

INSPECTION REPORT

TEMPLENEWSAM HALTON PRIMARY SCHOOL

Leeds

LEA area: Leeds

Unique reference number: 107941

Headteacher: Mrs K Crellin

Lead inspector: Mr F Carruthers

Dates of inspection: 4 – 6 July 2005

Inspection number: 268033

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:	3 - 11
Gender of pupils:	Mixed
Number on roll:	457
School address:	Pinfold Lane Leeds West Yorkshire
Postcode:	LS15 7SY
Telephone number:	0113 2930314
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs A Mannion
Date of previous inspection:	22 March 1999

CHARACTERISTICS OF THE SCHOOL

This large primary school is situated in Halton, in Leeds. The accommodation includes the original 19th century building and modern buildings. Most pupils live close to the school, though some travel from further afield and there is a good balance of boys and girls on roll. Children enter the Nursery class with levels of attainment that are below average, especially in personal, social and emotional development and communication, language and literacy. They generally spend six terms in the Foundation Stage, which consists of the Nursery and Reception classes. Very few pupils are from minority ethnic backgrounds and even fewer are at the early stages of learning English as an additional language. The area from which the majority of the pupils come is on the edge of urban Leeds just inside the city's ring road and has broadly average levels of social advantage. The proportion of pupils with special educational needs, of whom three have a Statement of special educational need, is about average. Their needs include general and specific learning difficulties, emotional or behavioural difficulties, autism and multiple sensory needs. One pupil is in public care. Pupil mobility¹ is similar to that found in most schools. The school achieved the *Investor in People Award* in 2002, the *Activemark Gold* in 2004 and the *Inclusion Chartermark* in 2005. It is involved in projects such as *Excellence in Cities*, *The Leadership Development Strategy* and *The Primary Strategy Learning Network*.

¹ Mobility refers to the proportion of pupils who join or leave the school at times other than starting in the Reception class or at the end of Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21285	F Carruthers	Lead inspector	Mathematics Art and design Design and technology Religious education Special educational needs
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22113	A King	Team inspector	Information and communication technology Physical education Areas of learning in the Foundation Stage
27777	R Greenall	Team inspector	English Geography History English as an additional language
27426	T Aldridge	Team inspector	Science Music Personal, social and health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school, providing a good education for pupils, who achieve well. Standards are above average in Year 6 in English and science, and average in mathematics, information and communication technology (ICT) and religious education. Leadership and management of the school are very good overall and all staff are highly committed to including all pupils in what the school offers. Because the cost of educating a pupil at the school is below average, the school is improving and the quality of education is good, the school gives **very good** value for money.

The school's main strengths and weaknesses are:

- Pupils achieve well in reading but standards of pupils' writing in English and investigative skills in science are not high enough;
- Under the headteacher's very effective leadership, staff provide an exceptionally caring and positive ethos, and are fully committed to the needs of all pupils;
- Accommodation in the old building, despite the best efforts of the school to maintain it, is unsatisfactory;
- Pupils with special educational needs make good progress and pupils with particular talents do very well;
- The school develops pupils' attitudes, values and other personal qualities very well;
- There are weaknesses in the coverage of some subjects and teaching time is not always used efficiently; but opportunities for enrichment of the curriculum are very good;
- The school works very well in partnership with parents, other schools and the community.

Overall, improvement since the last inspection has been good. Although standards in Year 6 declined from 2001 to 2003, they are climbing back to where they were at the time of the last inspection. Issues arising from that inspection, which involved weaknesses in subject leadership and the role of the senior management team, have been addressed well. The good quality of provision found at the last inspection has been maintained and extended in a number of ways, though the curriculum is not as well balanced as it was. The school has continued to improve the external fabric of the buildings but there remain serious difficulties with the old building.

STANDARDS ACHIEVED

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

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

Pupils achieve well. Children get off to a good start in the Nursery and Reception classes and most are on course to achieve the expected goals for learning by the end of the Reception year. Pupils' achievement in Years 1 and 2 is satisfactory and standards are average in Year 2 in reading, writing, mathematics and science. In recent years, standards have not been high enough in Year 6 and this is illustrated in the table above. An asterisk next to a grade indicates the school was in the lowest five per cent of schools. The final

column of the table shows that last year the school was performing badly compared to similar schools. However, through the concerted effort of staff to improve teaching and learning and, in particular, to make better use of pupil assessments in order to track their progress, the school has successfully turned round this decline. Standards in the current Year 6 are above average in English, though whereas standards of reading are good, standards of writing are not as high as they could be. Standards in mathematics are average and this is an improvement on recent years. Standards in science are above average but the pupils' skills of investigation are not as good as their knowledge of facts and concepts. **The pupils' personal development, including their spiritual, moral, social and cultural development, is very good.** Pupils' attitudes to learning and their behaviour are very good. Levels of attendance are above average and punctuality to school is very good.

QUALITY OF EDUCATION

The quality of education, including teaching and learning, is good. Improvements to checking the quality of lessons and to assessment procedures mean teachers are tracking the pupils' progress better and eliminating weaknesses in pupils' skills and understanding. Teaching assistants make a very good contribution to the learning of pupils, especially the children in the Nursery and Reception classes and pupils with special educational needs in all age groups. The curriculum is satisfactory overall with strengths in English, mathematics and ICT and enrichment opportunities, such as learning French in Year 5, learning a musical instrument and taking part in extra-curricular activities. There are weaknesses, however, in the use of teaching time and the coverage of some subjects, such as geography, music and science. The care, guidance and support for pupils are very good, as is provision for pupils with special educational needs. Partnerships with parents, the community and other schools are another key strength.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance of the school are very good. Governors fulfil their responsibilities very well and all statutory requirements are met. They have an excellent grasp of the strengths and weaknesses of the school and make well-informed and effective decisions. The headteacher is very ably supported by the deputy headteacher and there is a strong senior management team. Financial management is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold the school in very high regard. They particularly appreciate their involvement in the school and the information they receive about their children's progress and about what is happening in school. They speak warmly of the leaders of the school. Pupils similarly are very positive about the school and the overwhelming majority have few concerns.

IMPROVEMENTS NEEDED

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

- Maintain the drive to push up standards in writing, mathematics and skills of investigation in science;
- Review and improve the balance of the curriculum and make more effective use of teaching time;
- Seek the support of the local education authority to improve the poor condition of the old Victorian building.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in Year 6 are rising and pupils' achievement is good. Attainment in English and science is above average and in mathematics, information and communication technology (ICT) and religious education it is average. Attainment in Year 2 is average in reading, writing, mathematics, science, ICT and religious education. Pupils' achievement is satisfactory. In the Foundation Stage, most children are on course to achieve the expected goals for learning in all areas of learning.

Main strengths and weaknesses

- Pupils achieve well in reading but standards of pupils' writing in English and investigative skills in science are not high enough.
- Children in the Foundation Stage make good progress, especially in their personal, social and emotional development.
- Pupils with special educational needs make good progress and pupils with particular talents do very well.

Commentary

1. Standards in Year 6 in English, mathematics and science have been too low in recent years and have declined since the last inspection. Boys in particular have been under-performing. In 2003 and 2004, standards were very low compared to similar schools. However, through the concerted efforts of the senior management team and staff, especially in improving teaching and making better use of assessments to track how well the pupils are doing, standards steadied last year and began to show some improvement. This improvement continues well. In the current Year 6, attainment is above average in English and science and average in mathematics, ICT and religious education. Pupils are now achieving well and boys are catching up with girls. Pupils' skills of reading are strong, solving problems in mathematics is good and pupils have a good knowledge of scientific concepts. This latter strength is the result of very good revision studies in Year 6 in preparation for National Curriculum tests. More pupils are reaching the higher level in all three subjects than in recent years. The unvalidated results of tests this year show that over 90 per cent of pupils reached the expected level or better in English and science and 80 per cent did so in mathematics. Two thirds of pupils reached the higher-than-expected level in science, one third of pupils did so in mathematics and over a quarter in English. There remain aspects to improve: pupils' skills of writing, their use of data handling skills in subjects such as science, and their investigative skills in science. The good quality of teaching and learning throughout Years 3 to 6 means the school is now in a strong position for standards to continue the upward trend.
2. Pupils with particular talents in subjects achieve very well, especially in mathematics, art and design, music and physical education. There is a very good level of challenge in the work they do through effective arrangements the school makes for older pupils in mathematics, in which pupils are taught in classes organised according to the pupils' attainment. Pupils are encouraged to join weekend classes

organised in schools in the city and are often given demanding homework assignments to do. The high profile given to the creative and physical areas of pupils' learning contributes well to the success of higher achievers. Pupils with special educational needs make good progress because of very good procedures to assess their progress and needs and very good support from teaching assistants. In addition, they do well in the grouping arrangements noted above. They regularly achieve the targets they are set in their individual education plans. The very few pupils from minority ethnic backgrounds achieve as well as their peers and the very few who are at the early stages of learning English as an additional language make satisfactory progress.

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

Standards in:	School results	National results
English	25.8 (26.7)	26.9 (26.8)
Mathematics	26.0 (24.1)	27.0 (26.8)
Science	27.6 (27.7)	28.6 (28.6)

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

- Standards in Year 2 in reading, writing, mathematics and science have been high in recent years as illustrated in the table below. However, standards in the current Year 2 reflect changes to assessment procedures following recent national and local guidelines, which call for greater rigour in assessing pupils at the higher level of attainment in each subject. This has meant that teachers' assessments in the current Year 2 show that standards are average in all four subjects, which should not be misinterpreted as a fall in standards. Most pupils achieve satisfactorily. Ninety-five per cent of the pupils reached the expected level in all three subjects and this shows the good progress that pupils with special educational needs made. Only a few pupils, however, were judged to have reached the higher level. Attainment in ICT and religious education is average.

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

Standards in:	School results	National results
Reading	17.7 (17.4)	15.8 (15.7)
Writing	15.9 (17.7)	14.6 (14.6)
Mathematics	17.0 (16.8)	16.2 (16.3)

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

- Children in the Foundation Stage make good progress. All groups of children achieve well and by the end of the Reception year most reach the expected goals for learning in all aspects of development. This is because of the good provision in both the Nursery and the Reception classes.

Pupils' attitudes, values and other personal qualities

The school develops pupils' attitudes, values and other personal qualities very well. Pupils' attitudes and behaviour are very good, as are pupils' spiritual, moral, social and cultural development and their punctuality to school. Attendance is good.

Main strengths and weaknesses

- Relationships within the school form the basis for pupils' high levels of confidence and self-esteem and very good attitudes to learning.
- The very high expectations the school has for its pupils is the basis for their very good behaviour.
- Pupils' personal development is grounded in respect for others in the school community and a steadily growing ability to make moral judgements from an early age.

Commentary

Attendance in the latest complete reporting year (95.2%)

Authorised absence		Unauthorised absence	
School data	4.4	School data	0.4
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.

5. The school has maintained high standards of pupils' behaviour and attitudes to learning since the last inspection and improved standards in personal development. Parents are delighted with these aspects of school life.
6. Throughout the school, pupils share warm and respectful relationships with staff. They are happy and confident, enjoying lunchtimes and breaks in the company of other pupils. Assemblies are positive, warm and relaxed occasions where pupils are involved and interested. In lessons, the very good relationships between teachers and pupils inspire pupils to become motivated and engaged in their learning. They are similarly confident and assured enough to speak out when they need help. These supportive relationships begin when children start school and continue through into Year 6.
7. Behaviour in lessons and generally around the school is calm and controlled and pupils move about in a relaxed and purposeful way. There is no inappropriate behaviour in lessons. When teaching is good or very good, pupils have neither the time nor the inclination to misbehave, and in satisfactory lessons pupils are tolerant and compliant. This high quality behaviour is based on the use of praise and self-discipline in an environment where each pupil knows exactly what is expected of them and wants to succeed. The staff are committed, well trained and well supported by a learning mentor to help those pupils who have emotional or behavioural difficulties. There have been no exclusions.
8. Pupils learn in an atmosphere that promotes the best for all and engenders respect for others and their needs. This is an integral part of the ethos of the school and is clearly demonstrated in the way pupils relate to one another throughout the school. They consistently respect the rights and personal space of others. In classrooms there is always a helping hand when needed and spontaneous praise for pupils who have done especially well. In addition, pupils' spiritual awareness is very good and is promoted very well by the school through whole-school collective worship and lessons in religious education. Pupils collect for various charities and talk about moral values and how these are manifest in their own lives. In a Year 4 lesson about the personality of Jesus, pupils discussed the key qualities of goodness. There are very good opportunities for pupils to find out about the multi-cultural nature of society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education, including teaching and learning, is good. The curriculum is satisfactory overall, is enriched very well by extra activities but nevertheless has some shortcomings. The accommodation has one very old building which is in an unsatisfactory condition. Pupils receive very good care, guidance and support. The school works very well in partnership with parents, other schools and the community.

Teaching and learning

The quality of teaching and learning is good. Assessment of pupils' progress is good overall, with very good procedures for assessing achievement.

Main strengths and weaknesses

- Staff have high expectations for behaviour and insist that pupils are attentive and behave very well.
- Teaching assistants are very effective.
- Staff encourage pupils effectively and engage them in their learning very well in the Foundation Stage and in Years 3 to 6.
- Very comprehensive and detailed assessment procedures used well to assist planning and learning, except in science.

Commentary

9. At the last inspection teaching and learning were good. The quality of teaching and learning has improved since the last inspection, with more very good lessons. Parents speak very highly of the quality of teaching. Lessons observed were good overall, with eight out of ten lessons judged to be at least good and a fifth of lessons judged very good or better. There were no instances of unsatisfactory teaching, and lessons in all year groups were good overall. When satisfactory teaching was observed, although achievement and progress were adequate, lessons did not inspire, develop literacy skills or use the pupils' ideas in investigative work.

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	11 (23%)	28 (58%)	8 (17%)	0 (0%)	0 (0%)	0 (0%)

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

10. The pupils' learning is good throughout the school and the staff ensure the pupils are aware of learning objectives and what they have to do. The staff encourage the pupils well and they do this very well in the Foundation Stage and Years 3 to 6. Teaching and learning are good for the youngest children, particularly in developing communication, language and literacy, and providing writing opportunities in the Reception year, with very good levels of interaction between staff and children, especially in the Nursery. The staff in all age groups have a secure knowledge of the subjects they are to teach, including national strategies for teaching English and mathematics. However, in science there are insufficient opportunities for pupils to be involved in investigative work to develop their skills in this aspect of scientific work. The staff plan effectively overall, although some short-term planning is rather brief. There are good expectations for what pupils are to achieve, particularly so in the Nursery and Reception classes and in Years 3 to 6.
11. Teaching methods are effective, with ICT being used well in all year groups to aid learning, although less so in scientific work. Lessons are well paced in the Foundation Stage, but in Years 1 to 6, sometimes the pace slows. The timing of

lessons means there are sometimes gaps in learning as pupils finish lessons rather early, before moving on to the next activity. However, overall the quality of teaching generally contributes significantly to the good progress pupils make. The teaching of pupils with special educational needs is good. There is high quality support for the few pupils with complex difficulties provided by well-trained teaching assistants, mainly on a one-to-one basis.

12. The staff use resources, links within the community and other schools effectively to support the pupils' learning. Lessons observed generally provided good opportunities for the pupils to use relevant resources in their learning. Examples of using community links were very much in evidence during the inspection. Grandparents were invited to visit the school to share their experiences with Year 4 about World War II and the period from 1930 onwards.
13. Expectations for behaviour are high and the staff insist that pupils are attentive and behave very well. Deployment of teaching assistants is very good to help the pupils' learning and they interact very well, especially in the Nursery, to boost achievement. The use of homework is good. The children in the Foundation Stage of learning have a good basic grounding in acquiring new skills. This is also the case in Year 3 to 6, but in Years 1 and 2 skills' development is satisfactory. However, the pupils are generally productive, apply themselves to their tasks and work together, collaborating and helping each other to understand new ideas.
14. Procedures to assess pupils' progress are very comprehensive, detailed and extensive, co-ordinated very effectively by the deputy headteacher. They are used well to guide teachers' planning and pupils are well aware of their targets. The Foundation Stage assessment procedures are very comprehensive, detailed and used effectively. Optional National Curriculum tests are used in Years 3 to 5 to assess the pupils' progress. Assessments are made in other subjects, judging pupils' learning and progress against National Curriculum levels, with clear indications of what pupils find difficult and which pupils have made significant progress. The information from these assessments is generally used well to plan what pupils are to learn, and this is then shared with staff to enable them to benefit from the practice of others. The pupils' needs and abilities are met effectively in English and mathematics, but in science there is not enough use of assessment to plan the level of tasks pupils are to complete in line with their understanding. Assessment of pupils with special educational needs is very thorough and children are identified at an early stage if they appear to be having difficulties.

The curriculum

The curriculum is satisfactory overall. For children in the Foundation Stage it is good and it is satisfactory in Years 1 to 6. Overall it meets statutory requirements but there are weaknesses in some subjects. Opportunities for enriching the curriculum are very good. Accommodation is satisfactory overall and used well, though it is poor for pupils in the old building. The quality of resources is good.

Main strengths and weaknesses

- Provision for pupils with special educational needs is very good.
- Teaching time in the school day is not used efficiently enough and in Years 3 to 6 the amount of time for teaching is below that recommended in government guidelines.

- Planning for some foundation subjects² does not always develop subject-specific knowledge and skills.
- Planning for pupils to use their skills in writing across other subjects is underdeveloped.
- Accommodation in the old building is unsatisfactory.

Commentary

15. The curriculum for the Foundation Stage covers the six areas of learning well. In Years 1 to 6, the curriculum is satisfactorily planned over the year to ensure all subjects are covered. However, this judgement reflects both strengths and weaknesses. The National Literacy and Numeracy Strategies are well established in the school's practice and the school has justifiably placed great emphasis on the strategies in the past two years in order to raise standards. However, the planning for pupils to use their skills in writing across other subjects is underdeveloped. Information and communication technology is well planned and the computer facilities are used effectively. Religious education is covered well in accordance with the locally agreed syllabus. The school has introduced French into Year 5, working well with the local high school, and plans are in place to develop French across Years 5 and 6 next year. However, there are weaknesses in the provision of science, music, geography and personal, social and health education. In these subjects, there is inconsistent depth in relation to subject-specific skills. Activities are not always taught with sufficient rigour. For example, investigational activities in science are limited, except in Year 5 where they are good.
16. Satisfactory subject policies and guidelines are in place for most subjects, although some are in need of review. The school makes satisfactory use of national guidance in science, personal, social and health education and foundation subjects to plan for pupils' learning. Teachers' planning is not always precise enough in these subjects, however, as it does not always identify subject-specific skills to be taught or expectations of all groups of pupils.
17. The length of the school day in Years 3 to 6 is below the recommended time allocation and teaching time in classes is not always used as effectively as it could. The school has recognised these weaknesses after undertaking the monitoring of timetables but a few subjects, such as geography, music and science, are allocated insufficient time to be studied in depth. During the inspection, there was an inconsistent approach to class collective worship with a few not meeting requirements. Collective worship for the whole school meets requirements.
18. Provision for pupils with special educational needs is very good. Individual education plans are clear and achievable targets are reviewed regularly with staff. Support for those with Statements of special educational needs is very good and the school has a growing reputation for doing its best for pupils with complex needs. Pupils have good opportunities to take part in all activities the school offers. Provision for the very few pupils at the early stages of learning English as an additional language is good.
19. A very good range of lunchtime and after-school clubs is very well supported and now includes a gymnastics club for younger pupils. Opportunities are extended for pupils to participate in extra evening sessions of gymnastics and other sports by letting the premises to outside organisations and these are also very popular. There are residential visits for pupils in Years 4 and 6 pupils where adventurous, scientific

² The foundation subjects are: art and design, design and technology, geography, history, music and physical education

and environmental activities are pursued. A good range of visits and visitors helps teach geography, history and religious education. Visiting musicians enhance the music curriculum very well. There is very good participation in the arts and sport. The school has achieved the *Activemark Gold Award* and works very closely with the local sports college. All these activities make a very good contribution to pupils' personal and social development, as well as developing their learning in various subjects. The peripatetic music tuition provides very good opportunities for playing a musical instrument, which pupils demonstrate when the orchestra practises weekly and performs at various times of the year for parents and friends of the school. Strong links have been established through government funding with the local high school and pupils in Years 5 and 6 benefit from this especially in science, ICT and French. There is a well run daily Breakfast Club which uses the larger hall and caters for up to fifty pupils.

20. Well-qualified and experienced teachers and support staff meet the needs of the curriculum. Good resources in most subjects are used effectively to support pupils in their learning.
21. The accommodation is satisfactory overall. The main school building is clean, spacious, and although rambling, is used well. Classrooms provide adequate teaching space and are well organised, generally providing an attractive learning environment. However, there is no wheelchair access to the upper floor classrooms. Two halls are used for a range of activities, although the larger of the two does not have fixed climbing apparatus for adventurous physical activities. The two library areas are satisfactorily resourced and organised but provide limited opportunity for pupils to undertake their own research using current technology. Three outdoor hard play areas and a large field with mature trees are well used during break-times and for outdoor physical education lessons. Although the school tries hard to make best use of the isolated early Victorian building to meet the educational demands of the 21st century, this listed building has outgrown its use and conditions are unsatisfactory. The building houses a library, the computer suite for the whole school, a small group teaching room, musical tuition facilities and the two Year 6 classes, which means these are divorced from the rest of the school. The classrooms are cramped, in a poor state of repair, and maintenance is a very great burden on the school's finances. The building does not provide a stimulating learning environment. The lack of adequate ventilation in the computer suite means that the temperature rises on occasions to an unacceptable level and the school has plans to improve this.

Care, guidance and support

Pupils receive very good care, guidance and support. Pupils' care, welfare, health and safety are excellent with very good provision of support, advice and guidance based on monitoring. The schools' involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- The school consistently provides an environment that is safe, supportive and gives the highest regard to pupils' well being.
- Staff use their comprehensive knowledge of pupils' personal and academic needs to provide very high quality advice and guidance to the pupils in their care.

- Induction arrangements for pupils entering and leaving the school ensure they feel confident and safe in their new setting.

Commentary

22. Standards of care have been maintained since the last inspection. As a result, parents are delighted with the level of care provided by the school. All staff and governors have an active concern for the pupils and as a result all the strategies are in place to ensure high standards. Risk assessments are completed regularly, security systems are strictly adhered to and the buildings and grounds are monitored daily. The old building causes huge problems but the site staff keep everything clean and cared for despite the difficulties presented by this building. The school has comprehensive arrangements for child protection in place and is very well supported by the designated governor.
23. The outstanding relationships in the school ensure all pupils receive support and advice to develop personally and academically. In lessons, the very well-trained teaching assistants work with teachers to ensure each child receives the support they need. The learning mentor works well with pupils on a one-to-one basis or as part of a group to develop personal skills and academic achievement. Pupils and their parents are aware of and use the targets books supplied by the school to develop their abilities.
24. Children in the Nursery have ample opportunity to visit before they start and parents are well prepared so that they are able to talk to children about the new experience. The staggered start helps to ease children into their new life. The move to secondary school is equally well planned. Pupils get to know the headteacher from the secondary school through his visits to assemblies and to know their new teachers, school premises and grounds through visits from Year 5 onwards. During this time they also get to know their new peers through sporting events and the visits. There are special programmes of work which link well with the pupils' learning in the new school.

Partnership with parents, other schools and the community

The school works very well in partnership with parents, other schools and the community.

Main strengths and weaknesses

- The school provides comprehensive, high quality information for parents, both formally and informally.
- Links with the community play an essential part in enhancing the curriculum and expanding pupils' horizons.
- Close partnerships with the family of schools and the partner secondary school significantly enhance learning opportunities and staff training.

Commentary

25. Standards have been maintained since the last inspection, which then gave a very positive picture of the quality of provision. Parents feel a strong sense of partnership and commitment to the school and both school and parents contribute to the very effective links. Parents are kept very well informed about their children's progress through regular meetings, the use of targets and progress reports. Any parent who has concerns or who wants more information may visit the school on a formal or informal basis and receive the help they need. At the parents' meeting with inspectors, parents made it clear that if there were any problems, the headteacher and teachers were there to help. They have few anxieties just lots of positive thoughts. Parents are helped to support children with homework, especially literacy and numeracy, through the courses available to them from the time children start in the Foundation stage. Home and school contact sheets and reading diaries help to maintain a continuous dialogue between parents and teachers and parents are kept informed of the curriculum through half termly information sheets. The daily life of the school and any relevant information, including pupils' achievements, are passed on through regular newsletters.
26. Partnership with the community has a major impact on the life of the school. The school is used very well by members of the local community who are familiar with the staff, children and the building, where they feel welcome. Grandparents and older members of the community are especially involved in extremely popular special presentations by pupils. There are very good links with local services including the library, fire service and police. The history curriculum in particular is well supported by visits to a wide variety of local specialist museums.
27. The local family of schools works very well together enabling the school to take part in joint training for teachers, support staff and governors, this partnership has also been responsible for developing whiteboard technology resources for pupils with special education needs. The school has a very close and productive partnership with the neighbouring secondary school. As a result of this partnership, there has been joint working on science, including the use of a fully equipped *PortaLab*, mathematics and sport. Students from the secondary school also take part in work experience at the primary school and former pupils support pupils in Nursery, Reception classes and Year 1.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good. The headteacher gives very good leadership, and other key staff lead their areas effectively. Governance is very good. The school gives very good value for money.

Main strengths and weaknesses

- Under the headteacher's very effective leadership, staff provide an exceptionally caring and positive ethos, and are fully committed to the needs of all pupils.
- The governors' excellent grasp of what is going on in school enables them to challenge and support senior managers very well in making informed and effective decisions.
- Financial management supports major developments very well.
- The school is very self-critical and takes effective action to raise standards but not all subjects are monitored well.
- The leadership of key staff is much improved and now good.

Commentary

28. The headteacher is a very effective leader. She leads by excellent example, proceeds through teamwork and sets a high standard for effectiveness in the school's work. She holds the full respect, confidence and support of governors, pupils and parents alike. She is an inspirational presence around the school, and is particularly effective in promoting a school ethos that ensures a very caring approach to the welfare and development of all pupils and staff. This means that pupils' views are valued and their needs understood and met. As a result, pupils of all abilities achieve well, enter fully into the life of the school and show a very caring and responsible attitude to others.
29. The headteacher and deputy headteacher form a very strong team. They support and complement each other very well and lead the good teamwork of the senior managers, and of teachers and support staff across the school. The deputy headteacher is a very good role model for other staff. Her powerful combination of care, rigour and professional awareness is particularly well seen in her leadership of provision for pupils who have special educational needs. Her influence can also be seen in improved systems and uses of assessment, in more rigorous monitoring of performance and provision and in the very good management and development of support staff.
30. The headteacher and governing body share a clear vision for the school and a shrewd understanding of how it should develop to improve every pupil's chance to succeed. Governors understand the school's strengths and weaknesses extremely well. This is because they are kept very well informed, formally and informally, by the headteacher and other key staff, and because they are actively involved in all aspects of the school's work. The committee structure is very effective because clearly defined individual roles make best use of areas of individual expertise. All this puts the governors in a strong position to challenge and support senior management within a climate of mutual respect, understanding and total commitment to the school. It also enables them both to monitor the process by which staff performance is managed, and to help set the priorities for school improvement and evaluate their effect. The governors take their responsibilities very seriously and they fulfil all statutory duties very well.
31. Management is very good overall. The sudden death of a teacher, followed by an unprecedented spate of retirements, has posed a particularly stern challenge. The school has met this challenge very well, with imaginative and rigorous systems for the recruitment, deployment and induction of new staff. The school's very strong teamwork, values and professional awareness reinforce its ability to manage change both sensitively and dynamically. Although retirements have delayed some

developments, the overall quality of subject management is good, and much better than when the school was last inspected. The Foundation Stage co-ordinator and subject leaders for English, mathematics and ICT are well involved in checking the quality of teaching and learning, planning or looking at pupils' books to ensure lessons are taught with sufficient rigour and depth. They have thus contributed well to improvements in provision and standards. However, monitoring is underdeveloped in science and some foundation subjects and has led to some weaknesses in the curriculum.

32. Because of the efficiency of the leadership team, the governors and the administrator, financial management is very good. The school checks all spending decisions for best value and ties them closely to the educational priorities. Pupils' needs and achievements outweigh all other considerations and the same criteria measure the effect of each investment. Imaginative planning of the use of financial and human resources is improving the work-life balance for staff, and buying more time for them to monitor and develop their areas of responsibility. Despite the heavy costs incurred by a sprawling campus and the poor quality of the oldest building, the budget is managed very well to enable the school to carry out its improvement plan successfully.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	993,490
Total expenditure	1,001,180
Expenditure per pupil	2,196

Balances (£)	
Balance from previous year	69,510
Balance carried forward to the next	61,820

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. The provision for children in the Foundation Stage of learning is **good**. The children come into school with levels of attainment which are below average, but because of the good progress they make, all groups of children achieve well and by the end of the Reception year most reach the early learning goals in all aspects of development. The quality of teaching and learning is good, as are the curriculum and assessment for the Foundation Stage, covering the six areas of learning, stepping stones and the Early Learning Goals. There is very good provision for children identified as having special educational needs, especially in the Nursery. Resources and accommodation are adequate, areas for development include the use of outdoor areas, especially to link the provision and develop Foundation Stage learning through play and interactive talk. Leadership and management are good and team work is very good, especially in the Nursery. Progress since the last inspection is satisfactory and the good provision found then has been maintained.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children behave well and have positive attitudes to their learning.
- They are learning to co-operate, take turns and play fairly.
- Staff interact very well with the children in their play.

Commentary

34. The children make very good progress and achieve very well in their personal, social and emotional development. They are learning to share, take turns and co-operate with each other as they work and play. The organisation in both the nursery and reception classes means the children have good opportunities to tackle their own self-chosen activities for a sustained length of time and they develop their skills in concentrating and persevering as a result. They behave well. A few older children are sometimes rather boisterous, but this does not disrupt the other children's learning as staff are vigilant in making sure noise levels do not rise too much. Teaching and learning and levels of interaction are very good, the staff participate very well with the children as they work and play and their very good levels of mutual respect and politeness show the children how to behave. Progress since the last inspection has been satisfactory.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children's skills in reading and writing are developing very well.

- Role-play is particularly well promoted in the Nursery, but boisterous play in Reception classes sometimes detracts from the activity.
- Staff emphasise vocabulary and language development very well in the Nursery.
- The children are acquiring good skills in recognising the sounds that letters make in words and using this knowledge to write independently.

Commentary

35. Children's achievement in communication, language and literacy is good and the children are making good progress in their acquisition of language. The children are chatty and talkative and keen to share their ideas and suggestions. This is because the staff are good listeners, pay good attention to what the children say and respond enthusiastically to their contributions. Teaching and learning are good, with very good levels of interaction in the Nursery to develop language and vocabulary. The staff participate very well with the children, for example talking to them about what they need to take on holiday and developing their imaginative ideas very well. In the Reception classes, opportunities for role-play are also provided and are generally effective, but at times boisterous play detracts from the purpose of the activity. However, the children's skills in using the sounds in letters to write independently are developing well in both year groups. The good support the children receive in their writing also enhances their learning, and the quantity and quality of work some children produce is good. There are good opportunities for the children to share books, with adults and each other, they are aware that print has meaning and in the Reception classes, they are developing their skills very well. Progress since the last inspection has been satisfactory.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children's skills in counting and recognising numbers are developing well.
- Practical work is sometimes not sufficiently structured to help mathematical understanding in the Reception classes.

Commentary

36. The children are making good progress, because teaching and learning are good and they are given good guidance in how to count accurately and to identify the relationships between numbers. In the Reception classes, they are beginning to appreciate the significance of numbers to represent either tens or units and use their developing knowledge to record what they observe or find out. For example, during the inspection children in the Reception year were busy creating a graph of the different pets the children have at home. Achievement is good, and from the Nursery onwards there is a good range of practical work. The children solve simple problems well, for instance filling and emptying containers with sand and water and making comparisons. However, some practical work in the Reception classes is not as well structured and so does not challenge the children's learning sufficiently well. This area of learning is well led and managed, its good quality has been maintained since the last inspection, and progress is satisfactory.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's knowledge and understanding of the world are developing well.
- Good use is made of computers.
- The children have good opportunities to explore and investigate using their senses but there are not enough opportunities to investigate how things work and why things happen, especially in the Reception classes.

Commentary

37. Knowledge and understanding of the world are promoted well through the study of living things, and teaching and learning are good overall. The children make good progress and achieve well overall. However, there is not enough investigative work in the Reception classes to explore how things work and why they happen, for example investigating magnetism. Nevertheless, information and communication technology is used well to support the children's learning. The children have satisfactory experiences in making and designing their own models and packaging is used. However, there are not enough opportunities for the children to develop their ideas, using paper, card and other materials. The children have good experiences in observing living things, and how these thrive and grow and the staff share their own knowledge with the children to develop their ideas. Cookery provides the children with good experiences in considering similarities and differences in substances and also how they can change. Children also explore using their senses, for example when playing with sand and water. Progress since the last inspection has been good.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children's hand control is developing well.
- There is no climbing frame outdoors suitable for the Reception children.

Commentary

38. Children's progress and achievement are satisfactory overall. Teaching and learning are also satisfactory. The children are developing good control and co-ordination of their hands as they are able to practise skills regularly. There are outdoor areas for the children to use, but although well used by Nursery children, children in Reception classes do not use this area as an integrated part of their learning. There is a climbing frame for the Nursery children, which is used outdoors. However, there is no suitable frame outdoors to offer the children challenge to refine their skills in balancing and jumping, although they can use the climbing frame in the small hall in the school. The playground is used to practise skills in handling a variety of small equipment such as balls, skipping ropes and bean bags. The children's progress is

satisfactory, but some are still not very co-ordinated in their movements, although they have a good sense of space and how to negotiate obstacles and other children. The children in the Nursery use the bikes and other toys to develop their co-ordination and they push and propel themselves along. Progress since the last inspection has been satisfactory.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children in the Nursery have good opportunities to explore a variety of materials and media.
- There are some, but not many, opportunities for children in Reception classes to develop their creative ideas.

Commentary

39. The children make satisfactory progress, and their creative development is promoted, particularly in the Nursery through a range of imaginative experiences, including role-play. Staff in the Nursery play a very active part in enriching these activities helping the children to develop their imaginative ideas. Teaching and learning are satisfactory overall and the children achieve satisfactorily. The children in the Nursery can select from a range of materials and media to use in their creative work. Their finished products using paint and collage are attractive, colourful and help them to develop skills in applying media and using simple art tools. Painting outdoors is encouraged and the Nursery children have great fun using water to 'decorate' walls and other surfaces. The children have opportunities to investigate using their senses, for instance handling malleable materials to explore form and shape. In the Reception classes there are not enough opportunities for the children to use their own ideas in art work. Progress since the last inspection has been satisfactory.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils with very different capabilities are achieving well, particularly in reading.
- Teaching and learning are good overall, although teachers' planning lacks an important emphasis on developing the pupils' spoken English.
- Leadership and management have worked well to monitor and improve the quality of provision so as to raise standards in reading and writing but standards in writing are not yet high enough.
- Pupils' good achievement in developing mature personal qualities and work ethic strongly supports their achievement in English.

Commentary

40. Attainment is average at the end of Year 2 and above average by the end of Year 6, as was the case when the school was last inspected. This represents good achievement overall, as the attainment of most children is below the level expected for their age when they start school. In relation to their capabilities and prior attainments, the achievement of pupils with special educational needs is good. Current standards in Year 6 show a significant improvement on the test results gained by Year 6 in 2004. They also reverse a steadily declining trend over the previous four years. This decline was far more marked in writing than in reading, and boys' standards fell much more sharply than girls'.
41. Standards in speaking and listening are average in Year 2 and above average in Year 6. Most pupils are good listeners. Pupils do well in quite formal speech situations, largely because the school places strong emphasis on performance skills. The informal skills of purposeful conversation are not so well developed. Teachers do not consistently plan good opportunities for pupils to use talk to learn, for example by using success criteria to evaluate each other's work or their own new learning.

Planning for spoken English lacks emphasis and shows a limited range of methods. The school recognises, as a further priority, the need to improve pupils' skills in this area to support all their learning. Assessment in this aspect of the subject is relatively limited, and few targets are set to help pupils' spoken English.

42. Standards in reading are average in Year 2 and above average in Year 6. The school provides well for pupils with very different needs to achieve secure basic skills in reading and to give a very positive role to books in their lives. The school's notable strength in promoting pupils' personal qualities contributes greatly to their achievement in reading. The quality of resources, strategies, libraries and assessment information is good, although the location of the junior library in the old building restricts the development of independent library skills. By the end of Year 6, pupils choose and use books with confidence.
43. Standards in writing are close to the average in Year 2 and average in Year 6. They are rising in response to the clear targets set by the school and the well-directed actions it has carried out. Achievement is satisfactory overall, but the fact that, compared with reading, few pupils reach the higher-than-expected level for their age still gives cause for concern. Consistent emphasis and approaches develop sound technical skills in spelling, punctuation and handwriting. However, the development of joined-up writing is delayed for too long, and the immature script of many older pupils restricts their fluency and their learning as writers.
44. Most pupils learn to use the features of different types of writing, such as narrative or persuasive writing, but they have too few opportunities to use and extend these skills. Writing is typically a brief technical exercise based on a given model. Tasks seldom challenge pupils to create pieces that are original or creative for them. The use of homework shows this same limitation. Targets rightly emphasise technical skills, but lack a creative dimension, particularly for the more able writers.
45. Taken overall, the quality of teaching and learning is good but the quality is not consistent. Lessons seen ranged from satisfactory to very good, and pupils' work reflected the same variation. Within this variation, certain strengths are consistently found: good relationships so that pupils learn within a secure, orderly and warmly supportive context, the clear match of work to different needs; high quality teaching assistants; and good use of individual assessments to move pupils on to the next step in their learning. Amongst the factors that account for variations in the quality of learning, three are particularly significant: low level of expectation for the more able pupils; missed opportunities to use pupils' talk to explore and exploit the links between reading and writing; and the final phase of lessons often not being effective enough in engaging pupils in reflecting on their new learning.
46. Leadership and management of the subject are good and have been effective in raising standards to the level they were at the last inspection. With strong support from the headteacher and deputy headteacher, the subject leader has developed and used more rigorous systems to check and evaluate all aspects of performance in English. This has given clear priorities for improvement and action plans to tackle these priorities are thorough, realistic and increasingly effective. They focus well on achievement, especially on removing the causes of underachievement amongst boys. They are carried out with growing consistency through staff training, new resources in books and ICT, and curricular changes. Progress since the last inspection is satisfactory.

Language and literacy across the curriculum

47. Links between English and other subjects are planned satisfactorily, though some elements of the subject, for example reading and skills of research, are better planned than others. The school is working to improve its effectiveness in this area and some good practice is evident. For example, pupils in Year 4 used and extended skills such as formal speaking and reading to show a large audience of grandparents how much they had learned about Britain since 1930. Better still, they then interviewed the grandparents to increase their learning with first-hand evidence. However, there are too few examples of opportunities of this quality across subjects, especially in relation to writing, which match what pupils are actually learning in English lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Grouping pupils by their attainment in older year groups helps to challenge pupils well.
- Procedures to assess pupils' progress are very good and used well to eliminate weaknesses. As a result, standards in Year 6 have been rising since 2003 but are not yet back to the standards reached in 2000 and 2001.
- Some lessons are too long and time is not well used.
- Teachers make good use of ICT in lessons but the use of mathematics in science is underdeveloped.

Commentary

48. Attainment in the current Years 2 and 6 is average. This is an improvement on standards reached in recent years in Year 6, which have been below average. Better use of assessment information to eliminate weaknesses and improvements in teaching and learning account for this rise. About one third of pupils are reaching the higher-than-expected level in this subject. With good teaching evident in Years 3 to 6, standards are on course to be consolidated next year. Boys' performance is catching up with that of the girls. Pupils who are talented in the subject are doing very well, as a result of the good level of challenge in lessons, because pupils are grouped according to their attainment. In addition, the school encourages these pupils to become involved in weekend classes organised by schools in the city. Pupils with special educational needs make good progress because of the grouping arrangements and the support they receive from well-trained teaching assistants. Overall, pupils' achievement is now good, though this has not been the case in recent years. Pupils' skills of problem solving have been in need of improvement and the current focus is paying dividends. Pupils present their work clearly and neatly and develop satisfactory skills of mental calculation.
49. Attainment in the current Year 2 is average and a scrutiny of pupils' work shows that pupils are making satisfactory progress and are working at a sustained level of challenge. They continue to build on the good start they get in the Foundation Stage and achieve well. Most have good skills using numbers up to 100. Pupils present their work neatly and the teachers have high expectations.

50. Teaching and learning are good across the age range. Two lessons observed, in Years 3 and 5, were very good. Strengths of the teaching include very good pupil management leading to pupils working hard in lessons. Teachers' planning takes good account of the different levels of attainment in classes and the grouping of pupils according to their attainment in older classes means that pupils are challenged well. Staff make good use of new technology in rooms where the equipment is available and also provide valuable homework assignments in most year groups. The quality of procedures to assess pupils' progress is very good. One aspect for review is the length of some lessons, which can be in excess of an hour. This is unnecessarily long and contributes to the lack of balance in the whole curriculum.
51. Leadership and management of the subject are good. Strengths include the regular and effective monitoring of teaching and pupils' learning, and the use of staff training to improve provision. There are good links with the high school to promote the quality of provision. Although standards have not been maintained at the level found at the last inspection, the overall improvement since that time has been satisfactory, given that standards are now getting back to where they were five years ago. Good improvement has been made to the role of subject leader, which was a key issue, as well as to the use of assessment procedures and resources, including ICT.

Mathematics across the curriculum

52. This is an area for development. The use of mathematics in science is underdeveloped. Evidence of investigative work, data handling and graphic representation using mathematical skills is sporadic across year groups. These aspects are not planned well enough to promote pupils' mathematical skills. Computers are used well to promote skills and design and technology makes a satisfactory contribution to pupils' learning. Standards of pupils' mathematical work in these subjects are satisfactory overall but not good enough in science.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- The good development of investigational skills in Year 5 is beginning to raise standards in Year 6.
- Pupils are well prepared for the National Curriculum tests in Year 6.
- Too few opportunities are provided for investigational activities, independent learning and recording findings in a variety of ways.
- The subject curriculum is not well balanced in time given to it nor in the consistency of practice.
- Assessment is not used effectively to plan activities for groups of different levels of attainment or to provide more challenge for higher achieving pupils.

Commentary

53. In the current Year 6, evidence from sampling pupils' work and talking to pupils indicates attainment to be above average. Pupils achieve well. However, there is a marked lack of investigational activities in the work they do. Unvalidated results of the 2005 tests in Year 6 indicate standards are likely to have improved significantly since last year to be well above average, because the pupils are well prepared for the tests by revision activities. National test results in 2004 showed standards were below average. Teachers' assessments in Year 2 in 2004 showed that pupils achieved well above average standards. Inspection evidence indicates standards at the end of the current Year 2 are broadly average, which is confirmed by teachers' assessments.
54. Evidence from a scrutiny of pupils' books and teachers' long-term plans indicates that the subject, though meeting statutory requirements, is not always taught on a regular basis. This is unsatisfactory. In younger age groups, the subject is often taught as part of wider topics and does not receive sufficient time or have a high enough profile. There is a weakness in the balance of curriculum coverage when analysing the work of individual years that restricts the development of subject-specific skills. All pupils often undertake the same teacher-directed activity with identical work in the pupils' books across the attainment range. Assessment is not used effectively to plan activities for pupils of different attainment and to provide more challenge for higher achieving pupils. Pupils with special educational needs make satisfactory progress overall. However, activities are not always taught with sufficient depth and rigour. Except in Years 3 and 5, there is a marked absence of investigational activities where pupils make their own predictions and record in their

own way. The links to mathematics, literacy and ICT are not secure enough. Only a limited number of examples of the use of diagrams, tables and graphical representation were seen in the scrutiny of books and in the limited displays across the school. Although teachers regularly acknowledge pupils' work, marking rarely tells pupils how they can improve.

55. It is not possible to make a firm judgement on the quality of teaching and learning, as the subject was not planned to be taught in most classes during the inspection period. In the two lessons observed, both in Year 5, the quality of teaching was good. Teachers displayed good subject knowledge and were enthusiastic. Lessons were well planned using the same lesson plan and proceeded at a good pace so that pupils were kept interested and on task. However, questioning was not used effectively. Teachers only took answers from those pupils who raised their hand and there were no follow-up questions to challenge and engage others.
56. Subject leadership and management are satisfactory overall. The subject leader provides satisfactory support to colleagues and has undertaken a scrutiny of Year 6 test results to identify strengths and weaknesses. However, there has been very limited time to check the quality of teaching, learning and standards through looking at pupils' books and this is an area for development for the incoming subject leader. Good links are developing with the high school, which provides expertise and equipment through a mobile resource centre that visits the school during the year. Pupils in Year 6 have also visited the high school to undertake a science investigation. There is a good range of resources, although discussions with pupils indicate they are not used as well as they could. Improvement since the last inspection has been unsatisfactory. The emphasis on raising standards in English and mathematics has meant the subject has not had a high enough profile. Standards have fallen and curricular planning, use of investigational and experimental skills and the use of assessment are not as good as at the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well because teaching and learning are good and teaching assistants support the pupils' learning very effectively.
- Resources are good and used well in lessons.

Commentary

57. Pupils' attainment in Years 2 and 6 is average overall. All groups of pupils achieve well and make good progress, including those pupils who have special educational needs. The pupils develop a good awareness of applications such as word processing, data handling and electronic mail. Older pupils access their own files and folders well, and create presentations, save and print their work.
58. Teaching and learning are good and the staff have a clear understanding about the requirements for teaching the subject. They plan effectively and encourage the pupils to participate in lessons very well. Pupils' skills are shared with the class and this method boosts their self-esteem and confidence and enhances their learning

very well. As a result, the pupils' skills are developing well and their knowledge and understanding of how to use computers are promoted effectively. Pupils work productively, apply themselves diligently to tasks set, and co-operate and work together very well. The deployment of staff in lessons is also good, and there is a technician available for several lessons. This means there is no loss of pace if any technology fails to work properly, and lessons are effective and productive.

59. The subject is well resourced and equipment is used to good effect. There are interactive whiteboards in several classrooms, and there are plans to provide this resource in all classes. The larger of the two suites, although a good size and well equipped, is inconveniently sited in the old building and does not have good ventilation and becomes very warm very quickly. It is intended to improve this situation. There is also a small computer suite in the main building, which is a good addition to the school's facilities. The pupils have regular access to the internet and there is a policy for safe access which is made known to parents and carers to keep them informed.
60. Leadership and management of the subject are good. The subject leader has good expertise and has moved the subject on a good deal in a relatively short time. The provision has been reviewed successfully, resources improved and updated, and a technician appointed to help with technical support. Improvement since the last inspection has been good.

Information and communication technology across the curriculum

61. The subject is planned and used satisfactorily in a range of subjects, including history and English. The pupils' use their computer skills in other subjects satisfactorily. For example, the pupils use the internet to research topics, such as in Year 4 to find out about World War II. They word process, edit and save work in English. The use of computers in scientific work, however, is under-developed.

HUMANITIES

62. As only one lesson was seen in **geography**, no firm overall judgement can be given on standards or provision. The limited evidence gathered points to significant variations in the quality and impact of the learning opportunities offered to pupils. All pupils in Year 1 rose remarkably well to the challenge of performing all aspects of their learning about the island of Struay to a large audience of grandparents. The performance reflected much very good learning about different environments and ranged across music, dress, art, textiles and dramatic pictures of life to show how well geography can draw on and promote in young children a lively understanding of cultural differences and a range of key skills, especially in language and literacy. Work in Year 2 shows equally varied and challenging activities that have extended pupils' learning about their own area through practical investigations of local maps, facilities, occupations and features, and of how place and way of life fit together. In Year 5, the events of the Tsunami Disaster in December 2004 were used very well to deepen pupils' understanding of human and physical geography side by side. In Year 6, however, learning in geography has been relatively discontinuous, brief and shallow. In the lesson seen, pupils' mapping skills, especially their use of grid references, were clearly below the level expected for this age. In discussion, pupils' enthusiasm for geography was restricted to residential visits, and their range of geographical terms to describe places and climates was narrow.

History

Provision in history is **good**.

Main strengths and weaknesses

- A well-planned programme of visits brings learning to life.
- Resources, including ICT, are used well.

Commentary

63. In most years, attainment is average. In Years 4 and 5, however, it is better than this and pupils achieve well. Overall, teaching and learning are good. Variations in achievement reflect the quality of teaching and learning in the lessons seen. Some units of work are very effectively taught with good use of resources and visits related to them. For example, in Year 4, all pupils' learning about Britain since 1930 gained immensely from the excellent opportunity to present their knowledge to an audience of grandparents. A very good lesson in Year 5 challenged different groups to investigate and interpret the evidence contained in photographs of different Victorian schools. The quality of interest and learning was enriched by a good previous opportunity to research an internet website on Victorian childhood, and also by an earlier visit to a centre to experience the rigours of a Victorian classroom.
64. Outside visits of this kind are a strong feature of work in history. They are complemented by the work of visiting members of the Houlgate Group from York. This well-planned programme brings history to life, and reinforces learning with exciting and memorable first-hand experiences. Pupils in Year 6 recall these experiences enthusiastically and place them at the heart of their good understanding of history, even though their recorded work in Year 6 is relatively shallow and mundane.
65. Leadership and management of the subject are good. There have been improvements in the monitoring and management of work in history. The subject leader checks teachers' planning for coverage and breadth of the curriculum but there is no analysis of the depth of coverage nor of lessons to see how well pupils are progressing.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject promotes the pupils' spiritual, moral, social and cultural development very well.
- The school has a very good range of resources.
- The subject is well led and managed but there is limited planning to develop skills of literacy.

Commentary

66. Attainment is average at the end of Years 2 and 6 and pupils' achievement is satisfactory. The subject promotes the pupils' personal development very well by raising pupils' awareness of other cultures and world faiths and by providing opportunities for pupils to explore spiritual, moral and social issues. Pupils in Year 6 develop a satisfactory knowledge of religions and their key features, such as Jewish festivals and Christian symbols and pilgrimages. Pupils in Year 2 explore feelings such as compassion when they act out the parable of The Good Samaritan.
67. Teaching and learning are satisfactory. Only a few lessons were seen and a scrutiny of teachers' planning and pupils' work from Years 3 to 6 shows that in most year groups, coverage of the locally agreed syllabus is good and pupils' learning is at least satisfactory. In one good lesson in Year 4, pupils acquired knowledge of Jesus' appearance and personality well through very good use of resources, including the internet. The teacher's enthusiasm gave added impetus to pupils' learning. Teachers' planning, however, does not link the subject closely to what pupils are learning in English, and there are missed opportunities to develop skills taught in English lessons. For instance, there is very little evidence of pupils writing well in this subject in Year 6. Teachers generally make effective use of the very good range of resources to teach the subject and there is a good number of visitors to school.
68. Leadership and management of the subject have been good. At the time of the inspection, a change in deployment meant a different teacher is taking over the subject leadership at the start of the following term. Although few lessons have been observed, monitoring of the subject has been satisfactory, through teachers' planning and sampling of pupils' work. Procedures to assess pupils' progress are under review. The quality of provision remains as it was at the last inspection and improvement since then has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. **Art and design** was sampled during the inspection. Evidence from displays around school show that standards are above average. No lessons were observed. From a discussion with the enthusiastic subject leader, it is clear that the subject has been very well led and managed since the time of the last inspection. Subject planning is good and the subject features clearly and regularly in the teachers' long-term planning. A very successful Arts Week that preceded the inspection was very well received by parents and indicates the school's commitment to the creative arts. Residential visits also contribute to provision in this subject.
70. **Design and technology** is another subject that was only sampled during the inspection, mainly by looking at teachers' planning and displays of pupils' work. There is evidence from planning that, though the subject is taught in each year group, there are some long gaps between topics in this subject and this has an adverse impact on how skills are progressively mastered. One lesson was observed involving pupils in Year 6 in a competition to design a load-bearing structure from paper. Pupils were enjoying the challenge and learning was good. However, the pupils have done little else in this subject during the current school year.
71. It is not possible to make a judgement on provision in **music** because only one lesson was seen during the inspection, which was satisfactory. However, music features strongly in the school. Pupils regularly sing during assembly and the quality is very good. They sing joyfully with controlled volume and pitch with good diction and there is a weekly singing practice for the whole school. Pupils in Years 3 and 4 all learn to play the descant recorder as part of the music curriculum and this gives them a good basic understanding of musical notation. Pupils from Years 3 to 6 all have the opportunity to learn a musical instrument. There are weekly lessons provided by outside specialists for those who wish to learn to play woodwind, brass and stringed instruments and over 60 pupils currently take advantage of this good opportunity. The more able pupils form the school orchestra, which practises weekly, is of a good standard and is well supported by enthusiastic pupils and led by dedicated staff. Teachers have varying levels of expertise and in one year group, a teacher uses her knowledge to teach both classes so that they receive similar experiences.
72. The temporary subject leader is enthusiastic and provides good support to colleagues but has had limited opportunity to check the quality of teaching and learning. This is an area for further development. Though the subject is based on national guidance supported by commercial materials, there are inconsistencies in planning and teaching the music curriculum in some year groups. The curriculum is well supported by a wide range of visitors to the school, including African drummers, a piano recital and a visit from the Philharmonia Orchestra. Resources are satisfactory overall and the school has a good range of instruments for pupils to borrow.
73. **Physical education** was sampled during the inspection and judgements are based on observations of pupils involved in gymnastics and dance clubs. The pupils learn to move with co-ordination and control. Their standard of work in the gymnastic club is good and in dance is very good. The headteacher is very involved in after school activities and has a very good level of expertise, which is used very well to raise the quality of the pupils' work. The pupils learn to swim in Years 3 and 4, and the majority are able to swim 25 metres by the time they leave the school. The school is

highly committed to promoting pupils' physical development and gained an *Activemark Gold Award* in 2004. Resources are adequate and the accommodation is suitable with two halls and extensive grounds. However, there is no large climbing apparatus in the large hall for older pupils to use to develop their skills. There is a very good range of clubs and after-school activities, which are well supported and enhance the pupils' skills.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

74. This subject was only sampled during the inspection. Only one lesson was observed, involving Reception-aged children. The lesson was of high quality because of the excellent relationship between the teacher and the children, who were confident to give their views. The subject includes appropriate teaching of sex, relationships and drugs education. Circle time, when pupils have opportunities to discuss matters relevant to them, religious education lessons, whole-school and class assemblies and pupils' involvement in the school council all contribute to pupils' learning. However, the programme is too variable from year to year. This is an area for review and improvement. Circle times are used well at the start of the year to help pupils become settled in their classes. The learning mentor makes an effective contribution to this work and in the transition from Year 6 to the high school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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