

INSPECTION REPORT

LAWEFIELD PRIMARY SCHOOL

Wakefield

LEA area: Wakefield

Unique reference number: 131734

Headteacher: Mr K Lowery

Lead inspector: Mr K Bardon

Dates of inspection: 16th – 18th May 2005

Inspection number: 268186

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:	228
School address:	Lawefield Lane Wakefield West Yorkshire
Postcode:	WF2 8ST
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M LLoyd
Date of previous inspection:	22 nd November 1999

CHARACTERISTICS OF THE SCHOOL

Lawefield is an average-sized junior, infant and nursery school with a resource unit for pupils with speech and language difficulties. It is situated in an area of social and economic disadvantage close to the centre of Wakefield and the proportion of pupils eligible for free school meals is well above average. There are similar numbers of boys and girls. The number of pupils on roll has fallen progressively since the last inspection due to demographic trends in the city, and a high number leave or join the school part way through their primary education. The Speech and Language Resource Unit has 24 places for pupils with specific language impairment (a term used to cover marked language difficulties where no identifiable cause is present) but only 13 places are currently filled. The school has a further twenty pupils who have a range of special educational needs, three of whom have a statement. When all pupils are included, the proportion with special educational needs is average, but the proportion with a statement is very high. Approaching half of the full time pupils are from minority ethnic backgrounds, predominantly Pakistani, and one in five is at the early stage in learning English. Children's attainment when they first enter the nursery is well below that which is typical of the age group, particularly with regard to their communication skills. The school was awarded Investors in People in 2001 which was renewed in 2004 and received a Schools' Achievement Award in 2001 and 2002.

INFORMATION ABOUT THE INSPECTION TEAM

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29263	Florence Clarke	Team inspector	English Religious education Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Lawefield Primary provides its pupils with an acceptable standard of education but has serious weaknesses in leadership and management. Although the quality of teaching and learning and pupils' achievements are broadly satisfactory this is mainly due to quite recent improvements and standards of attainment are below the national average. Pupils and adults get on well and the school has a pleasant atmosphere but attendance is poor. Costs are relatively high and the value for money the school provides is unsatisfactory.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science are not high enough.
- Leadership and management lack clarity of purpose.
- Pupils of all ages achieve well in religious education.
- Good provision is made for pupils in the Speech and Language Resource Unit and they achieve well.
- The school promotes good attitudes to learning and relationships between pupils of all different backgrounds are good but levels of attendance are far too low.
- Children achieve well in the nursery and make a good start to school.
- The school has strong links with the community but its partnership with parents is under-developed.

Since it was last inspected in 1999 the school has made insufficient progress. Standards by the end of Year 6 have often been well below average although they are beginning to show early signs of improvement. Inconsistencies in the quality of teaching and learning that were present at the time of the last inspection still remain although they are not as marked and a reasonable proportion of the lessons seen during the inspection were taught effectively. There has been a decline in the quality of leadership and management and the role of the coordinators remains under-developed. Systems for the detailed assessment and tracking of pupils' progress are only just being put in place and do not yet provide sufficient useful information. Levels of attendance have fallen. By its own admission, for much of the period since the last inspection the school has been allowed to 'tick along' and this has left it with serious weaknesses.

STANDARDS ACHIEVED

Overall, pupils' achievement is satisfactory. In the Foundation Stage (nursery and reception), children's achievement is satisfactory overall and in the nursery it is good. However, many children lack basic skills when they first enter the school and by the end of their time in the reception classes are unlikely to have met the targets for their age in most areas of learning. Consequently standards at the beginning of Year 1 are generally below average. The achievement of pupils in Years 1 and 2 is satisfactory and they make steady progress. Year 2 pupils attain standards in reading, writing and mathematics that are below average.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E	E*	E
mathematics	E	E	E*	E
science	E	E*	E*	E

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

Year 6 pupils' performance in the national tests in 2004 was in the bottom five per cent nationally in all three of the tested subjects. Even allowing for the fact that a significant proportion of the pupils who took the tests had learning difficulties, this was an inadequate level of performance. The school has received a considerable amount of advice and support in recent months and standards are beginning to rise. Despite pupils' achieving satisfactorily in English and mathematics in Years 3 to 6, standards are still below the national average. Less attention has been paid to science and in this subject pupils' achievement is unsatisfactory. Pupils in the Speech and Language Resource Unit benefit from the specialist provision that is made for their learning and achieve well. Other pupils with special educational needs, those from minority ethnic backgrounds and pupils with English as an additional language maintain a similar, satisfactory rate of progress to that of other pupils. Pupils of all ages achieve well in religious education and their attainment meets the expectations of the Locally Agreed Syllabus.

Pupils' personal qualities are good and their spiritual, moral, social and cultural development is satisfactory. Pupils have good attitudes to learning and behave well. Relationships are good throughout the school and pupils of different backgrounds work and play freely and easily at all times. Pupils' moral and social development is promoted successfully and is a strength of their personal development. Pupils' attendance is very low and the school does not monitor or promote it well enough. This constitutes a serious weakness. With one or two exceptions, pupils arrive punctually to school.

QUALITY OF EDUCATION

The school provides its pupils with a satisfactory quality of education. The quality of teaching and learning is satisfactory overall. Teaching is good in the nursery and in the Speech and Language Resource Unit and satisfactory in other classes. There are early signs that the quality of teaching and learning in Years 3 to 6 is beginning to rise, particularly in literacy and numeracy, because teachers are making effective use of the advice and guidance they have been given. Procedures for assessing pupils' progress are unsatisfactory and teachers do not have sufficient understanding of how to use the information they are collecting. The school provides a satisfactory curriculum but in the reception classes, insufficient attention is paid to the national guidance for the age group. The provision made for pupils' care and welfare and the quality of guidance they are given are unsatisfactory. Teachers and other staff provide good personal support for pupils but procedures for monitoring health and safety are weak. The school's links with parents are unsatisfactory. There is insufficient parental involvement with the school and in pupils' learning. The school has forged good links with the community which has a positive effect of pupils' learning.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is unsatisfactory. The headteacher and senior managers do not provide the clear direction the school needs in order to improve and other teachers are uncertain about their roles and responsibilities. School management is unsatisfactory overall, although in the Speech and Language Resource Unit it is satisfactory. Many of the systems for gathering information, monitoring the school's work and evaluating its performance do not function well enough. Governance is unsatisfactory. Governors are supportive of the school but do not hold it to account sufficiently. Statutory requirements are not fully met; the governors' annual report and the prospectus do not contain all the required information.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold mainly positive views of the school and of the education it provides for their children. They have confidence in the staff and like the arrangements for settling children in when they first start school. Most pupils like school and find staff friendly and helpful. They enjoy the company of their friends and the way in which the school rewards them for good behaviour and effort.

IMPROVEMENTS NEEDED

The most important things the school should do now are:

- Raise standards in English, mathematics and science.
- Improve the effectiveness of all aspects of leadership and management by providing the school with a much stronger sense of purpose and clearer direction and by strengthening management and assessment procedures.
- Significantly raise levels of attendance.
- Develop and improve the school's partnership with parents.

and, to meet statutory requirements:

- Ensure that the governors' annual report and the prospectus contain all the required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is satisfactory in the Foundation Stage and in Years 1 to 6. Standards in Year 2 and Year 6 are below the national average and in need of further improvement.

Main strengths and weaknesses

- Children achieve well in the nursery but their progress slows in the reception classes.
- Although standards in English and mathematics are below average in Year 6 and need to rise, there are early signs of improvement.
- Pupils of all ages achieve well in religious education but not well enough in science.
- Pupils make good progress in the Speech and Language Resource Unit.

Commentary

1. When they first enter the nursery children often have fewer basic skills than often found at this age. This is particularly evident in their lack of communication and language skills. In response to the stimulating provision staff make for their learning, children achieve well in the nursery and make good progress. The provision made for children's learning in the reception classes is not as well suited to their needs, and while children's achievement is satisfactory, their progress is slower than in the nursery. Consequently, a significant proportion of children are unlikely to attain the Early Learning Goals (the goals they are expected to reach by the end of reception) in most areas of learning before they move into Year 1. The two exceptions are in personal, social and emotional development and physical development in which most children are likely to have met the targets for their age by the end of reception.
2. In the 2004 national reading, writing and mathematics tests, the results attained by Year 2 pupils matched the national average and were well above average in comparison with schools in a similar context. However, this is a higher attaining year group than is the norm for the school and the school has predicted that results will fall this year. Over the five-year period up to and including 2004, the pattern of test results of Year 2 pupils has been above the trend in national standards. Taking the last three years as a whole, girls have out performed the boys and by a greater margin than occurs in many schools. The school has yet to determine whether this is an on-going trend but inspection evidence would suggest that on a day-to-day basis the margin between boys and girls is much smaller than the tests would indicate.

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

Standards in:	School results	National results
reading	15.8 (15.8)	15.8 (15.7)
writing	14.7 (16.2)	14.6 (14.6)
mathematics	16.4 (16.6)	16.2 (16.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year

3. Pupils in Years 1 and 2 are achieving satisfactorily. Standards in all aspects of English and mathematics are below the national average, much as they were at the time of the last inspection. Despite making steady progress too few pupils read and write at the level expected for their age and significant proportion have a limited vocabulary which causes difficulties when they speak. The majority of Year 2 pupils have a grasp of the basics of

mathematical calculation but lack sufficient understanding of how numbers relate to each other. Standards are also below average in science and pupils' achievement is unsatisfactory because they do not learn well enough how the world around them functions and how to test ideas for themselves.

4. In 2004, the results attained by Year 6 pupils in the national tests for English, mathematics and science were very low in comparison with the national average. In all three subjects pupils' performance was in the bottom five per cent nationally and well below average in comparison with schools in a similar context. However, the group of pupils who took the tests in 2004 was particularly low attaining. Over a quarter of the group had a statement of special educational needs including six pupils from the Speech and Language Resource Unit, although at that time they were not on the school roll as such. With resource unit pupils removed from the data the school's results were better but still well below the national average. This was an inadequate level of performance and the trend in the school's test results over the last five years has been below 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	23.0 (24.0)	26.9 (26.8)
mathematics	22.7 (25.2)	27.0 (26.8)
science	24.6 (25.3)	28.6 (28.6)

There were 42 pupils in the year group. Figures in brackets are for the previous year

5. Broadly speaking the school met the targets it had set for pupils' performance in the English and mathematics tests in 2004. Similar targets have been set for this year, but even allowing for the inclusion of the pupils who are educated in the Speech and Language Resource Unit, these targets are not particularly challenging and the school's most recent assessments point towards pupils exceeded them by a clear margin. Over the last three years girls have out performed boys in the English test by a margin that mirrors the national picture. In mathematics, the pattern is reversed with boys attaining better in the tests than girls. However, inspection evidence indicates that while there may be some differences in attainment between boys and girls these are not significant. What is more important is that the attainment of both boys and girls is not high enough.
6. Although standards by Year 6 are below average overall pupils' achievement in Years 3 to 6 is satisfactory and they make steady progress year on year. Year 6 pupils are currently attaining standards that are below average in both English and mathematics, as they were at the time of the last inspection. Most pupils read with the expected fluency and standards in this aspect of English meet national expectations. These evaluations of pupils' attainment are higher than the tests results in 2004 and give an early indication of an upturn in standards. Most teachers have responded professionally to the guidance provided by advisers and consultants and have improved their lessons. The positive effects of these developments are just beginning to become evident in the quality of work pupils are producing, but there is room for further improvement. Senior staff are not yet providing the clear direction the school needs and there is a danger that the improvement will not be sustained. Less attention has been paid to science and pupils' achievement in all aspects of this subject is unsatisfactory.
7. Standards in ICT are in line with those expected of primary age pupils. Throughout the school pupils' achievement is satisfactory and in some aspects of the subject, such as the construction and use of databases, it is good. Pupils operate a range of computer programs competently but a significant number lack keyboard skills and enter information slowly. Pupils' achievement in religious education is good and the attainment of most infant and junior pupils

meets the expectations of the locally agreed syllabus. Pupils gain solid understanding of a range of different faiths. Standards in art and design are as expected for pupils' ages. It is not possible from the small number of lessons seen in design and technology, geography, history, music and physical education to make secure judgements of the pupils' achievement in these subjects.

8. Pupils who have speech and language difficulties benefit from the specialist language resource provision and they achieve well. Older pupils in Years 5 and 6 spend the majority of their time in the unit; they achieve well because they work in small groups and the expertise of the teachers and speech therapist is readily available to them. In subjects such as art, design technology and swimming the unit pupils join other classes and benefit from the interactions with other pupils. Younger pupils in Years 2 and 4 are fully integrated into appropriate year groups. They also achieve well because they socialise with other pupils and receive close individual attention from support staff. The support assistants working with the fully integrated pupils meet informally with the speech and language therapist and with the unit teachers to discuss and improve pupils' progress.
9. Pupils with special educational needs, including those with statements of special educational needs make satisfactory progress in their learning and move steadily towards the targets in their individual education plans. This is because of the effective help they get from their teachers and skilled support staff. The achievement of minority ethnic pupils and those for whom English is an additional language is satisfactory and they maintain a rate progress commensurate with that of other pupils. There is a tendency for boys for whom English is an additional language do better than girls in Years 1 and 2 in the core subjects of English, maths and science, but the girls catch up in Years 3 to 6. The school has identified a small number of pupils who are gifted or talented but has very limited information about their progress. On the basis of the information available it would appear that these pupils maintain a rate of progress similar to that of other pupils, that is, broadly satisfactory with scope for improvement.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to school are good. Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. Attendance is low but punctuality is satisfactory for the majority of pupils.

Main strengths and weaknesses

- Pupils behave well and develop a good awareness of right and wrong.
- Relationships are good and there is a high level of racial harmony.
- The wide range of cultures in school is actively celebrated and this has a positive effect on pupils' attitudes to those from different backgrounds to their own.
- There are too few opportunities for pupils to develop their confidence and independence further.
- Systems to monitor and promote good attendance are unsatisfactory.

Commentary

10. Pupils are well motivated and enjoy learning because they feel teachers make lessons interesting and fun. They are keen to participate in activities after school as well as those offered during the school day. The breakfast club provides many pupils with an excellent breakfast, improves punctuality and develops their social skills well. In lessons, there are not always enough opportunities for pupils to develop their independent skills sufficiently. Teachers tell and demonstrate rather than allowing pupils to make decisions for themselves. This means that when pupils do have use their own initiative they often seek reassurance from an adult.

11. Pupils with special educational needs, minority ethnic pupils and those learning English as an additional language have equally positive attitudes to learning and take an active part in lessons and experiences that the school offers. Nursery children form trusting relationships and learn to cooperate, share and take turns. Language is no barrier to taking part as the bilingual assistant explains to the children what is expected in their own language ensuring they have a clear understanding. In the reception classes the children's progress in their personal and social development is satisfactory but slows somewhat because the teaching is not always linked closely enough to children's individual needs.
12. The individual attention given to pupils who have speech and language difficulties helps them to overcome many of their innate problems. Despite having restricted communication skills, which affect their early learning, pupils from the unit become confident and self-assured, able to socialise with other pupils and relate well to adults. These pupils respond well to the opportunities provided for them by the school.
13. Pupils' behaviour is good in most lessons. The teachers set high expectations and successfully promote good standards of behaviour through praise and encouragement. Pupils have a clear understanding of the difference between right and wrong. The 'Golden Time' reward, based on the 'traffic light' system is well liked by the pupils, motivating them to do well. Bullying is not perceived to be a problem by pupils and they are very confident that if any form of harassment does occur, it will be dealt with quickly and effectively by staff. No pupils have been excluded during the past two years, which is a clear indication of the school's success in promoting pupils' good behaviour.
14. Relationships are good throughout the school and this helps to create a good learning environment. Pupils collaborate well in play and work and are polite and welcoming to visitors. Racism is not tolerated and pupils of different backgrounds mix freely and easily at all times. There is a satisfactory range of opportunities for pupils to take on specific roles or responsibilities and contributing to the development of the school.
15. Pupils' spiritual and cultural awareness is satisfactory. They develop a sound understanding of their own cultural traditions and the diversity and richness of other cultures. This is enhanced by work in religious education, geography and history. Parents are appreciative of how the school acknowledges and celebrates the wide range of cultures in the school community. This does much to promote racial tolerance and helps pupils to understand and appreciate the values of others. However, there missed opportunities in some lessons and assemblies to put over the importance and significance of artefacts from the different faiths.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	2.3
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.

16. Attendance levels are well below the national average and this has been the case since the last inspection. The systems for monitoring attendance are time consuming and inefficient. Consequently, they do not enable the attendance of individual pupils or groups of pupils to be tracked easily. The school has some way to go in promoting the importance of education and regular attendance among parents. Many parents do not routinely inform the school when their child is absent and any unexplained absences are not followed up rigorously enough. As a result unauthorised absences are very high. Most pupils arrive punctually but there are several persistent latecomers each day.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides its pupils with a satisfactory quality of education. Satisfactory teaching is combined with an adequate curriculum, good links with the community and satisfactory links with other schools. Systems for the care and welfare of pupils and links between home and school are under-developed.

TEACHING AND LEARNING

The quality of teaching and learning is satisfactory overall in the Foundation Stage and in Years 1 to 6. Assessment is unsatisfactory and does not support teaching and learning well enough.

Main strengths and weaknesses

- Nursery children are taught and learn well but the teaching and learning in the reception classes are less effective.
- Effective teaching and learning in the Speech and Language Resource Unit promote good progress.
- Teaching assistants support pupils of different abilities and backgrounds well and give them full access to the learning opportunities available.
- Most lessons are planned thoroughly and managed and resourced well, although at times the pace is slow.
- Teachers make productive use of the interactive whiteboards that the school has recently installed.
- Assessment is not used well enough to evaluate pupils' progress and to aid teachers' planning and decision making.

Commentary

17. Overall, there has been satisfactory improvement in the teaching and learning since the last inspection, but much of it has occurred very recently and, to a large extent, is the result of the considerable amount of help and advice the school has received from local authority advisers and consultants. To their credit most teachers have listened carefully to the advice they have been given and acted effectively upon it. As the table below indicates the teaching seen in individual lessons during the inspection was often of a good or higher quality, but there is not yet the cohesion of practice needed to ensure that all pupils receive consistently good teaching and learning all of the time. To a marked extent this can be aligned with weaknesses in school leadership and management. Teachers are currently working individually to raise the quality of their teaching rather than tackling weaknesses as a whole school and moving forward on a united front.

Summary of teaching observed during the inspection in 52 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	8 (15%)	27 (52%)	15 (29%)	1 (2%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen. Two additional lessons were seen in which there was insufficient evidence to make a judgement about the quality of teaching.

18. The teaching is consistently good in the nursery. Children learn well because they are provided with a wide range of interesting and appropriate activities covering all areas of learning. Teaching and learning are satisfactory in the reception classes but at times lessons do not fully meet the needs of these early learners because teachers have not followed the national guidance for the Foundation Stage closely enough.

19. In the Speech and Language Resource Unit, teaching and learning are good. Pupils transfer to the unit from other schools with a statement of the provision needed to meet those needs. After a settling down period the speech therapist and teacher devise carefully considered targets based on pupils' personal and educational needs, the targets are reviewed and amended as pupils make progress. Classroom teaching is good. Pupils learn well because they receive a high level of support and work in small groups. The speech and language therapist is actively involved in the lessons, reinforcing pupils' listening skills and making an effective contribution to pupils' good progress. The support assistants make a valuable contribution to teaching and learning; they know their pupils well and work hard to make sure pupils benefit from all their lessons. The assessment and tracking systems are insufficiently developed; the teacher instinctively knows when pupils make progress but the systems to record and evaluate this progress are inadequate.
20. The quality of teaching and learning for pupils with special educational needs, minority ethnic pupils and those with English as an additional language is satisfactory. The school has a good number of competent teaching assistants who support pupils of differing backgrounds and abilities well, giving them full access to the learning opportunities available. For example, younger pupils who are in the early stages of learning English benefit markedly from the help they receive from the bi-lingual teaching assistants who are able to move sensitively between pupils home language and the new one they are learning. The work of teaching assistants complements that of the class teacher well and the good working relationships that exist between adults act as an effective role model for pupils.
21. Most teachers plan activities carefully so that they build logically on previous lessons. The equipment pupils need is made readily available and in sufficient quantity so that they can all participate fully. Religious education lessons are especially well planned, and in Years 3 to 6 in particular the teaching in this subject is good. The school has quite recently equipped most classrooms with interactive whiteboards, although two have been in place for some time. Teachers have responded very well to the opportunities these provide and are using them to good effect to stimulate pupils' interest, make key teaching points and provide additional opportunities for learning.
22. Satisfactory rather than good lessons often lack the pace needed to stimulate high levels of pupil interest or to hold their attention fully. In these lessons pupils' concentration, which is generally good, falls away and they do not learn enough. Analysis of pupils' work shows a clear change of approach around the time the school started to receive advice and support. In many classes, lessons became far more productive because the content improved. However, there are still a significant proportion of lessons in which the content is very ordinary; teachers spend too long explaining and give pupils insufficient opportunities to do things for themselves. This appears to have been going on for some time because, while pupils readily answer questions and give their opinions when asked, they rarely act spontaneously. Very few show the level of independent thinking that is often found in the more modern and innovative primary classrooms.
23. The lack of fully effective assessment systems means that teachers do not always have a clear picture of what pupils have learned in their previous classes. At times they find gaps in pupils' knowledge or skills that they were not expecting and have to back track. This adversely affects the rate of pupils' learning. In addition, many teachers do not understand well enough what to do with the information they are collecting or have access to. Consequently they have difficulty judging the level of challenge they need to build into lessons for pupils of differing attainment in order to accelerate their progress and drive up standards.

The curriculum

The school's curriculum is satisfactory and fully meets statutory requirements. The range of enrichment opportunities pupils receive is satisfactory. Accommodation and resources for learning are satisfactory overall.

Main strengths and weaknesses

- Pupils in the Speech and Language Resource Unit benefit from a curriculum that matches their needs well.
- The curriculum provided for nursery children is good but it is not as well planned or stimulating in the reception classes.
- Pupils' learning is enriched by regular educational visits and a range of sporting activities.
- There is insufficient planned use of literacy.
- The match of support staff to the curriculum is good.

Commentary

24. The curriculum for children in the Foundation Stage of learning is satisfactory overall, but significantly more effective in the nursery than in the reception classes. The provision made for nursery children closely follows the national guidance for the Foundation Stage. This is not always the case in the reception classes and there are times when the activities provided do not fully reflect the children's needs as early learners. The nursery has a well appointed and attractive outside area which is used well by nursery children and at certain times of the week by those in the reception classes. However, there is no such area outside the reception classrooms, severely limiting the work in different areas of learning that the children can do out of doors.
25. The curriculum is planned to ensure that all the requirements of the National Curriculum and the local syllabus for religious education are covered. Pupils are taught English and mathematics in ability sets. This is a recent introduction and it is a little too early to judge fully the effectiveness of these arrangements. However, first impressions are that they are working well and having a positive effect on standards in Year 6. In general, there has been satisfactory improvement since the last inspection. However, much of the development has been very basic and there is a need to add life and colour to the curriculum with work that provides pupils with more opportunities to investigate and make decisions for themselves.
26. Teachers quite often make worthwhile connections between subjects. For example, mathematical and ICT skills were incorporated to produce statistics to support a history project about the Victorians. However, links between subjects are often not systematically planned. As a result the potential of mathematics and particularly English to support learning and to extend literacy and numeracy while pupils apply and consolidate their skills is not fully utilised.
27. The curriculum for pupils who have speech and language difficulties is good. Pupils benefit from specific programmes aimed at developing their particular language difficulties as well as having full access to national curriculum subjects and any additional visits or events run by the school. The recent introduction of the National Literacy Strategy for the Year 5 and 6 pupils in the unit is proving to be effective, giving pupils good opportunities to develop more sophisticated skills such as scanning text.
28. Pupils with special educational needs enjoy the same access to the curriculum as other pupils. Lesson planning gives due regard to the targets in their individual education plans, which are also well known to support staff. There are satisfactory arrangements to ensure that pupils from minority ethnic backgrounds and those with English as an additional language have full access to the curriculum. The curriculum has due regard to the cultural heritage of pupils from minority ethnic families.
29. A good range of planned first-hand experiences enriches pupils' learning outside the classroom. For example, visits to Bretton Village and Kirkstall Abbey add relevance and interest to pupils' study of history and geography. The school also makes good use of local

expertise to enrich the curriculum. The range of extra-curricular opportunities is satisfactory overall and includes a variety of sporting activities. Pupils spoke enthusiastically about their participation in sports such as football and netball and taking part in competitive sport with other schools in the area.

30. Religious education, together with the emphasis which the school puts on cooperation and respect, make a good contribution to pupils' personal development and underpins their good attitudes and behaviour. There is in addition a structured programme of personal, social and health education which is taught through designated sessions and in lessons such as science. Issues relating to the misuse of drugs and personal relationships are taught sensitively and at the pupils' level of understanding and maturity. There are satisfactory opportunities for pupils to acquire the knowledge and skills for making decisions about healthy living.
31. Accommodation is satisfactory. It is spacious and in addition to classrooms there are several other work areas which are well used for group activities. However, the library is situated too far away from the junior classes to be a useful everyday resource and continues to be underused as was noted in the previous inspection report. There are a good number of support staff whose expertise is used well to support pupils' learning. Resources are generally satisfactory and the school has recently acquired a good number of interactive whiteboards which are already being used productively to enhance pupils' learning.

Care, guidance and support

Overall, the arrangements for ensuring pupils' care, welfare, health and safety are unsatisfactory. Opportunities to involve pupils in the work and development of the school are satisfactory but the provision for pupils' academic guidance is unsatisfactory.

Main strengths and weaknesses

- The procedures for monitoring health and safety are unsatisfactory.
- Teachers and other staff provide good personal support for pupils.
- The support for pupils in guiding their academic achievements is unsatisfactory.
- Pupils have satisfactory opportunities to express their views about the school and what could be improved but insufficient involvement in assessing their own learning.
- The school makes effective provision for pupils who arrive speaking very little English.

Commentary

32. The overall provision for health and safety has declined since the last inspection when it was described as good. This is a reflection of the serious weaknesses in leadership and management. On a day-to-day level the staff and caretaker are vigilant in checking the building to ensure a safe working environment for the children but documentation in relation to the monitoring of health and safety is weak. There are no records to show that appropriate health and safety checks and risk assessments of the building and grounds are made, although safety checks in relation to equipment and fire safety are carried out and recorded. Good attention is paid to risk assessments when taking the pupils out of school on educational visits. The arrangements for child protection are satisfactory. Staff are familiar with the procedures and are aware of what to do if they have any concerns about the children in their care but it is sometime since anyone received training to update them on current child protection issues.
33. The good and trusting relationships, inherent throughout school, enable staff and pupils to work well together. Pupils find their teachers kind and helpful and feel they are looked after well. Nursery staff make home visits to prospective new entrants to get to know the families and identify individual needs. The bilingual assistant ensures that families who speak little English are supported well and fully aware of the induction arrangements. A system to track

pupils' progress has recently been implemented. This is beginning to provide the information the school needs, but has not yet had time to provide a clear and detailed picture of how well pupils are doing. In addition, pupils are not involved sufficiently in assessing their own work. Pupils are encouraged to contribute towards improving the school. The school council helps pupils to learn about democratic decision taking and makes a satisfactory contribution to life in school.

34. Pupils who may require additional support are identified and given additional help and guidance. Arrangements to support, advise and guide pupils with special educational needs, minority ethnic pupils and those for whom English is an additional language are satisfactory. Good arrangements for the induction of pupils for whom English is an additional language who arrive at school during the year with no English enable the school to give them very prompt and effective help.
35. In general, the level of care including health and safety for pupils in the Speech and Language Resource Unit matches that of the rest of the school. However, some aspects are better. These pupils have good access to well informed advice about their work and their particular impediments to learning. They have good relationships with the adults who work closely with them and this in many ways contributes to their good achievement. They are also given good support and guidance in preparation for their transition to the high school.

Partnership with parents, other schools and the community

The partnership with parents is unsatisfactory and has deteriorated since the last inspection. Links with the community are good and links with other schools are satisfactory overall.

Main strengths and weaknesses

- More could be done to increase parental involvement in school and in their children's learning.
- Not all families ensure their children attend school often enough.
- Staff from the Speech and Language Resource Unit have constructive links with parents.
- Information about the school and pupils' progress is unsatisfactory.
- The school reaches out into the community well in its efforts to enrich pupils' learning and to raise their achievement.
- Good links with a local high school enhance pupils' physical education.

Commentary

36. Very few parents attended the meeting prior to the inspection but there was a reasonable response to the parental questionnaire. Many parents who did respond expressed satisfaction for most areas of the school's work. The areas of most contention were over homework provision and concerns over the way the school seeks parents' views. Homework provision is satisfactory and while the school does send out questionnaires to seek parents' views, its whole approach to encouraging parents to be involved in their child's education and the life of the school is unsatisfactory. The school does not work closely enough with parents in an attempt to raise the level of pupils' attendance. Parents are slow to contact the school when their children are absent.
37. Meetings which provide information about their children's progress are reasonably well attended but very few parents or volunteers help regularly in school. A friends' group has recently been set up to organise social and fund-raising activities. The nursery staff greet the children and their parents in a friendly, welcoming way at the start of each session. Some of the children who speak little or no English at all are reluctant to leave their parents but the bilingual assistant reassures the parents and quickly settles the children by diverting their attention with tempting play activities.

38. Members of staff attached to the Speech and Language Resource Unit have good relationships with parents. Home-school books are used as a daily form of communication and there are regular phone calls between school and home. Parents support their children well; they attend review meetings and keeping school informed about their children's anxieties and successes.
39. Annual written reports to parents are unsatisfactory overall. They give only a brief summary of pupils' achievements and no indication on how well the children are doing in relation to their age. Not all the reports include targets for future learning to enable parents to support their children at home. Parents of children who have special educational needs are kept informed about their progress and attend the review meetings. The governor's annual report to parents and the prospectus both have omissions and are not available in languages other than English.
40. The school makes good use of local resources to bring learning alive for the pupils. Valuable links with some large scale local businesses help to sponsor specific projects which are beneficial to pupils' learning and personal development. The school works very closely with a local high school as part of a Sports Partnership to improve pupils' learning experiences in physical education.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are unsatisfactory. The leadership of the headteacher and key staff is unsatisfactory. Management systems have significant weaknesses.

The breaches in statutory requirements are:

- the governors' annual report and prospectus do not contain all the required information.

Main strengths and weaknesses

- The school has made insufficient progress since the last inspection.
- The headteacher does not provide the school with sufficient direction and management systems do not function well enough.
- Staff have a strong desire to bring about improvements, but because of weaknesses in monitoring and evaluation, they are unclear how to achieve this.
- In many subjects, leadership and management are not effective enough.
- The governing body has not made sure that the school is operating as well as it should.

Commentary

41. There has been a decline in the quality of leadership and management since the last inspection and it is now seriously weak. In 1999, leadership was judged to be providing a clear sense of direction for the school and management systems were more effective than they are now. The school has made insufficient progress since then and as a result has failed to address sufficiently vital issues identified in the last inspection report. For example, standards are still too low and coordinators have not had the opportunity to monitor and develop their area of responsibility.
42. The quality of life in school continues to be enhanced by pupils' good attitudes and behaviour. Relationships are good at all levels and there is very good racial harmony throughout the school community. The school has maintained the good standard of nursery provision noted at the last inspection. Levels of attendance are low and systems for monitoring attendance are inefficient.

43. The staff are hard working and have a strong desire to move the school forward. They support each other well. Efforts to bring about improvements are thwarted because the headteacher, senior managers, subject leaders and governors have failed to ensure that school development is rigorous and sharply focused. Consequently there is insufficient impetus in the drive to raise standards and to improve educational provision. For a number of months the school has received intensive support from local authority advisers and consultants. Satisfactory use has been made of the opportunities this has presented and there are early indications that teaching and learning are strengthening, particularly in Years 3 to 6 and that standards are starting to move in the right direction.
44. The school has not yet established a system to check rigorously the quality of teaching and pupils' learning. No one in the school has a clear and informed view about what is working well and why and what needs improving. The school is currently reviewing its leadership structure but the roles and responsibilities of individuals are not clearly defined and there is an uncertainty among teachers as to who should be doing what, when and how.
45. The recently appointed deputy headteacher has had very little time to have had an effect on the leadership and management because of her teaching and other commitments. However, the local education authority are providing active support for the deputy headteacher in her role as special educational needs coordinator and a satisfactory standard of leadership and management is being maintained. Leadership and management of the provision for minority ethnic pupils and those with English as an additional language are currently being overseen by the headteacher in the absence of the coordinator. This is providing an overview but little in the way of development.
46. Data on pupils' performance is not yet used well enough to analyse the school's strengths and weaknesses. A senior teacher has begun to set up systems to track the achievement and progress of individual pupils to ensure that they can be given the best possible opportunities to succeed. In the past, the absence of such systems has meant that teachers could not judge if pupils were achieving as well as they should. The new systems are an improvement and show promise but it will be some time before the school is able to accumulate all the information it needs to inform its decision making.
47. Leadership and management of the Speech and Language Resource Unit are satisfactory. The school has been slow to embrace the full possibilities of integration and has retained a separate unit rather than develop a provision where pupils have individual integration programmes based on their particular personal and academic needs. There are signs that this situation is being rectified and a more flexible approach introduced. Regular meetings organised by the teacher in charge result in a well-informed staff who care very much about their pupils and work hard to help them achieve success. The teacher in charge has a high teaching commitment and this limits any possibilities of monitoring or developing the effectiveness of the provision. Though the school wants to do the best for pupils with speech and language difficulties, there has been a lack of strategic planning and limited evidence of a long term vision for the future.
48. The governing body is supportive of the school and fulfils most of its statutory requirements with the exception of those relating to the information sent out to parents. There is a regular cycle of meetings and a satisfactory committee structure but the governing body does not hold the school sufficiently to account. For example, it does not check that management systems are efficient and effective when monitoring health and safety and attendance. Governors are not sufficiently involved in school development planning nor have enough information to help them gain a clear understanding of the school's strengths and areas for development.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	759,913	Balance from previous year	30,367
Total expenditure	755,680	Balance carried forward to the next	34,600
Expenditure per pupil	3,427		

49. Financial control is sound. Regular monitoring of spending patterns helps ensure that finances are used productively to the benefit of the pupils. The school is forward thinking in its approach to financial management. For example staff and governors are beginning to consider the most effective ways of maintaining support for pupils with English as an additional language when this element of its budget is further reduced next year. The cost per pupil is relatively high. When the expenditure per pupil is balanced against the gains pupils make and the serious weaknesses, the school provides unsatisfactory value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage (nursery and reception classes) is **satisfactory overall**. Since the time of the previous inspection the requirements for the education of the youngest children in the school have changed. Therefore, it is not possible to make direct comparisons with the quality of provision at the time of the last inspection. When children start in the nursery, their attainments are generally well below average in most areas of learning. Achievement is sound overall in the Foundation Stage, and the children make satisfactory progress in all six areas of learning. However, by the end of the reception year, attainment is still below average levels in most areas of learning. The quality of teaching and learning is satisfactory overall. It is good in the nursery in all areas of learning and mostly satisfactory in the reception classes.

Leadership and management of the Foundation Stage are unsatisfactory. While the curriculum covers all the required areas of learning well in the nursery, there are weaknesses in the curriculum in the reception classes and also in the use of assessment. Children with special needs and those at the early stages of learning English are supported well, especially in the nursery. Resources are good in the nursery, especially for the outdoor curriculum. Resources in the reception classes are unsatisfactory and provision for developing the children's skills in a range of different areas is limited because the outside space adjoining the two classrooms is uneven and unfenced. Although the reception classes have opportunities to use the nursery outside area this arrangement is not good enough to meet their learning needs fully.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children settle into school very quickly and know both class and school routines well because induction processes are good.
- Relationships between the staff and children and between the children themselves are good.
- Nursery children receive a wide range of opportunities to develop their personal skills but teachers do not promote independence well enough in the reception classes.
- At times there is no additional adult support in the reception classes.

Commentary

50. Children generally start nursery with below average skills in this area. They make good progress and achieve well in the nursery because teaching is good and there are sufficient staff to allow the children to extend their skills in small groups or individually with an adult. The teacher and assistants ensure that children quickly learn the correct way to behave. The good induction process, which includes staff visiting children in their homes, helps them to settle quickly and, as a result, children enjoy school and are keen to learn. Children are constantly encouraged to take turns and share. All are encouraged to join in, try new things and to persevere with tasks. They have opportunities to decide for themselves when to have their snack. Children with special educational needs, minority ethnic children and those who are at the earliest stages of learning English are well integrated and receive good support.
51. Although children's achievement is broadly satisfactory in the reception classes and teaching and learning are sound overall, opportunities are missed to build on the work in the nursery because the children have insufficient opportunities to be independent and make their own decisions. In some lessons there is no additional adult in the reception classes to provide teaching assistance and to help the children to develop their personal skills through high quality play and learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff place a high priority on speaking, listening, reading and writing.
- The skills needed for reading and writing are taught well in the nursery.
- Teaching assistants are used well, where available, to help children learn effectively but at times there are too few adults in reception classes.
- The older children are given too many worksheets to complete.
- Not enough is done in the reception classes to encourage early experience of books.

Commentary

52. Teaching and learning and children's achievements are good in the nursery and satisfactory in the reception classes. When the children start nursery, their speaking and listening skills are well below average. About half the children are still learning to speak English and most others are inarticulate. Many children have limited experience of books and stories. Staff in the nursery work hard to overcome these difficulties and, as a result, the children quickly develop positive attitudes towards books and stories.
53. Children continue to develop their speaking and listening skills when they share news and contribute to question and answer sessions. On these occasions, staff encourage children to enlarge upon their initial answers and make them think hard. However, there are too many occasions in the reception classes when a lack of additional adult support means that opportunities to develop speaking, listening and thinking skills are missed. In the reception classes, teachers provide good direct teaching of phonics and modelling and promoting correct letter formation well. However, children spend too long completing work sheets and, sometimes, the teaching of phonics is delegated to volunteers and trainees who do not have sufficient knowledge and skill for the task. Book corners in both reception classes are inadequate because they are poorly furnished and high quality story books are not displayed in such a way to tempt children to look at books. Children's enthusiastic responses when a volunteer took them to the library to borrow books demonstrated the abilities currently untapped.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Staff often teach mathematics in naturally occurring contexts that are relevant to children's needs and experiences.
- The use of worksheets and formal recording detracts from the mathematical ideas taught and does not enhance learning.

Commentary

54. The quality of teaching is good in the nursery and sound overall in the reception classes. In the nursery, adults build on the mathematical skills that children bring to school and the teaching and learning of mathematics is often set in naturally occurring contexts. This results in good achievement. Children are set mathematical tasks in small groups using games and activities that help them to learn in a practical way. Adults are good at getting children to count

and recognise numbers, shapes and size. Assessment is used constructively to plan tasks that are generally well suited to the needs of the children and these are enhanced by the observations of the member of staff assigned to work closely with each child and keep track of his/her progress.

55. In the reception classes, children engage in practical activities as, for example, when playing in the café and using money or describing how to park toy cars the language of direction and their achievement is satisfactory. However, the work in children's files shows an overuse of worksheets for recording which do not promote learning so well, because they do not encourage children to work mentally and to think closely about the numbers they are working with.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- All aspects of this wide ranging area of learning are planned for.
- At times children do not learn enough because there is insufficient direction given about what they are expected to achieve.

Commentary

56. Teaching is satisfactory, overall, but there are strengths and weaknesses in the teaching methods used. Children's achievement is satisfactory overall; good in the nursery and satisfactory in the reception classes. In the nursery, lessons often cover several areas of learning, in accordance with the planning guidance issued nationally for the Foundation Stage curriculum. In the reception classes, the different aspects of this area are often taught as separate subjects along the lines of the National Curriculum for Years 1 and 2. The latter method is less effective and slows the rate of progress. In the design and technology lesson observed in a reception class, the teacher helped the small group of children who were working directly with her to learn effectively, but many children in the room were engaged in self-chosen activities with no clear, planned learning objectives. This meant that many children did not make sufficient progress because they had no real focus of learning for what they were doing.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The children's fine motor skills develop well.
- Resources for developing large muscle control and other skills are insufficient for the reception classes.

Commentary

57. The quality of teaching is satisfactory, overall. Teachers use the infant school hall and the playground for more formal lessons, and their subject knowledge and class management skills are good. As a result, children reach the standard expected by the end of the reception year. However, the lack of a secure outside play area for the reception classes means that there are insufficient opportunities for practising climbing and balancing, and using wheeled toys to practise control and co-operative work. As a result children's achievement in this area of learning is satisfactory overall; good in the nursery and satisfactory in the reception classes.

58. In the classroom, fine muscle control is developed well through the use of chalks, pencils, crayons, scissors, glue, paint, small toys and construction kits. The outdoor area in the nursery is generally used well as a venue for activities across the whole curriculum. The reception classes use the nursery outdoor play area twice a week but this is inadequate and the use of open air spaces to extend the children's experiences is curtailed, and opportunities are lost to practise further the full range of skills learned indoors.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Imaginative role-play and art and craft skills are taught well when children are working directly with or under guidance from an adult.
- There is insufficient adult help in the reception classes.

Commentary

59. The quality of teaching is satisfactory. Teachers' plans show that all aspects of this area of learning are taught but records show that many children do not attain the expected standard at the end of the reception year. Despite this, children's achievement is satisfactory overall and in the nursery it is good. During the inspection, good opportunities were provided for children to develop their imagination through role-play. Each class has an area for dramatic play and children work cooperatively in these areas, sometimes concentrating for significant stretches of time. However, in the reception classes the lack of additional adult support means that opportunities to develop the quality of play and pupils' spoken language skills are missed.
60. In both the nursery and the reception classes, teachers' planning and the children's past work show that they are taught skills in a wide range of art and design activities. Sufficient opportunities are provided for children to practise the skills taught on their own through activities such as free painting and making models using reclaimed materials and collage. In a good whole class lesson, reception children explored colour, texture and shape productively as the teacher explained clearly the skills to be used. However, when children are choosing activities for themselves, teaching and learning in the reception classes often lack clear direction and guidance.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards are rising but there is scope for further improvement.
- Pupils do not use their reading and writing skills in other subjects well enough.
- Speaking and listening are utilised well across the curriculum.
- Subject co-ordinators do not have sufficient opportunities to monitor pupils' work or teaching and learning throughout the school.

Commentary

61. Standards in English in Year 2 and Year 6 are similar to those found in the previous inspection when they were judged to be below average. The national test results for the past four years show that standards for pupils in Year 6 have been well below the national average. In 2004,

the performance of Year 6 pupils was also well below that of pupils in similar schools. Standards in Year 6 have improved and although they are currently below average they indicate that achievement in Years 3 to 6 is satisfactory. Pupils' achievement in Years 1 and 2 is also satisfactory.

62. Overall standards in speaking and listening are below average throughout the school. Most pupils speak confidently and are able to make themselves understood. However, a significant proportion of pupils are limited by a restricted vocabulary which inhibits their ability to communicate effectively and to explain themselves fully. Opportunities for speaking and listening are utilised well in most lessons through teachers' questioning and the encouragement pupils are given to engage in discussions.
63. Standards of writing are below average in Year 2 and Year 6. In Year 2, higher attaining pupils often write well-structured sentences using the correct punctuation. They spell simple words correctly and make reasonable attempts at multi-syllabic words. Ideas are presented in a logical and sequential way. The work of average and lower attaining pupils is variable. Although pupils show some awareness of capital letters and simple punctuation, their use of these is inconsistent and they often spell quite simple words incorrectly. As the range of topics they are given to write about is limited and generally unimaginative there are too few opportunities for pupils to respond with lively creative writing, especially of a reasonable length.
64. In Years 3 to 6, pupils are taught a good range of skills to strengthen and extend sentence structure, widen vocabulary, use expressive language and develop awareness of the different forms and purposes for writing. As a result of the input by local education authority advisors, pupils are now being given more opportunities to apply these skills to a wider range of relevant and realistic writing activities. The quality of handwriting is satisfactory throughout the school and by the time they are in Year 6 most pupils use ink and have a joined style of writing which is neat and legible.
65. Pupils' achievement in reading is satisfactory. Standards in reading are below average in Year 2 and average in Year 6 although pupils' knowledge and understanding of authors is generally well below average. Pupils in Years 1 and 2 have regular opportunities to read individually and in groups with adults and teachers recognise the importance of teaching phonics. However, strategies used in guided reading sessions where pupils are presented with words out of context which they are expected to spell rather than read are ineffective and pupils lose interest because of the difficulty of the task. In Years 3 to 6, pupils follow a structured commercial reading programme where there is a good focus on the literacy features of the texts as well as the recognition of words. Pupils are interested in the tasks presented and achieve well. Each class has a designated library session which is used for pupils to choose a book to read. However, pupils are very rarely encouraged to use the library on other occasions for independent research.
66. The quality of teaching and learning is satisfactory. Although teaching and learning in the lessons observed were good overall, the broader picture of pupils' work over time and their results in national tests indicates that in the past teaching has been less challenging and the residual effects of this are still present in pupils' learning and attainment. Where teaching is at its most effective, lessons proceed at a lively pace, teachers are confident in the subject and convey their enjoyment and high expectations to the pupils. Staff help pupils to extend their skills by providing good role models of clearly enunciated Standard English and using subject specific vocabulary whenever possible. Minority ethnic pupils, pupils with English as an additional language and those with special educational needs receive the support and encouragement they need to express themselves and to join in conversations. Consequently they make satisfactory progress in the development of oral skills.

67. Leadership and management are unsatisfactory. For some time there has been insufficient monitoring to track pupils' attainments and identify individual pupils or groups of pupils who are failing to make satisfactory progress. A new system of leadership and management has been established but there are still not enough opportunities for these teachers to gain an overview of the subject. They are aware of the need to raise standards but their monitoring and evaluation of learning and achievement are not sufficiently frequent or sharply focussed to enable them to pinpoint precisely the most and least effective elements of teaching and the curriculum or to determine the action that is needed.

Language and literacy across the curriculum

68. The teaching of literacy through other subjects is unsatisfactory and the school lacks a clear policy for this important aspect of pupils' learning. Speaking and listening are given priority in most lessons but opportunities to use writing and reading skills in other subjects are not specifically planned and consequently, opportunities are missed to reinforce and consolidate pupils' competence. While working with ICT, pupils write in a range of different styles on the computer, but rarely draft and redraft lengthy pieces of text. The extensive use of worksheets in science and other subjects limits the opportunities pupils have to write and express their ideas freely and to use the technical vocabulary they are being taught.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Although standards are too low there are indications that pupils' attainment by the end of Year 6 is beginning to rise.
- Teaching and learning in Years 3 to 6 are beginning to show a number of good characteristics but across the school as a whole are not yet effective enough.
- Pupils of all backgrounds and abilities are given equal opportunities to learn.
- Pupils show positive attitudes to mathematics but lack independence.
- Subject leadership and management are not effective enough and there has been insufficient subject development since the last inspection.

Commentary

69. Year 2 pupils' performance in the national tests in 2004 matched the national average and was well above that of pupils in similar schools. However, this was a higher attaining group than is the norm for the school and currently standards in Year 2 are below the national average. Pupils' achievement in Years 1 and 2 is satisfactory. Year 6 pupils' performance in the national tests in 2004 was very low and in the bottom five per cent nationally. It was also well below average in comparison with similar schools. The group contained a large proportion of pupils who had learning difficulties and over a quarter had a statement of special educational needs. However, even when allowance is made for these pupils, the school's performance was not good enough.
70. Year 6 pupils have very recently taken the 2005 tests. The school is anticipating a better performance and from the work in pupils' books and that seen in lessons, this is a reasonable assumption. However, despite showing signs of rising, standards by Year 6 remain below the national average. While this represents a satisfactory level of achievement for most pupils in Years 3 to 6 there is scope for improvement throughout the school, both in the rate of progress pupils maintain and the standards they attain. Minority ethnic pupils and those with English as an additional language are provided with equal access to the curriculum and maintain a similar rate of progress to that of other pupils. Similarly pupils with special educational needs receive satisfactory and at times good support and maintain a steady rate of progress.

71. Throughout the school, the quality of teaching and learning teaching is satisfactory overall. Lessons provide pupils with a range of basic skills so that the majority become reasonably competent at standard calculations. However, there is too little variation in the methods teachers use and in the content of the lessons to fully develop pupils' numeracy. Matters have improved somewhat of late, particularly since the school has been receiving regular advice from the local authority advisers, although there is still some way to go to make teaching and learning fully effective. Good lessons are seen, mainly in Years 3 to 6, but, overall, the provision made for pupils' learning lacks consistency, adversely affecting the uniformity of their progress. In a productive lesson for higher attaining Year 5/6 pupils, involvement in an investigation game made the pupils think hard about how numbers relate to each other and how they could apply what they already knew. However, this more innovative approach which challenges pupils to think and make decisions for themselves is not seen often enough in the work that pupils of all ages are given to do. Consequently when they come across something that is a little out of the ordinary or are faced with a problem to solve, many pupils show a lack of confidence and have difficulty deciding how to proceed. Teachers assess pupils' attainment regularly against the age related objectives contained in the national strategy for numeracy but do not have a clear understanding of how to use the information to full effect to guide their planning. While teachers base their lessons on what has gone before they are unable to take full account of the gains pupils are making or the difficulties they have encountered.
72. Teaching assistants make a positive contribution to pupils' learning. They often work with lower attaining pupils or pupils from the Speech and Language Resource Unit, helping to ensure that they understand the tasks they have been set and helping them to maintain a satisfactory and at times good pace of learning. Pupils behave well in lessons and mostly show good attitudes to learning. However, they are not used to taking the initiative for themselves and while they readily answer questions they rarely put forward ideas spontaneously or suggest questions of their own. In many instances pupils' ability to recall number facts quickly and accurately is weak and they do not know their multiplication tables well enough. This slows the pace at which they are able to calculate and adversely the reliability of their mental work.
73. Improvement since the last inspection is unsatisfactory. Standards were below the national average at the time of the last inspection and remain so. There have also been times during this period when they have fallen much lower. In addition there has been insufficient development of the curriculum and of systems for monitoring subject provision. Leadership and management are unsatisfactory because the coordinators do not have sufficient understanding of how well mathematics is taught and learned across the school as a whole and therefore cannot intervene strategically to raise standards. Problems can be traced to serious weaknesses in senior management and the inadequate direction given to subject coordinators.

Mathematics across the curriculum

74. Teachers make satisfactory use of the opportunities other subjects present to promote and extend pupils' numeracy. Constructive links are made between mathematics and ICT. Many pupils have regular opportunities to use mathematics practice programs on the computer which helps them to consolidate their basic number skills. The construction of graphs in geography, history and science promotes pupils' understanding of the use of data and provides further links with ICT. Little evidence was found of pupils using mathematics in design and technology and in this subject, opportunities are missed to promote understanding of measures and scale. The use of symmetry and patterns in art and design and religious education aid pupils' learning about shape and space.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Standards have fallen since the time of the previous inspection and are now below average in Year 2 and Year 6.
- The curriculum is improving because teachers are placing place greater emphasis on practical science.
- At times, pupils' achievement in Year 1 and 2 is adversely affected by a lack of challenge and an inefficient use of time.
- Leadership and management are not effective enough.

Commentary

75. The standards attained by most pupils in the current Year 2 and Year 6 are below those expected for their age. This represents a fall in standards since the time of the last inspection when standards were found to be broadly average and the result of insufficient subject development.
76. The results of Year 6 pupils in the national tests have been well below average and at times very low for the past four years. There are some very early signs of a recovery in standards but overall pupils' achievement throughout the school is unsatisfactory. Many pupils are failing to reach their potential in this subject as, until recently, the work provided was not matched well enough to their differing needs. This has left them with gaps and weaknesses in their knowledge, understanding and skills. In Year 2, teacher assessments show that pupils attained above average standards in 2004. This was a higher attaining group of pupils than is the norm for the school, but the work seen during the inspection does not bear this judgement out and raises doubts over the quality and accuracy of the assessments that have been made.
77. Throughout the school teaching and learning are unsatisfactory because they are not yet having sufficient impact on standards. Although during the inspection a number of effectively taught lessons were observed, the teaching across the different classes lacks cohesion and does not yet provide sufficient progression in pupils' learning. In the two lessons seen in Years 1 and 2 during the inspection teaching and learning were judged to be satisfactory as there were some good elements that balanced out the weaknesses. However, both lessons were overlong and the pace of lessons is slow so that pupils become bored and inattentive. The lack of challenge, especially for the more able pupils, means that they are underachieving and they do not enjoy the subject as much as they might. Despite this, pupils' behaviour in lessons is generally good and they pay attention to the information staff are giving them.
78. In Years 5 and 6, some good lessons were observed. Teachers' basic planning is satisfactory, pupils are directed to think about the objectives at the start of the lesson and these objectives are reviewed at the end. Resources are well prepared and well suited to the tasks. Teaching assistants have been effectively briefed and pupils with English as an additional language and those with special educational needs are effectively supported. Most pupils in Years 3 to 6 understand the stages of investigation well. However, the protracted amount of time that teachers often take to get the lessons underway results in higher attaining pupils treading water, waiting for the rest of the class to be fully briefed. Discussion with pupils in Year 6 shows that they enjoy the practical aspects of lessons and pupils talk about experiments and investigations they have done with enthusiasm.
79. Examination of the work completed this year by pupils throughout the school shows that, until very recently, lessons activities did not meet the needs of the wide spectrum of pupils in each class. Only the more able regularly completed the tasks set. Average and lower attaining

pupils were often left with their knowledge incomplete and their skills under-developed. Matters are changing for the better but the school has much to do to make the provision in science fully effective. There is some evidence of literacy and numeracy being used to support teaching and learning but this does not happen often enough, particularly in the case of literacy. As yet there are no rigorous assessments and record keeping systems in place to give teachers a clear picture how successful their teaching has been and the impact it has had on pupils' learning.

80. The leadership and management of the subject are unsatisfactory. The subject coordinator has had insufficient opportunities to observe teaching and learning or to monitor pupils' work. Consequently the coordinator does not have the information she needs to make key decisions to improve the quality of provision. Advice has recently been taken from the local authority and teachers are beginning to act constructively on it. This coupled with the recent emphasis on the practical aspects of science are bringing about some improvements but these are, as yet, insufficient to raise standards significantly.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well in a number of aspects of ICT.
- Although most pupils have sound basic skills a significant number use the keyboard slowly.
- Teachers make good use of the interactive whiteboards.
- Pupils show good attitudes and a desire to learn.
- Assessment does not provide the information teachers need and management systems are under-developed.

Commentary

81. Year 2 and Year 6 pupils attain standards which meet national expectations and throughout the school achievement is satisfactory. Some aspects of pupils' achievement are good, for example their understanding of what a database does and how to construct one. Year 5 and 6 pupils show the expected skills when using spreadsheets and have developed a good understanding of how such programs are used in everyday life. Differences in attainment often link to the opportunities pupils have to practise their skills. While most pupils have solid basic understanding and can, for example, call up a program, retrieve saved work and correct basic errors, higher attaining pupils move around the keyboard far more efficiently and use the functions of different programs instinctively. Average and lower attainers need to think more about what to do and in some instances have to search for the keys they want. Pupils of all ages are given a satisfactory range of curricular opportunities, although older pupils have little experience of computer based systems for sensing the environment.
82. The quality of teaching and learning is satisfactory. Teachers give clear instructions and with the able assistance of the teaching assistants, one of whom works solely in the computer suite, support and guide pupils effectively while they are working. This ensures that all pupils, including those with special educational needs, minority ethnic pupils and pupils with English as an additional language have equal opportunities to learn and to progress. The high ratio of adults to pupils in most lessons means that that help is always at hand and that any problems are quickly addressed. As a result pupils make efficient use of the time they have at the computers. They work enthusiastically and try hard to follow the directions they have been given. They often work in pairs at the computer. The constructive way in which pupils from different backgrounds cooperate, support each other and share ideas is a pleasure to see.

Many pupils do not have a good memory and there are times when teachers give them more information at the start of the lesson than they can retain. When this happens instructions have to be reinforced individually as pupils are working, which reduces the efficiency of the teaching.

83. Despite the teaching in lessons often having good features, assessment is unsatisfactory overall. Teachers have been given insufficient guidance on what to look for in order to judge pupils' progress. While they know which pupils are the more skilled, they do not have enough information to make full allowance for pupils' differing attainment when planning lesson activities.
84. Subject leadership is satisfactory. The lead coordinator has been instrumental in moving the subject forward and in laying a foundation for future development. The weaknesses in assessment have been recognised and appropriate action has commenced. Overall there has been satisfactory improvement in ICT since the last inspection and, in general, the school has kept up with developments nationally. However, subject management is unsatisfactory because the systems for monitoring and evaluating provision are inadequate. As a result the coordinators have been unable to obtain a clear and accurate view of standards and of the quality of teaching and learning across the school as a whole.

Information and communication technology across the curriculum

85. The use and application of ICT in different subjects are satisfactory. Although in most classrooms interactive whiteboards are a recent addition, teachers use them frequently and to good effect to animate their teaching and to add interest to their lessons in many subjects. This acts as a good role model for pupils, exposing them regularly to the ways in which ICT can enhance their learning. Pupils make regularly use of mathematics programs to support their learning of number and data handling programs, digital cameras and computer linked microscopes are employed productively in science, geography and history. Pupils recognise the power of the Internet as a source of information and readily download pictures and text to support their studies in a range of subjects. Art programs provide an alternative medium and pupils of all ages produce attractive patterns and pictures. The regular use of word processing programs enhances pupils' learning in literacy. However, pupils are given only limited opportunities to write directly onto the computer and to make full use of its facilities for the drafting and redrafting of their written work.

HUMANITIES

86. The small number of lessons seen in **geography** and **history** did not give enough evidence to judge provision, achievement and the overall quality of teaching and learning. However, standards are as expected. The curriculum is satisfactory and teachers make good use of the local area and visits to enrich pupils' learning in these subjects. Subject management is unsatisfactory at present because the newly reorganised coordinators have not been given a sufficiently clear understanding of their roles and how to fulfil their responsibilities.
87. In a very good Year 6 geography project, pupils investigated the local beck. Comparing a 1890s map with a modern one showed how much the locality had changed and linked well with history studies. Computers were used effectively to display photographs of the expedition to reinforce learning and to investigate river formation and weirs. The study also linked well with work in science and gave pupils good opportunities to develop research and note-taking skills.
88. In history, pupils show satisfactory knowledge of the importance of key figures from the past such as Barnardo and Braille. Year 6 pupils understand and evaluate different ways of finding out about the past. They also appreciate important differences between past and present in terms of childhood, family and the world of work. Pupils have satisfactory knowledge of

ancient civilisations such as the Greek and Egyptian and of the contributions they have made to society. However, teachers do not make enough use of the opportunities these two subjects present to develop pupils' imaginative writing skills, and the use of literacy in both geography and history is under-developed.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Planning covers all elements of the subject well and includes a good emphasis on world religions.
- The subject supports pupils' personal development effectively well.
- Topics have meaning for pupils because they are often linked to their own lives.

Commentary

89. Pupils' attainment by the end of Years 2 and 6 is in line with the expectations of the locally agreed syllabus. This is a similar judgement to the one made at the time of the last inspection. Pupils develop sound factual knowledge from the topics that they study. Overall pupils' achievement is good. Pupils in Years 1 and 2 visit nearby places of worship learning in a practical way about their traditions and ethos. Year 6 pupils have a secure understanding of the key principles of different faiths such as Christianity, Islam, Judaism and Hinduism. They are given opportunities to discuss their own religion and varied religions which exist among both pupils and staff. In this way they are enabled to compare the principles and beliefs of different religions and appreciate that these are important to individual people.
90. The quality of teaching and learning is good overall. Teachers relate religious education to people's everyday lives. In the three lessons observed teachers effectively utilised objects important to different religions to make the information more relevant to the pupils. In a very good Year 6 lesson, a sense of the belief and reverence that could be found in a Muslim home was successfully evoked as pupils themselves described aspects of Muslim Worship and proudly displayed the beautiful prayer mats they had brought from home. Year 2 pupils appreciated the importance of the Qur'an to Muslims as the teacher carefully handled the Holy Books brought from home by some Muslim pupils. However, in this lesson and at times in assemblies, some opportunities are missed opportunities to extend pupils appreciation of the importance and significance of such artefacts.
91. The subject has been very well led and managed in the past and is now in a strong position to be taken forward under the new leadership arrangements which have been established in the school. The subject contributes very well to pupils' spiritual, moral, social and cultural development and is enhanced by regular visits to local places of worship. Throughout the multi-religious community of the school every religion is appreciated and celebrated, in both their similarities and differences.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. Only a small number of lessons were seen in, **music** (two) and in **physical education** (two) and none were seen in **design and technology**. It is, therefore, not possible to make detailed judgements about the provision in these subjects. Further information was gained from discussions with staff and pupils, examination of teachers' planning and analysis of pupils' work. Assemblies provided additional evidence in music.

93. No lessons were observed in **design and technology** and only very limited evidence of current work was available. The small amount of pupils' work seen around the school gives the impression that the subject has a low profile within the curriculum. Leadership and management of the subject are unsatisfactory. A new system of coordination has been introduced in which a number of teachers oversee the creative subjects. A coordinators' file has recently been set up and a curriculum audit carried out together with an audit of resources. However, the coordinators are insufficiently clear about their roles and responsibilities and have yet to determine how to monitor and evaluate provision effectively.
94. Two **music** lessons were observed. The quality of teaching and learning was good and one of the lessons had excellent features. Lessons were lively and teachers used their thorough subject knowledge to extend pupils' skills, including pupils' understanding of composition. Pupils sing with enjoyment in school assemblies and the standard of singing meets expectations on these occasions. The arrangements for leadership and management have recently changed and music is coordinated by a group of teachers who have joint responsibility for a range of creative arts subjects. Teachers are still uncertain how this is to work and who is responsible for what. However, one of the team was previously the music subject coordinator and through her skills and knowledge of music has put in place a suitable published scheme that covers all aspects of the music curriculum. In Years 3 to 6, the teachers work in pairs with the one most confident in teaching music taking the lessons. The staff spoken to feel that this arrangement works well. There are few extra-curricular activities for music. There is no choir or orchestra. Opportunities to learn to play stringed musical instruments are available and extend the skills well of those few pupils who take part. Every other year a group of pupils join with other schools to take part in a music workshop.
95. The school recognises the importance of **physical education** in the development of the pupils and all elements of the curriculum are taught with swimming occurring in Years 5 and 6. Good levels of enthusiasm towards the subject are evident in pupils' attitudes. They are very keen to attend the range of sports activities that are provided for them after school which enhance the physical education curriculum and help pupils to develop their skills further. Good links with the local high school have resulted in a 'sports partnership' which is proving to be very beneficial to the school. For example a teacher comes to take gymnastics classes and Lawfield pupils have access to the high school facilities for a variety of activities including five-a-side football and basketball. The school makes good use of the expertise of its own staff and of the local professional rugby club, which has provided coaching. The school's involvement with local leagues provides pupils with good opportunities to take part in competitive sport. Two gymnastics lessons were observed. Both were planned with due regard to health and safety. Teaching was judged to be very good in one lesson and satisfactory in the other. In the very good lesson the teacher used very good subject to make effective well-focussed teaching points. The task was challenging and the teacher continuously evaluated individual pupils' performance, thereby enhancing learning for all. In the lesson judged to be satisfactory many of the activities were rather rushed and did not give pupils enough time to improve their skills.

Art and design

Provision in art and design is **satisfactory**.

Main strengths and weaknesses

- A carefully planned range of opportunities enables pupils to make steady progress each year.
- Teachers use and develop pupils' art skills well in other subjects.
- There is not enough monitoring and assessment of teaching and learning.

Commentary

96. Standards are as expected for pupils' ages, as at the last inspection. There has been satisfactory subject development; the main improvement has been the introduction of a good scheme of work. This builds up each year pupils' art and design skills, and experiences in drawing, painting, sculpture, collage and textiles. Pupils gain sound understanding of the methods and outlook of great artists such as Lowry, Monet and Van Gogh by working in their styles. Ethnic minority pupils, those with special educational needs and those for whom English is an additional language also make steady progress because of the good quality of support and the practical and creative nature of art and design work.
97. The overall quality of teaching and learning is satisfactory. However, the inspection revealed wide variations, from very good to satisfactory, in the quality of teaching between one lesson and another. Because teachers plan and manage learning carefully, pupils enjoy art lessons, work enthusiastically and concentrate well. There is often good collaboration in pairs and groups with lively discussion of ongoing work. For example, Year 6 pupils made rapid progress in creating three-dimensional models inspired by Kandinsky. This was because the teacher demonstrated and developed new techniques each lesson, set challenging targets and gave pupils freedom to use their imaginations.
98. Observational drawing enhances learning in science, geography and history work. For example, to extend their investigation of the water cycle, Year 5 pupils sketched methods of draining use on school buildings and in the playground. To learn about Victorian architecture and decoration, Year 6 pupils observed and drew details of old buildings in Lawefield. Pupils also use computers effectively to improve their appreciation of colour, texture, pattern and dimension.
99. Although leadership and management are satisfactory overall, assessment and monitoring are not effective enough in improving achievement. As a result, the school does not account for variations in teaching quality or inconsistencies in learning, for example in the use of sketchbooks.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

100. Only two lessons and one part lesson were observed in personal, social and health education and citizenship. This is insufficient evidence upon which to base an overall judgement on the quality of provision.
101. The school places strong emphasis on pupils' social and moral development. Pupils have well planned opportunities to discuss such topics as the importance of friendships and learning about ways to combat risk and resist peer pressure. Year 4 pupils wrote about the qualities for a good friend and Year 5 pupils considered how life can become difficult when someone gets involved with drugs.
102. Citizenship is given an adequate profile and there is a satisfactory range of opportunities for pupils to play a part in helping the school to run smoothly and improve. For example, the 'Fitbods' help set up games at playtime to encourage physical activities and help those children who sometimes feel lonely or have no one to play with. Pupils express their views through the school council to help develop their understanding of democratic decision-making. The co-ordinator leads the subject satisfactorily but has had insufficient opportunities to develop her role and to further embed personal, social and health education and citizenship within the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	5
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	5
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	5
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	3
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	5
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).