the school instrumentalists.

86. The subject is led and managed well. The co-ordinator teaches all the lessons and has a good knowledge of pupils' achievements throughout the school. She monitors and records what is being done and assesses and records pupil's progress in specific skills.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Links with a local specialist physical education college promote high standards.
 - Year 6 pupils achieve well.
 - Elements of teaching are occasionally unsatisfactory.
 - There is a good range of sporting activities.
87. Only a small number of lessons were observed and pupils were observed at lunch-time in sessions taken by the play leader and sports in the community worker. Pupils in Year 2 attain expected standards in dance and achieve well in individual lessons. At the end of Year 6, pupils attain at better than expected levels in gymnastic floor work. The quality of teaching seen was satisfactory overall. There is satisfactory achievement overall. Teaching is very good when led by the specialist staff from the local high school with physical education college status. The staff have very good knowledge and understanding of the subject. They use demonstration very well. Particular attention is paid to correct techniques and this results in pupils improving their performance very well. The pupils achieve very well in the lesson. They make much better than expected progress in applying their skills to produce high quality routines. Pupils in Year 6 are eager learners and this allows teachers to develop pupils' skills and understanding. Occasionally, the quality of teaching in other classes is unsatisfactory. The purpose of warm ups is not explained and there is no mention of a cool down period. The teacher does not demonstrate movements clearly and as a result the pupils perform poorly, making less progress than they should.
88. The school offers the pupils a good range of activities to develop physical skills. Pupils visit the local swimming pool and most can swim 25 metres by the time they leave school; they take part in ice hockey and have a wide range of activities provided by the play co-ordinator and sport in the community. Older pupils take part in adventurous activities on a residential session at Ingleborough.
89. The subject is satisfactorily led and managed. Pupils are offered a wide range of activities. The co-ordinator has a reasonable overview of what is happening in the school but has not been totally successful since he has not had time to

monitor teaching and learning in the subject to identify areas for development. There is good enhancement of the curriculum by the links with the Sports College, play leader and sport in the community. The activities provided have a positive impact on improving learning. There has been good improvement since the previous inspection, the range of activities has risen and links with the specialist college are improving standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

90. There is insufficient evidence to make a judgement on the provision in personal, social and health education and citizenship. It does not appear on the timetable as a separate subject, nor does 'circle time'², and none was observed taking place. Talking to pupils in Year 6, however, indicates that they have circle time and opportunities to discuss, listen to others and express their views.
91. The school gives good attention to pupils' personal, health and social education. Drugs and health education policies are in place and the school has introduced healthy eating.
92. Pupils take part in school initiatives that develop their awareness of citizenship. They make suggestions and have an 'ideas box' for the school council, such as making the playground bigger. Last year they got a green bin for the playground through the efforts of the school council. The school council has been recently restarted and now meets fortnightly with two elected pupils from each class from Year 2 upwards. Pupils consider others in the wider world. For instance, they support some charities and write poems in response to the Tsunami disaster.

² During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement	Grade
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	5
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	5
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	5
The governance of the school	5
The leadership of the headteacher	0
The leadership of other key staff	5
The effectiveness of management	5

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7) insufficient evidence (0)