

# INSPECTION REPORT

## ELLAND CE PRIMARY SCHOOL

Elland

LEA area: Calderdale

Unique reference number: 107550

Headteacher: Mrs Louise Smith

Reporting inspector: Mrs J Boden  
12301

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> December 2001

Inspection number: 193421

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Westgate Elland West Yorkshire
Postcode:	HX5 0BB
Telephone number:	01422 373159
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Lelliott
Date of previous inspection:	14 <sup>th</sup> – 16 <sup>th</sup> April 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12301	Mrs J Boden	Registered inspector	Science Design and technology Equal opportunities	Characteristics of the school The school's results and achievements Teaching and learning Leadership and management
13706	Mrs G Marsland	Lay inspector		Pupils' welfare, health and safety Partnership with parents and cares
27899	Mrs G Beasley	Team inspector	The Foundation Stage Information and communication technology Music	The quality and range of opportunities for learning
20326	Mr P Clark	Team inspector	Mathematics Geography Physical education Special educational needs	
2911	Mr E Steed	Team inspector	English Art and design History	Pupils' attitudes, values and personal development

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is an average-sized school with 214 pupils aged three to 11 on roll. Children in the nursery attend for either mornings or afternoons. The school is situated in the centre of Elland and draws its pupils mainly from the immediate area, which consists mostly of housing association property. The nursery opened in January 2000. Most of the pupils from Year 2 onwards have not had any pre-school experience. Before the nursery was built, pupils started school with below average language, number and social skills. The nursery gives the children a good start and children now enter the reception class with a wide range of ability, but their attainment is above average overall. Most of the pupils in the school are white and they all speak fluent English. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils on the school's register of special educational needs is average, but the proportion with statements of special educational need is well above average. A high proportion of pupils on the register of special educational needs have emotional and behavioural difficulties.

### **HOW GOOD THE SCHOOL IS**

This is an improving school that gives satisfactory value for money. However, standards are still low. A significant number of pupils do not complete all their primary education at the school. Staffing problems, including many long-term absences, have also affected pupils' learning. The high quality of provision in the nursery and reception classes mean that these children make good progress so that pupils enter the school now with above average levels of ability. The quality of teaching is satisfactory. Leadership and management by the headteacher are satisfactory overall.

#### **What the school does well**

- The very good provision in the Foundation Stage means that children get off to a very good start.
- The school has good strategies for teaching and reinforcing mathematical skills.
- A good range of visits and extra-curricular activities enriches the curriculum.
- Pupils have good attitudes and are keen to learn.
- The provision for pupils' spiritual, moral and social development is good.
- The school has effective links with parents and keeps them well informed.

#### **What could be improved**

- Standards in all subjects except music and physical education are not high enough.
- Teachers in the infant and junior classes have generally low expectations of what pupils can achieve.
- The procedures for monitoring pupils' academic performance are unsatisfactory. This means that planning is not effective because the work is not based on what pupils know already.
- Higher attaining pupils are not challenged sufficiently to achieve their full potential.
- Significant numbers of pupils miss substantial parts of lessons because they are withdrawn for other subjects.
- The governors are not effectively involved in running the school.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made satisfactory improvement overall since it was last inspected in 1997 despite the fact that standards in most subjects appear to be lower than they were. Most of the issues identified in the last report have been dealt with, although the measures taken to address them have not had time to make a full impact on improvement. The quality of teaching has improved to a satisfactory level overall but there are still weaknesses that are holding back the learning of higher attaining pupils. Test scores indicate a very significant improvement in writing at age seven and in mathematics at seven and eleven. Standards in information and communication technology have improved although they are still below average overall. The involvement of the governors in running the school is not as effective as it was at the time of the last inspection. Given the commitment by the headteacher, and staff, the determination by the Chair of

Governors to become more effectively involved and the new initiatives that are in place, the school is well placed to improve.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E*	E*
mathematics	E	E*	C	B
science	E	E*	E	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% nationally	E*

Attainment on entry prior to the nursery provision was below average and this is reflected in the standards achieved by pupils in Year 2 onwards. In the latest tests, pupils in Year 2 achieved very low standards in reading. Standards in writing and mathematics improved significantly. The standards in writing were well above those in all schools and in schools with a similar intake. In mathematics they were above the national average and well above the average in similar schools. Inspection evidence is that standards in the current Year 2 are well below average in all aspects of English and below average in mathematics. This is due to the high proportion of pupils with special educational needs, some with behavioural problems that prevent effective learning. Due to the good nursery provision, the attainment of children in the current reception class is now above average. With the good teaching that continues in the reception class, attainment in some areas of learning is already exceeding the expected level and this bodes well for future standards by the age of seven.

At age 11, standards in English, mathematics and science have been consistently low since the school was inspected in 1997. The latest test results show pupils' performance in English to be in the bottom five per cent of school nationally and those with a similar intake. The results of the latest mathematics tests show dramatic improvement, from being in the bottom five per cent of all schools to average in comparison with all schools and above average compared with similar schools. This improvement has been brought about by a concerted effort to improve pupils' mental skills. Pupils now have an enthusiasm for the subject built on their raised self-esteem. In science, although the latest test results indicate well below average standards compared with all schools and below average standards compared with similar schools, there was a big improvement in 2001 with all the pupils reaching the standard expected for their age, although only one pupil exceeded it. Inspection evidence indicates that standards in the current Year 6 are well below average in English and science and below average in mathematics. This is due in part to the high proportion of pupils with special educational needs and below average ability within this year group. In other year groups, standards in English and science are below average rather than well below. Pupils in Years 3, 4 and 5 are achieving standards in mathematics close to those expected for their ages. Pupils with special educational needs make good progress in English because they receive good support. Higher attaining pupils do not achieve as well as they might because they are not challenged sufficiently.

Standards in information and communication technology have improved throughout the school. However, because the pupils had so much to catch up on, standards are still below average at ages seven and eleven. Standards are below average in art, design and technology, geography and history. The disjointed approach to the teaching of geography and history means that, often, pupils forget what they have learnt. Not enough time is allocated to art. There are shortages of resources that adversely affect pupils' learning in design and technology, geography and history. All these factors mean that pupils of all abilities are not given the opportunities to achieve their full potential across all the subjects of the curriculum.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. From the time they start school the pupils enjoy being there. They display interest in lessons and, with the exception of those pupils with known disruptive behavioural problems, they work hard. Pupils with special educational needs have a good self-image and display positive attitudes.
Behaviour, in and out of classrooms	Good overall. The school is an orderly place. Most pupils are well mannered to their teachers, to other adults and to each other. However, two pupils were excluded during the inspection on account of poor behaviour.
Personal development and relationships	Satisfactory. Although pupils accept responsibility willingly they do not have enough opportunities to use their own initiative.
Attendance	Satisfactory. This has improved since the last inspection. Most pupils arrive at school on time but a significant minority are persistently late.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

All the teaching seen was at least satisfactory. The best teaching is in the nursery and reception classes where it is consistently good. This means that children get off to a good start in all the areas of learning. In Key Stage 1 only one of the ten lessons seen was better than satisfactory and in Key Stage 2 only three in ten lessons were better than satisfactory. If standards are to rise, pupils need good teaching regularly as they move through the school. The teaching of English and mathematics is satisfactory overall although it is stronger in English in Year 6 and in mathematics in Years 5 and 6. In English, teachers do not plan effectively to take all pupils' learning forward. Higher attaining pupils, in particular, are not challenged to achieve their full potential. Pupils with special educational needs receive good support and they make good progress. The good quality teaching of mathematics in Years 5 and 6 is helping to raise standards. These teachers expect pupils to work hard and match work accurately with the right amount of challenge for all pupils to achieve their full potential.

Relationships between teachers and pupils are good and this creates a secure atmosphere for learning. However, overall in Key Stages 1 and 2, teachers have low expectations of what pupils can do and they do not challenge pupils sufficiently to find out things for themselves. In most subjects they give the pupils all the information they will need to answer questions. In science, for example, they teach investigative skills effectively but they do not give the pupils enough opportunities to use the skills they have learnt. As a result, pupils cannot plan their own work and their research skills are under-developed.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	In the Foundation Stage, children enjoy a rich curriculum that promotes their learning well. In the infant and junior classes, the curriculum is satisfactory overall, but there are weaknesses in English, science and design and technology that prevent pupils developing their basic skills in these subjects.
Provision for pupils with special educational needs	Good overall. Pupils are supported well in literacy lessons and they make good progress. In some other lessons work is not always matched appropriately to their needs and they do not achieve as well as they might.
Provision for pupils' personal, including	Good. The school provides well for pupils' spiritual, moral and social development. Provision for cultural development is satisfactory overall.

spiritual, moral, social and cultural development	Opportunities for pupils to gain deeper insights into the other cultures represented in modern society still need further improvement.
How well the school cares for its pupils	Satisfactory overall. The school provides good pastoral support for pupils. However, there is not a careful enough check made on what pupils have learnt and what they need to do next. This means that work is not always planned effectively to take learning forward.

Only a very small number of parents attended the meeting and there was a low response to the questionnaire. In some sections of the questionnaire a significant number of parents did not express their views. The contribution that parents make to their children's learning at home and in school is satisfactory overall.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher has a clear idea of what the school needs to do to improve and has put in place systems to bring about that improvement. However, these are recent initiatives and they have not yet made an impact. Subject co-ordinators do not have a clear enough overview of teaching and learning in their subjects because they do not have opportunities to observe lessons.
How well the governors fulfil their responsibilities	Unsatisfactory. The governors are not sufficiently involved in running the school. They do not evaluate the impact of spending decisions on learning.
The school's evaluation of its performance	Unsatisfactory. The school analyses appropriately results of end of key stage tests. However, the evaluation of teaching and learning is weak.
The strategic use of resources	Satisfactory overall. Specific grants and other funding are used appropriately. Staff expertise is used effectively particularly in support of pupils with special educational needs. The computer suite is under-used and there are shortages of resources in some subjects that hinder pupils' learning. Despite the low standards, the headteacher only teaches to cover for absences.

There is a satisfactory number and match of teachers and support staff to meet the needs of pupils. The care and support given to pupils with special educational needs by teaching assistants is good. The school does not apply the principles of best value well enough.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The staff are approachable.</li> <li>• The teaching is good.</li> <li>• Their children are making good progress.</li> <li>• The school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• There is a significant element of unsatisfactory behaviour that stops pupils learning.</li> <li>• They would like more information about how their children are getting on.</li> <li>• The school does not work closely enough with parents.</li> <li>• They would like a clear and consistent homework policy.</li> </ul>

Inspectors agree that the staff are approachable and that the school is helping children to become mature and responsible. They do not agree that teaching and learning are good. They did not see any unsatisfactory behaviour during the inspection. However, two pupils were excluded for the period of the

inspection on account of poor behaviour. Inspectors believe that the school works hard to involve parents through a range of good quality information. They agree that there should be a more consistent approach to homework.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Before the nursery was built pupils started school with below average levels of ability and this is reflected in the current standards achieved by pupils in Year 2 onwards. Children in the nursery make good progress as a result of consistently good teaching and most enter the reception class with above average levels of ability, particularly in language, number and social skills.
2. At age seven, standards in reading improved from well below average to average in 1999, but since then they have dropped back. The latest test results show an improvement, although standards are still well below average when compared to those in all schools and schools with a similar intake. The improvement in boys' performance was more marked than that of girls, although they still did not do as well as the girls. Writing presents a much more positive picture. Again, apart from in 1999, standards have been consistently low. The latest test results show a dramatic improvement with well above average standards compared to all schools and similar schools. Again, boys improved more than girls although they did slightly less well than the girls. Inspection evidence is that standards in the current Year 2 are well below average in both reading and writing. This is because there is a higher proportion of pupils with special educational needs, some with behavioural problems that prevent effective learning. Less than half the pupils are confident in reading a story with the whole class and very few can offer ideas for a story even with support. .
3. Standards in mathematics at age seven have fluctuated in recent years, but overall there has been very significant improvement. In 1998 they were in the bottom five per cent of all schools. The latest test results indicated above average standards compared to all schools and well above average compared to similar schools. Inspection evidence is that standards in the current Year 2 are below average. As with English, this is related to the high proportion of pupils with special educational needs and behavioural problems in the year group.
4. Teacher assessments in science at age seven indicate well below average standards. This is confirmed by inspection evidence. However, there are encouraging signs of improvement. The pupils in Year 2 have a satisfactory knowledge of materials. The teacher in this class uses display effectively to reinforce learning.
5. English is still weak by the age of 11. Standards have been consistently low since 1997 when the school was last inspected. The latest test scores indicate that standards are in the bottom five per cent of all schools and similar schools. Although standards in some year groups are improving, the evidence of the inspection is that standards in the current Year 6 are well below average. This class also has a high proportion of pupils with special educational needs including six (16 per cent) with statements. Pupils' poor reading skills are holding back their learning in all subjects. Although teachers follow the national literacy guidelines, pupils are not encouraged to read enough. The location of the library in a corridor does not allow them to browse and develop an interest in books. There is an insufficient range of books to stimulate pupils' interest. Most pupils are fascinated by science, for example, but there are no science books. Writing skills are not developed across other subjects. This means that pupils equate writing with an exercise in English rather than as an effective means of communication.
6. Standards in mathematics have also been consistently low since 1997. However, the latest test results indicate a dramatic improvement, with standards reaching the average in all schools and above average in similar schools. This is good achievement. This improvement has been brought about by a concerted effort to improve pupils' mental skills. Pupils now have an enthusiasm for the subject built on their raised self-esteem. The evidence of the inspection is that standards have

risen, although the standards in the current Year 6 are below average because of the composition of the class. Pupils currently in Years 3, 4 and 5 are working at levels closer to those expected for their ages.

7. Overall standards in science have been well below average since 1997. Although this trend is continued with the latest test results, there was a very significant improvement in 2001, when all the pupils reached the levels expected for their age. Only one pupil, however, reached the higher level. This represents good achievement overall. The evidence of the inspection is that standards in the current Year 6 are well below average. While pupils appear to know a lot of scientific facts, they are often confused because the facts are taught in isolation without the benefit of pupils finding out for themselves.
8. A weakness in all three subjects is that pupils do not develop the ability to work independently because they are not given enough opportunities to do so. This means that higher attaining pupils are not achieving as well as they might.
9. The school set an appropriate target in English in 2001 based on past performance. However, this was not reached. On the other hand, despite the target for mathematics being a lot more challenging, this was exceeded by a wide margin. This is a reflection of the effort put into raising standards. The school has difficulty in setting realistic targets because the teachers are not accurate enough in their assessments. Plans to address this have been put into action.
10. Standards in information and communication technology have improved since the last inspection, but they are still below average at ages seven and 11. Better teaching and the provision of a computer suite have brought about the improvements. In some aspects of the subject, such as word processing and drawing skills, standards are average. However, there are weaknesses in other areas, such as pupils' knowledge and understanding of data handling and control and monitoring because the pupils have so much to catch up on.
11. Standards in music and physical education are in line with those expected at ages seven and 11. Singing is a particular strength. This makes a good contribution to pupils' social skills as they perform at concerts.
12. Overall standards in art and design, design and technology, geography and history are below those expected for pupils aged seven and 11. Standards in some aspects of design and technology are at the expected levels but there are not sufficient resources to teach all aspects. Learning in history and geography is held back by pupils' poor literacy skills.
13. Overall, pupils with special educational needs receive good, well-focused support to meet their individual needs and most make good progress in developing their literacy skills, which are the main focus of their individual education plans. In Year 6, clearly focused support linked to detailed targets for each individual pupil is reflected in good progress in relation to prior learning. Individual education plans, written by class teachers, are inconsistent in their quality. They do not all indicate specific targets broken down into small measurable steps against which progress can be clearly identified.
14. The school identifies pupils of above average ability and, in some cases, these pupils are taught literacy and numeracy with older pupils. However, higher attaining pupils generally do not achieve as well as they might because the work in most lessons lacks challenge.

### **Pupils' attitudes, values and personal development**

15. Children settle quickly into the nursery because of the very good support they receive from all the adults. The very broad curriculum, with plenty of exciting activities, makes coming to school a

pleasure. This high quality care and provision is continued in the reception class. Parents at the pre-inspection meeting singled out the Foundation Stage for very high praise.

16. Throughout the school, pupils' attitudes to learning are good. They are proud of their school and enjoy being there. In lessons they show interest, concentrate well and, with the exception of pupils with known disruptive behavioural patterns, settle down to work quickly. Most pupils are willing to answer questions or share their own thoughts. This is similar to the findings of the last inspection.
17. Behaviour in lessons is mostly good, although there is a significant proportion of pupils, mostly boys, in Year 2, whose behaviour sometimes disrupts learning. These pupils often spoil class discussions because they call out answers constantly. Pupils get on well and work effectively in pairs or groups when necessary sharing materials, equipment and ideas. The school is an orderly place because behaviour around the school is good. Pupils are well mannered to their teachers, other adults and visitors, and to each other. Pupils often stand aside to allow others to pass, especially through the narrow and often cluttered corridors. Outside play is friendly. No instances of oppressive behaviour of any kind was seen or reported during the inspection. Pupils stated that there have been no recent instances of bullying. They are clear about the school's attitude to bullying and know what to do should it occur. They treat property and the displays around the school with respect.
18. Pupils in each class are given opportunities to carry out routine tasks; these are carried out willingly. There is no prefect system although older pupils carry out tasks that contribute effectively to their personal development because they are trusted to arrive on time and perform tasks to the best of their abilities. Although they accept responsibility willingly and take their duties seriously there are not enough opportunities and encouragement for pupils to use their initiative, such as carrying out investigative work in classrooms, for example, by searching for information, unasked, from reference books. This weakness was identified in the last report. Pupils who are members of the School Council receive very good opportunities to display initiative. Elsewhere, pupils accept chances to hold open doors, pick up litter and to tidy away dropped equipment.
19. Pupils with special educational needs have a good self-image and display positive attitudes to their work in school. Most special educational needs pupils in Years 5 and 6 listen well and show good levels of concentration and interest in their work. Most respond well to the school's rules and behaviour policy. However, there have been two recent exclusions on account of poor behaviour. These pupils were not present during the inspection.
20. Attendance rates throughout the school are satisfactory and broadly in line with the national average for primary schools. This is an improvement from the last inspection in 1997. The majority of authorised absences are due to illness, which reduces the school's overall attendance figure. There have been no unauthorised absences in the last year. Most pupils are punctual for school but a minority are frequently late.

## **HOW WELL ARE PUPILS TAUGHT?**

21. The quality of teaching has improved since the last inspection and is now satisfactory overall. During the inspection all the lessons seen were at least satisfactory, but there is not enough good teaching across the school to increase the rate of pupils' learning and raise standards.
22. The school has had considerable staffing problems over the past two years with many long-term absences. This has affected the overall quality of teaching and learning as temporary staff found it difficult to cope with the serious behavioural problems that were prevalent until very recently. At the time of the inspection, three of the eight class teachers were new to the school, two being in their first year of teaching. A further three were relatively inexperienced.

23. The quality of teaching is consistently good in the nursery and reception classes and this means that children get off to a good start in all the areas of learning. In Key Stage 1, only one of the ten lessons seen was better than satisfactory. The success of this lesson, which resulted in good learning in art, was due to the very effective delivery by an outside specialist supported well by other adults. In Key Stage 2 the quality of teaching is satisfactory overall. Only three in ten lessons seen were better than satisfactory and only one lesson was very good. This was a music lesson delivered by an outside specialist with the class teacher in support.
24. In the Foundation Stage, teachers motivate the children with exciting activities and expect them to work hard. The work is matched accurately to their needs so that all the children, including higher attainers and those with special educational needs, are suitably challenged and achieve well. The nursery teacher identifies exactly what she wants children to learn before each focused activity and this enables all staff working in the nursery to know exactly what they will be observing and checking against identified criteria. This allows them to plan next steps in learning and to identify the level of questioning to use in order to check and challenge the children's thinking and understanding. Relationships are particularly strong and the children have high self-esteem as a result. They are confident working with all the adults.
25. The teaching of all subjects in the infant and junior classes, although satisfactory, does not have the same sparkle and enthusiasm to inspire the pupils to learn as in the Foundation Stage. Although teachers have satisfactory subject knowledge in most areas, pupils are often not motivated because the planned activities do not challenge them to be creative. Most lessons are delivered at a pedestrian pace that does not meet the needs of the higher attainers. This means that these pupils do not achieve as well as they might.
26. The quality of teaching for pupils with special educational needs is generally satisfactory in class lessons and in sessions where they are withdrawn for individual support. In most English lessons, teachers meet the needs of pupils well, providing appropriate activities. As a result they make good progress. In some class lessons, for example geography, pupils with special educational needs complete the same work as other pupils when an easier task would support better learning. The scrutiny of pupils' work in a number of subjects indicates that work is sometimes planned by the class teacher without direct reference to targets set in pupils' individual education plans, and this slows progress.
27. The teaching of reading is unsatisfactory. Although teachers are following the national literacy guidelines and introducing children to a wider range of books than before, they are not keeping a careful enough check on individual children's progress in reading. Reading diaries record what children read but they do not highlight any difficulties that children may have in tackling unknown words or suggest what should be done to help them to overcome these difficulties. Pupils' poor reading skills hamper their learning across the whole curriculum. The teachers are better at teaching writing. An examination of pupils' books shows that this is improving. However, these improvements have not yet had chance to bear fruit and standards are still low, with higher attaining pupils in Year 6 only reaching average levels. The main weakness is that teachers do not always measure accurately what pupils have learnt and often plan work that does not build on what has gone before. This means that progress is slowed and pupils do not always achieve as well as they should.
28. Teachers are good at developing pupils' mathematical skills, particularly their knowledge of number facts and calculating skills. Most teachers develop mathematical vocabulary effectively through good displays that reinforce pupils' learning. The effects of the improved teaching in mathematics were reflected in the very significant improvements in the latest test results. Good lessons were seen in Years 5 and 6. In these lessons the teachers adopted a lively approach and challenged all the pupils well. In the Year 5/6 lesson, for example, the higher attaining pupils used co-ordinates confidently to draw and create a given range of two-dimensional shapes. In the Year

6 lesson the pupils rose to the challenges of the demanding questions. The questions were tailored to suit individual needs so all the pupils achieved well.

29. The teaching of science is unsatisfactory. Teachers have unsatisfactory subject knowledge and they do not have a clear idea of what it is they want pupils to learn. While they enthuse the pupils with interesting practical activities, these do not necessarily follow from what pupils have learnt before. Teachers are good at teaching pupils scientific facts and vocabulary but, because these are taught in isolation, the pupils do not have any depth of knowledge and understanding.
30. The teaching of information and communication technology has improved to a satisfactory level since the last inspection. However, this improved teaching has not yet had time to impact on learning. Teachers' subject knowledge has improved so that they can support pupils' learning more effectively and this is helping to raise standards
31. Relationships between teachers and pupils are good and this creates a secure atmosphere for learning. However, overall in Key Stages 1 and 2, teachers have low expectations of what pupils can do and they do not challenge pupils sufficiently to find things out for themselves. In most subjects they give the pupils all the information they will need to answer questions. In science, for example, they teach investigative skills effectively, but they do not give the pupils enough opportunities to use the skills they have learnt. As a result, pupils cannot plan their own work and their research skills are under-developed.
32. The school has a good number of paid and voluntary helpers and assistants. They make a significant contribution to the progress made by pupils, especially those with special educational needs, in many lessons.

#### **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

33. The curriculum for the Foundation Stage is very good. The very wide range of interesting and relevant activities motivates the children and consequently they all choose to take part. Displays are bright and welcoming and celebrate the children's efforts so that they can see how the adults who work with them value their work. The adult focus for activities is very well planned so that they play alongside the children giving them suitable support in their play and helping them to develop their imaginative language as a result.
34. The curriculum in the infant and junior classes is satisfactory overall and meets statutory requirements. However, there are weaknesses in English, science, design and technology, geography and history that are preventing effective learning in these subjects. In English and science, pupils do not have enough opportunities to develop the basic skills of reading, writing and investigation, for example, through planning their own work and finding information for themselves. The lack of continuity in the teaching of geography and history means that there are long periods when they are not delivered. For example, history is not taught in Years 3 and 6 during the autumn term. This means that pupils forget what they have learnt. Although the interactive whiteboards support the delivery of the curriculum well, there are too few opportunities for pupils to use computers in other classes to support their learning especially in literacy and numeracy lessons. The library is poorly situated and does not support pupils' independent research skills well enough. There are suitable schemes of work in place, which give sufficient guidance to teachers' planning.
35. The school's strategy for teaching literacy is satisfactory and for numeracy it is good. Numeracy skills are developed effectively through suitable science activities when pupils collect and present information in graphical form and in tables. In some classes, pupils are expected to explain the



strategies they use to solve mathematical problems and this helps to clarify their thinking and identify how they reached a particular answer to a sum.

36. Pupils do not have equal access to all curriculum activities. This is unsatisfactory. The school does not monitor the groups that are withdrawn for other activities well enough and does not make sure that the learning they have missed is repeated at a later time. Therefore, many pupils miss significant parts of science, geography and information and communication technology because their time for booster classes, swimming, 'circle time' or extra-curricular activities clashes with these lessons. The school does not have a flexible plan to make sure these withdrawal times are rotated so that the pupils do not miss the same part of the same lesson every week.
37. Extra-curricular provision is good. There is a wide range of clubs which pupils attend and the range of visits and visitors enriches the curriculum well. These include music club, netball, cross country, homework and gym club. The pupils enjoy the computer club and talk about developing the school newspaper. The school's policy to include three visits a year for each year group adds reality to the work they are studying and brings learning to life. The recent visit to the fire station and from an ambulance worker to the nursery sparked off various imaginative games where the children acted out scenes of an accident, successfully calling out the ambulance and fire service to help. Year 1 pupils are busy sending e-mails to New Zealand as part of their geography lessons and this gives the subject real meaning.
38. There is a suitable programme of lessons to cover all aspects of pupils' personal development including sex education. Health and an awareness of drugs are taught effectively through science topics. Circle time gives pupils good opportunities to talk together about moral values including feelings and relationships and how we can make sure that we all get along well together. Pupils who belong to the school council have an excellent opportunity to develop their personal skills of debate and putting forward a logical argument.
39. The provision for pupils' spiritual development is good. The close links with the joint parishes of St Mary's and All Saints support spiritual development; for example, through visits made to celebrate the major Christian festivals and the parish priest leading regular acts of worship during whole-school assemblies. The acts of worship provide opportunities for reflection on a range of spiritual and moral issues. For example, as the parish priest reminded pupils that as they enjoy presents at Christmas, they should remember that God's greatest gift to us all was His Son, Jesus Christ. A very good feature of worship is the joyful singing of well-chosen hymns and sacred songs. Pupils obviously enjoy singing, a factor that adds considerably to the overall spiritual dimension of the assemblies. The lighting of a candle signals the beginning of a period of contemplation; this fact is clearly understood by pupils as they focus on speakers, prayers and the opportunities offered to them to reflect on the themes that are presented. The attendance at assemblies by the members of the school's staff signals the clear message that worship is important to them and provides a good example to pupils.
40. The provision for pupils' moral development is good. There is an expectation of good behaviour and all but a small minority of pupils respond well to this. The school rules are known well by all pupils. Members of staff set good examples to pupils with their consistent approach to discipline. The school's rewards and sanctions policy makes it very clear that the school appreciates the right actions towards fellow pupils. Pupils are encouraged to consider others less fortunate than themselves by supporting various charities.
41. The provision for pupils' social development is good. From their earliest days in school, pupils are encouraged to co-operate and get on together. During lessons teachers provide opportunities for a variety of paired and group work. Lunchtime and after-school clubs enable pupils from different classes to mix socially for a common purpose, while inter-school sporting activities allow provision for social meetings with pupils of their own age. Visits and visitors offer good opportunities for pupils to interact with unknown adults in a safe environment. Residential visits give many pupils their first experience of being away from home by themselves; in this case in the safe company of

persons whom they know and trust. The school's choir entertains the residents in a local Old People's Home and gain great pleasure from the visits. The socialising banter during the Breakfast Club and while waiting in the dinner queue is carefully fostered to contribute to social development.

42. The provision for cultural development is satisfactory overall. There is a sound range of visits and visitors to support pupils' learning about their own national and local culture. Visits from a Christian missionary and an Asian Women's Dance Group, and studies of other world religions have given pupils an insight into a limited range of non-western European countries and ways of life. These experiences are to be broadened following arrangements being made to visit a local mosque. This good initiative is the first in a series to help pupils to realise and to appreciate the richness of the cultural diversity of modern British society.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

43. The class teachers and staff care for their pupils well. The excellent Breakfast Club provides good care and support for pupils and working parents. It provides pupils with a good nutritional start to the day and helps their levels of concentration. Pupils are well supervised within school if parents are unavoidably delayed at the end of the school day. The pupils are also alert to health and safety issues, which begin with road safety lessons in the nursery.
44. Procedures for child protection and for ensuring pupils' welfare are satisfactory overall. The school adheres to the health and safety policy, which has recently been reviewed. Fire precautions, electrical checks and whole-school risk assessments are carried out regularly. However, the tangled wiring and the open sockets in the computer suite pose a potential risk. These have been pointed out to the school. Pupils are well supervised by staff and ancillary assistants at playtimes and lunchtimes. There are good arrangements for dealing with accidents and two members of staff are trained in first-aid procedures. There is a suitable child protection policy in place and the school's procedures are consistent with the local authority's guidance. The headteacher is the named person responsible for child protection issues. However, although procedures are in place for child protection, the provision is unsatisfactory. The teaching staff and lunchtime ancillary assistants have not received appropriate training.
45. Procedures for monitoring and improving attendance are good. The school takes a firm line on attendance matters and requires parents to write a letter whenever a pupil is absent. The class teachers monitor attendance each day and keep the headteacher informed if any pupil's absence is a cause for concern. The secretary monitors absence letters, medical appointments and punctuality. The educational welfare officer visits the school every two weeks and monitors the registers along with the deputy headteacher. If necessary, the educational welfare officer or the headteacher makes a home visit to enquire about unconfirmed absences. Parents are reminded of the school's expectations for good attendance in the school prospectus. The pupils are also awarded a certificate for good attendance and the Breakfast Club encourages them to arrive at school early.
46. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is an effective behaviour policy in place, which was reviewed last year, to ensure a whole-school approach to managing behaviour. Guidelines for managing any incidents of bullying are also in place. Parents are informed of the school's expectations for good behaviour in the school prospectus. All staff and the lunchtime ancillary assistants have received training in behaviour management and consistently manage behaviour well. The pupils understand the difference between right and wrong and respond accordingly. An appropriate scheme of sanctions is in place. Procedures for promoting good behaviour include certificates, class awards, celebration assemblies and a visit from 'Arthur' the cat, the school's very large soft toy. Serious

incidents of challenging behaviour or bullying are recorded by the headteacher who works closely with the staff and parents and takes action as necessary.

47. Procedures for monitoring and supporting the pupils' personal development are satisfactory. Personal, social and health education throughout the school makes a valuable contribution to the pupils' personal development. Teachers use a discussion period called 'circle time' to enable pupils to sit together and discuss relevant issues such as friendship and kindness. The pupils set their own class targets in co-operation with their teachers but the development of individual targets has only just been introduced. The school maintains effective links with outside agencies, such as health professionals and the police, which also help to support the academic and personal development of the pupils.
48. Procedures for assessing pupils' learning and attainment are unsatisfactory. Some progress has been made in the introduction of systematic assessments in English, mathematics, information and communication technology, design and technology and history. However, the information is not used effectively to plan further learning. This is particularly marked with the higher attaining pupils. Most teachers keep assessment records that embody their own approach to recording and reporting. However, the quality and content of written records is inconsistent. Teachers are not always aware of what pupils have learnt in previous year groups. This leads to underachievement, especially by the higher attaining pupils. Pupils from Year 1 to Year 6 undertake formal tests, and appropriate records are kept. The school is aware of the need to commit results into a computerised format that will prove invaluable for tracking and targeting pupils' learning, especially higher attaining pupils. With the many changes of teachers, staff have less involvement in this part of the process and the targets set are not always carried through into the planning of lessons, into the setting of pupils by ability within the class, in the sharing and joint evaluation of targets for individual lessons with pupils, or in the marking of work to show how it can be improved. Assessment procedures in the Foundation Stage are good. Careful note is kept of how well the children approach the task as well as how much they have achieved. Access to each area of learning is recorded so that adults can encourage all the children to take part in all of the activities at some time during the day or week. Although the information is not used to plan different activities for the children depending on their ability and previous learning, work is matched during the activity through questioning and higher expectations of independence.
49. Most teachers take care in recognising pupils' efforts and progress with encouraging remarks, but in many instances these are not consistently thought through and can give a false indication of the quality of work completed and the progress being made. For example, the comment "brilliant" alongside the work of pupils in Year 4, which was clearly only satisfactory in quality and content, gives pupils a false indication of standards being achieved. Assessments in most subjects are not dated and often based on completion of work rather than how pupils have learnt from their experiences, and the progress they are making.
50. The school makes every effort to identify all pupils with special educational needs as early as possible. However, many pupils are stated to be a cause for concern if they are underachieving or to have needs of a relatively minor nature. There are still pupils in Years 5 and 6 who have remained at this monitoring stage for a long time. Many of the individual education plans are far too general and therefore make the monitoring of progress against prior learning levels difficult. Individual targets cannot be measured, as the success criteria are often too vague. Most pupils with statements of special educational needs make good progress because their needs have been thoroughly scrutinised and staff adapt work especially for them.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

51. There was a mixed response from parents at the pre-inspection parents' meeting and from the parents' questionnaires. Only a small number of parents attended the meeting and there was a

low response to the questionnaire. In some sections of the questionnaire a significant number of parents did not express their views. Therefore, with the limited evidence available, the inspection team judges that parents are satisfied with the school.

52. The school works hard to maintain good links with parents. Frequent newsletters keep them informed about forthcoming events and about the pupils' achievements. The school has a parents' notice board and school policies and a suggestion box are available in the reception area. The headteacher and staff are accessible and home visits can be arranged prior to admission into the Foundation Stage. A suitable home/school agreement has been distributed and the majority of parents have signed and returned it. The school actively seeks the parents' opinions in questionnaires and responds to their concerns. School productions such as *Sleeping Beauty* performed last year and class assemblies are well attended. Attendance at parents' meetings is now improving and at the last meeting a physical education display was given by the pupils.
53. Parental involvement has a satisfactory effect on the life of the school. The Friends of Elland Association provides support by organising social and fund-raising events. Although the association is only just developing, clothes parties and fairs have been arranged. Many parents support the school by participating in the 200 Club. The school newsletters frequently invite parents to help in classrooms. A small number of parents give freely of their time but the school employs many parents as classroom assistants.
54. The quality of information for parents is good. The school has hosted sessions for parents to help them to understand the aims of the national literacy and numeracy strategies. Approximately fifteen parents attended these sessions and a crèche was provided for their children. Information about what the pupils will be learning in the coming year is available on the school notice boards and is included in letters sent home by the class teachers. The school issues a 'Helping your child to read' booklet. The governors' report and school prospectus are informative. However, the governors' report lacks information regarding staff development and details concerning the admission of disabled pupils. Parents have the opportunity to consult the staff formally each term to discuss their children's progress. The pupils' annual progress reports are satisfactory overall. They include all the required information but do not include targets to tell the pupils how they can improve their work.
55. The contribution that parents make to their children's learning at school and at home is satisfactory. The school's expectations regarding homework have been conveyed to parents by letter and at a meeting to explain homework requirements. The headteacher has acknowledged that guidelines for homework need to be reviewed and that homework diaries and reading record books are not used well. The school has hosted a literacy and numeracy course for parents in the information communication technology suite in co-operation with the local college. This was well attended and has the potential to help parents to assist their children to learn

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. The last report did not give a judgement on the quality of leadership and management although it indicated that it was satisfactory overall. The headteacher, at the time of the last inspection, was new to the post and was just beginning to make his mark. The same situation exists now, although the present headteacher has been in post for a little longer. The school has been through a turbulent period with many changes of staff and long-term absences by permanent teachers. This has undermined the school's efforts to improve. The headteacher has a clear idea of what the school needs to do to improve and has put in place systems to bring about that improvement. However, these are recent initiatives and they have not yet made an impact.
57. Although there is a strong team commitment to improve, subject co-ordinators do not have a clear enough overview of teaching and learning in their subjects because they do not have opportunities to observe lessons. Many of them are relatively inexperienced and new to their posts and do not

have the necessary subject knowledge and expertise to carry out their duties effectively in order to raise standards. The headteacher has taken the sensible decision to draft in outside specialists to address the weaknesses in subject knowledge. In art and music, for example, specialists work alongside class teachers.

58. Leadership of the Foundation Stage is very good. The organisation of the learning environment in the nursery and reception class is very good. Clear learning areas have been established and this helps guide children to their chosen activity. Resources are new and this signifies good improvement since the previous inspection, which identified this as an area of weakness.
59. The governors' involvement in running the school is unsatisfactory. This is in contrast to the last report. Although they support the school well in a pastoral sense they are not fulfilling their statutory duties effectively. They do not know enough about what is going on because they do not monitor practice closely enough. They are not aware, for example, that some pupils are not receiving their full curricular entitlement because they are withdrawn from lessons on a regular basis, whether for booster support or for extra-curricular clubs.
60. The school's financial control and planning by the governing body is unsatisfactory. Too much is left to the headteacher and administrative staff. The governing body finance committee meets once a term, therefore making any direct involvement in the monitoring of spending very difficult. There are no agreed systems that clearly record the transfer of monies between respective school budget headings ensuring stringent accounting and good financial practice.
61. The school's income and expenditure are slightly above the national average for each pupil. This position has arisen because the school receives additional funding in the form of specific grants. These are used appropriately. The most recent audit indicates a small number of financial systems that require tighter control and monitoring. Appropriate procedures are now in place for the ordering, receipt and payment of all goods.
62. The principles of 'best value' are not well used by the school. Standards are compared nationally and with similar schools in English, mathematics and science, but the school does not challenge itself effectively about the provision for all subjects. Costs are not compared with other schools. The school has satisfied itself that competition is fair where contracted services are involved. There is satisfactory use of new technology. Systems are appropriately secure for password access and data is backed up regularly. Teachers value the work of the school secretary and her team. Procedures are unobtrusive and support day-to-day administration of the school effectively.
63. The provision for pupils with special educational needs is satisfactory. The special needs co-ordinator provides sound leadership. She ensures that teachers and learning support assistants are fully aware of pupils' individual needs. Most classroom assistants have undertaken additional training and this positively enhances the good quality and cheerful support provided both in the classroom and around the school. The governing body is committed to the full inclusion of all pupils with special educational needs. The special needs co-ordinator receives regular non-contact time away from her class to manage all aspects of special educational needs provision. All funds designated for special educational needs are used effectively. However, monitoring the success of teaching and practice by the governing body is unsatisfactory. The chair of governors is aware of this situation and plans to rectify it.
64. The school is good at monitoring its performance in tests and has taken effective steps to improve in some areas. Key areas of improvement as a result of recent actions are standards in writing in Key Stage 1, and mathematics and information and communication technology throughout the school. However, the root cause of pupils' poor performance is not tackled effectively because the monitoring of teaching and learning is not rigorous. This is at a very early stage and the headteacher has rightly engaged the services of outside consultants to identify the weaknesses in teaching and learning.

65. There is a satisfactory number and match of teachers and support staff to meet the needs of pupils. The office staff are known well by pupils and lunchtime staff make sure that the pupils' needs are met. The site manager plays a significant role in the life of the school and gives good support by joining in with most of the school activities.
66. Induction of staff new to the school is good. Performance management arrangements have been fully implemented and are satisfactory overall. Newly qualified teachers are attached to an experienced teacher who gives good support and advice in the early weeks on planning and classroom organisation and management. School procedures and policies are made available and explained fully. All teachers have suitable objectives for improvement and these are linked to relevant training opportunities. There have been suitable opportunities to attend training courses but at present these are linked to the development needs of the school rather than to the needs of the individual teacher. Support staff also have good opportunities to discuss their work and training needs and this was recognised in the recent award of Investors in People.
67. The accommodation is satisfactory. The school has recently established a new nursery and a computer suite. These have already had an impact on raising standards. There is a modern dining area and all the classrooms are of a suitable size. There is a large hard play area where the pupils can play safely at breaks and lunchtimes. The building is clean and well maintained by the site manager and staff. However, the library is small and located in a school corridor and there is a lack of outdoor facilities for the reception class.
68. The resources for most subjects are satisfactory. In the Foundation Stage resources are good. The school now has a satisfactory range of music resources, which were an issue at the last inspection. However, there is a shortage of materials for design and technology, which does not allow the school to cover the curriculum. Resources for geography are unsatisfactory. There is a shortage of computer software, globes, maps of the world and geography reference books.
69. This is an improving school despite the fact that standards in some subjects appear to be lower than they were at the time of the last inspection. Its results and the quality of teaching and learning are improving. Given this upward trend and the potential for further improvement, the school is judged to give satisfactory value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve the school further, the headteacher, staff and governors should:

- a) Raise standards in all subjects, but particularly in English, mathematics, science, art and design, design and technology, geography and history by:

Raising teachers' expectations of what pupils can achieve.

Devising and implementing suitable procedures for tracking pupils' progress, and ensuring that the information gained is used effectively to plan work that builds on individual pupils' prior learning.

Matching work more accurately to the needs of higher attaining pupils so that they can achieve their full potential.

Ensuring that teachers' planning meets the needs of pupils who are withdrawn from lessons so that they have the opportunity to make up the work they have missed.

(Paragraph Nos. 25, 27, 29, 31, 36, 48, 92, 98, 102, 110, 114, 117, 120, 127)

- b) Ensure that the governors are fully involved in running the school.  
(Paragraph Nos. 59 – 63)

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	35
Number of discussions with staff, governors, other adults and pupils	37

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	11	21	0	0	0
Percentage	0	9	31	60	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	188
Number of full-time pupils known to be eligible for free school meals	n/a	74

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	0	44

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	0

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	20

### *Attendance*

#### **Authorised absence**

	%
School data	6.6
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5



*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	12	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	9	10
	Girls	9	11	10
	Total	15	20	20
Percentage of pupils at NC level 2 or above	School	63 (62)	83 (62)	83 (81)
	National	84 (83)	86 (84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	8	8
	Girls	9	10	9
	Total	13	18	17
Percentage of pupils at NC level 2 or above	School	54 (38)	75 (81)	71 (62)
	National	85 (84)	89 (88)	89 (88)

*Percentages in brackets refer to the year before the latest reporting year.*

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	11	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	15	18
	Girls	5	10	11
	Total	12	25	29
Percentage of pupils at NC level 4 or above	School	41 (58)	86 (39)	100 (71)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	9	8
	Girls	6	7	5
	Total	12	16	13
Percentage of pupils at NC level 4 or above	School	43 (45)	57 (52)	46 (67)
	National	72 (70)	74 (72)	82 (79)

*Percentages in brackets refer to the year before the latest reporting year.*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	7
Bangladeshi	0
Chinese	0
White	181
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.5
Average class size	26.9

#### **Education support staff: YR – Y6**

Total number of education support staff	13
Total aggregate hours worked per week	262.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	8.7

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/2001
	£
Total income	486,950
Total expenditure	435,784
Expenditure per pupil	2,095
Balance brought forward from previous year	17,266
Balance carried forward to next year	33,920

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	8
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	214
Number of questionnaires returned	74

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57 (42)	28 (21)	7 (5)	3 (2)	3 (2)
My child is making good progress in school.	61 (45)	32 (24)	3 (2)	0	4 (3)
Behaviour in the school is good.	46 (34)	34 (25)	11 (8)	1 (1)	8 (6)
My child gets the right amount of work to do at home.	42 (31)	41 (30)	4 (3)	0	14 (10)
The teaching is good.	64 (47)	30 (22)	1 (1)	0	5 (4)
I am kept well informed about how my child is getting on.	47 (35)	35 (26)	8 (6)	4 (3)	5 (4)
I would feel comfortable about approaching the school with questions or a problem.	64 (47)	34 (25)	3 (2)	0	0
The school expects my child to work hard and achieve his or her best.	64 (47)	26 (19)	4 (3)	0	7 (5)
The school works closely with parents.	47 (35)	38 (28)	9 (7)	3 (2)	3 (2)
The school is well led and managed.	55 (41)	35 (26)	1 (1)	3 (2)	5 (4)
The school is helping my child become mature and responsible.	55 (41)	36 (27)	3 (2)	0	5 (4)
The school provides an interesting range of activities outside lessons.	51 (38)	23 (17)	3 (2)	1 (1)	22 (16)

*Figures in brackets refer to the number of responses.*

### Other issues raised by parents

Five written responses were received.

Two reinforced positive responses.

One parent felt that parents who work are not accommodated by meeting times.

One parent maintains that she was not informed when her child was placed on the register of special educational needs.

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

70. Since the previous inspection the school has established a new nursery, which is already raising achievement and attainment when the children start school. Attainment on entry prior to the nursery provision was below that of most children the same age. The nursery team with good support from the reception class team are providing very good quality early experiences and these are making a significant contribution to the level of children's achievement. Due to the good teaching and very rich relevant and well-planned curriculum, the attainment of children in the current reception class is now above average. With the good teaching, which continues in the reception class, attainment in some areas of learning is already exceeding the expected level and this bodes well for future standards at the end of Key Stage 1. Many of the current reception class children are already achieving the early learning goals in some areas of learning. This indicates good progress in the Foundation Stage.
71. Most children start nursery in the September following their third birthday and enjoy a full year in this setting before moving to the reception class in the September following their fourth birthday. There are currently 49 children who attend nursery for either a morning or afternoon session, and 29 children in the reception class who attend full time. The nursery brings the children in a few at a time at the beginning of the year and this settles the children very quickly to the secure and appropriate routines.
72. All adults working in the nursery and the reception class work extremely well together to make sure that the children's work is matched to their individual needs. Learning is suitably based in exciting play activities and this motivates the children to take part in everything on offer. The adults try to link learning so that the children are experiencing a range of activities, which have similar content and are relevant to their personal experience. For example, learning about the emergency services through visits to the fire station, and talks from visitors from the ambulance service is followed up extremely well through well-planned role-play activities which allow the children to explore the range of events leading up to an emergency call. Stories about the work that these people do give the children very good opportunities to talk about their own experiences and to listen to those of others. This approach to teaching makes learning meaningful. Adults involve themselves fully in children's play so that they can engage them in conversation and challenge them to explore.
73. Although activities planned are the same for all children, all adults use questions effectively to probe understanding and to make sure that each child is challenged appropriately to think through carefully what they are being asked to do. This also allows the adults to put suitable support into place when required. Children with special educational needs are very well supported and targets are carefully identified to make sure that they are able to take part in all the activities. Each adult has a designated role to play and this allows the children to take part in a number of focused activities during the day. However, some of the activity times are too short in the reception class for children to extend their learning well enough.

### **Personal, social and emotional development**

74. The very good and supportive relationships enable the children to gain in confidence quickly when they start nursery. Due to the wide range of suitable activities on offer, they soon develop their personal, social and emotional skills to reach expected levels. The quality of teaching is very good. The adults work alongside the children to encourage them to share toys, and also play with them to help act out particular imaginary situations. The children's play was brought to life when an

imaginary fire broke out in one of the 'houses' and someone had to re-enact calling the fire brigade for help. The fire engine rushed to the scene, hoses were unrolled and the fire was out in no time at all. The children are developing good levels of independence and responsibility. As soon as the strains of 'A spoonful sugar' are heard, the response is instant and the children tidy everything away quickly and sensibly. They co-operate with each other to close the boxes and make sure that all is spick and span before taking themselves quickly to the carpet for the next session. They wait eagerly for the next activity to be explained, knowing that it will interest them.

75. The high quality of teaching is maintained in the reception class and children continue to make very good progress in developing their skills further. They play confidently with the older children at playtimes and join in with games. Due to the strong encouragement, most children are able to care for their own needs and can all find their own coats and put these on ready for play. Children with special educational needs are given suitable support, but they are always encouraged to do as much as they can by themselves.

### **Communication, language and literacy**

76. Strong emphasis is given to the development of communication, language and literacy in the nursery and the children make good progress so that they achieve above average levels by the time they start in the reception class. The quality of teaching is good. The development of imaginative language through very well organised and planned role-play is particularly good. Adults model appropriate language for the children and join in with their play, giving them ideas to support their acting out of imaginary situations. Children talk with self-assurance about personal experiences due to the emphasis placed on raising self-esteem and confidence. They are developing a good knowledge of books and can identify the title, and front and back covers. They know that the words say something and many are able to 'read' the story from the pictures. Many can recognise their own names due to the number of times they are required to do this during the day. Adults encourage the children to make marks to record their stories and descriptions and, as the children read these back, write them out correctly so that the children can see how their work is actually written. They are confident to have a go, knowing that their attempts will be valued appropriately by adults.
77. By the time the children start in the reception class, they have good speaking, listening, reading and writing skills. All children attempt to write their names and many are beginning to spell some words correctly. The teacher makes sure that the work is suitably matched to the children's previous learning. During the inspection, the children were writing invitations to their friends to come to their Chinese New Year party. Some children were using ready prepared invitations to which they added the names only, while higher attaining children wrote the whole invitation independently. They managed to write several words correctly and those they didn't know at least had the correct letter to start with. The children particularly enjoy register time because they are able to answer in any language as long as they can say what language they are using. Languages used included English, Spanish and Russian. The children respond to stories and ask suitable questions about the content. This helps them to ask questions when they are reading independently and helps them to understand what they are reading. Adults encourage the children to use a range of strategies to work out what unfamiliar words say, including looking at what is happening in the pictures and using their knowledge of letter sounds. This good teaching allows the children to achieve well so that the higher attaining children are already attaining the early learning goals in this area.

### **Mathematical development**

78. The quality of teaching in the nursery is good and children make good progress in their mathematical development so that they achieve above average levels by the time they start in the reception class. Activities are suitably practical and children are encouraged to work out what is happening to the numbers as they act out stories and rhymes. When singing 'Five Jolly Firemen',

for example, the children count how many are left each time from five as one drops out. With encouragement, they are all able to count how many are left but those who are able are encouraged to say how many are left by taking away one each time or counting backwards. The activity is reinforced at home time when the children sing the rhyme for fun.

79. In the reception class, children's knowledge and understanding is developed to numbers beyond ten so that higher attaining children who are capable count to at least thirty during these types of activities. The counting skills are planned within real contexts so that the learning is more meaningful to the children. The teacher used the computer effectively to display a graph showing the children's favourite pets, and through good questioning, developed their understanding of how graphs portray information. The teacher is good at making links with other subjects. Children learn about shapes and measures through other activities, for example when deciding whether the pendulum is swinging faster or slower when it is longer or shorter. This reinforces the children's knowledge of 'long' and 'short' well.

### **Knowledge and understanding of the world**

80. The curriculum to develop the children's knowledge and understanding of the world is very rich and very well planned so that they make very good progress in this area of learning. The quality of teaching is very good. All activities are meaningful and linked in some way to a central theme. Children are developing a good understanding of the cultures and beliefs of others through well-planned and integrated activities about festivals that take place in Britain today, and in which some children may take part. At present they are getting ready for their Chinese New Year party and have made hats and lanterns for the occasion. The homemade dragon has been found a suitable place to rest before he is called into action and the children are making sure that he is not disturbed until he is ready to be used. This well planned topic covers all the recent festivals and enables the children to develop a good appreciation of the values of others through practical experience of celebrations and customs. Displays show that children are challenged to solve problems. For example, in making models of Humpty Dumpty, some have used split pins to allow some kind of movement while others have been happy to use sellotape and blutak for a more permanent join. This freedom to choose develops the children's evaluation skills particularly well.
81. Children in the reception class are also developing a good knowledge and understanding of the beliefs and customs of others. For example, they have planned and made their stir fry ready for their Chinese New Year party and learnt the names of several different types of vegetables during the process. The children are developing very good knowledge of computers. They use an art program well and can draw simple pictures using the line and circle tools and fill each shape with their chosen colour from the colour palette. Adults give appropriate support and guidance when required, but allow the children to explore independently and this helps them to develop sound control of the computer mouse.

### **Physical development**

82. The quality of teaching is good. Children move with confidence around the school and in the playground. The children riding tricycles during outside play do so with due regard for their own and others' safety, and use the space well. Cutting skills are developed effectively through a wide range of suitable activities. Work in books shows that by the end of the nursery most children can cut along a straight and curved line independently. These skills are developed further in the reception class and the children can cut around shapes to make their pictures. The children have suitable pencil grips and are able to draw recognisable pictures of themselves and write their names with good levels of control. Some children in the nursery paint with less control because their paintbrush grip is unsuitable. However, when painting is a focused activity adults make sure that this is corrected to a suitable grip.

### **Creative development**



83. The nursery and reception classes provide well for children's creative development and they make good progress as a result of good teaching. There is a good range of materials from which the children can choose to create their works of art and these are displayed attractively around both classrooms. The children's pictures of fish using bubble painting or simple collage reflect the wide range of techniques they learn. Adults make sure that all children take part in these activities and that everyone's work is displayed. Adults use the sand and water very well to develop the children's imaginative play. Different contexts are planned when the children can act out different games. Timely interventions by adults ensure that children remain on task and their language is developed further. Children enjoy singing and they know a good range of songs, often linked to the particular topic being covered. They sing in tune and during hymn practice the reception children joined in enthusiastically with every chorus of one hymn and made a good attempt to join in with the verses as well.

## ENGLISH

84. Observed standards at the ages of seven and eleven are well below the national average in both reading and writing. Observed standards in all other year groups are below the national average rather than well below. The attainment of pupils in the current Year 2 was well below expectations when they entered school. The standards achieved in the national tests at the end of Key Stage 1 by pupils in the current Year 6 were well below the national average. Progress for both year groups has been broadly satisfactory because they have not lost ground, although they have not improved. Both groups have a higher proportion of pupils with special educational needs and have also had several changes of teacher, which has been detrimental to their learning. The 2001 test results for Key Stage 1 show significant improvement in writing since the results attained in 1999.
85. Speaking skills are below average across the school, although in every class there are a few pupils whose speaking skills are at least average and sometimes better. Pupils do not have broad vocabularies and are not practised in speaking in whole sentences. Teachers are aware of this and instances of good practice were seen when teachers insisted that answers to questions were expressed as complete sentences. Equally, examples where one-word answers were accepted, and turned into complete sentences by teachers, were also witnessed. Overall, however, pupils are not given sufficient opportunities and encouragement to speak at length.
86. Reading is unsatisfactory across the school. In the national tests in 2001 pupils aged seven were well below the expected average standard. Pupils who were heard to read during the inspection reflected these low standards. This represents a lowering of standards in Key Stage 1 since the last inspection when standards were satisfactory and most children read independently. Pupils do not read with expression. Although better readers follow punctuation accurately, they do not alter their tone in response to exclamation or question marks for example, to show they understand the text. Very few are completely accurate when reading although most pupils can use their phonic skills to sound out unfamiliar words. From Year 2, most pupils recognise the book title and author, but few can securely state the illustrator or publisher. Pupils have satisfactory knowledge of the content and index pages of non-fiction books and are able to use alphabetical order to access information. Pupils are not practised in skimming or scanning for information using key words, but can usually recall what they have read. Older, higher attaining pupils are able to predict what might happen later in the stories. Very few pupils were able to retrieve a fiction book from a library shelf and only pupils in Year 4 could retrieve a non-fiction book.
87. The main library is poorly sited in a narrow, busy corridor. It was moved there to make way for the current headteacher's office. This new site does not allow space for class or group library sessions, does not attract pupils to browse, or encourage them to carry out independent research.

There is no library-based computer to enable related reference skills to take place, and the area lacks reading materials other than books.

88. Pupils' writing skills are well below average at age seven and eleven. Writing skills are better, but still below average in other classes where there is not such a large percentage of pupils with special educational needs or lower than average abilities.
89. Cursive handwriting is present in Year 1 where pupils practise forming joined letters in handwriting books. By Year 6 most pupils have developed a neat, uniform hand, but some are still printing individual letters. Not all pupils hold their pens properly. Pupils do not carry out regular writing tasks. In Year 1, for example, only five short entries had been made in writing books since the beginning of term. In Year 2 higher attaining pupils do not use full stops consistently and too often intrusive capital letters are used within words. Their spelling of commonly used words is usually secure or has phonetic justification. The majority of the class are not regularly using a capital letter to begin sentences.
90. Higher attaining pupils in Year 3 are developing the use of descriptive words, with the occasional adventurous use of adverbs to add interest to stories. Some characterisation is also being developed. There are lapses, however, in the use of full stops and in spelling. Speech marks are often used accurately together with exclamation and question marks. The work of other groups of pupils, including those with special educational needs, is less adventurous or secure. In Year 4 the spelling of commonly used words remains insecure. Most pupils can use commas and speech marks accurately in exercises, but then often fail to use them in real writing situations. Pupils are not secure in the use of capital letters to start proper nouns. In Year 5, while overall standards are below average, there is evidence of steady progress in learning over this term. Presentation is of sound standard. Spelling has improved and higher attaining pupils write factual reports with a consistent use of the past tense. Lapses, however, too frequently go uncorrected and connectives remain at a basic level. The range of writing attainment in Year 6 is very broad. Better writing is at average levels, but even here there are lapses in the correct use of capital letters and speech marks. When these pupils concentrate, there is sound use of descriptive words and phrases. Stories have a clear start and finish, paragraphs are used accurately, and writing shows a sense of audience. Most pupils use speech marks correctly. Less well-developed writing displays few of these attributes and remains well below the age-expected standard.
91. The quality of teaching is satisfactory overall. No unsatisfactory lessons were observed. This represents an improvement since the last inspection when twenty per cent of teaching was unsatisfactory. This improvement in teaching is having an impact on raising standards. For example, the improvement in the standard of pupils' writing at Key Stage 1 and the progress pupils are making in Year 5. Only one good lesson was observed during the inspection. This was in Year 6. Pupils in this lesson demonstrated good attitudes because their previous learning had fired their imaginations and they were eager for more. More lessons of this quality are required if standards are to be raised consistently throughout the school. Throughout the school, pupils with special educational needs make good progress and achieve well because they are supported effectively by well informed classroom assistants.
92. Teachers' planning is satisfactory overall, but lacks rigour in using assessment data to match work to pupils' needs. Higher attaining pupils in particular are not receiving sufficient challenge to achieve their full potential. A symptom of this lack of challenge may be seen in the use of marking. Teachers' marking is regular and encouraging, but too often extravagant praise, "fantastic", "excellent" is given for work of below satisfactory standard. There are too few examples of pupils being given well-directed advice on how to improve their work. Too often work is left unfinished. Where relationships are good, pupils respond well. Behaviour is satisfactory overall and, on occasion, is good. This is due to the effort teachers make to control known disruptive pupils through the effective deployment of classroom assistants. Where pupils are not supported they tend to drift off task, do not complete sufficient written work and make

unsatisfactory progress. Teachers' expectations of what pupils can achieve are not high enough. As a result, pupils are not challenged appropriately. This was a weakness noted in the last report when lack of progress for higher attaining pupils was also mentioned. This has not yet been addressed satisfactorily.

93. Leadership and management are satisfactory overall. The co-ordinator has not yet been given opportunities to monitor standards of teaching and learning in classrooms or to scrutinise short-term planning. The lack of focused monitoring is a weakness in provision and has resulted in assessment information not being used with sufficient rigour to set individual targets in order to raise standards further. While class and group targets properly focus on the general areas of need, individual targets are too frequently over-simplified as, for example, "I will try to improve my handwriting". There is an overall lack of focus on which specific aspects need to be addressed and kept under scrutiny until pupils have achieved their targets. The school has recently recognised the need to involve the co-ordinator's expertise more effectively in the monitoring process. Computers are beginning to be used to give pupils practice in drafting and redrafting work on screen. This represents an improvement since the last report when redrafting did not occur. The key issue from the last inspection has been addressed by adopting the national literacy strategy and by producing a school policy for literacy. The policy is in need of review, however, in order to address current weaknesses in assessment and planning. Resources are unsatisfactory. The school is aware of this and has already culled out-of-date books and begun a programme of replacement.

## **MATHEMATICS**

94. In the 2001 national tests, the school's results were above the national average for pupils at the age of seven and close to the national average for pupils aged eleven. This performance was well above average when compared with similar schools. Standards being achieved in the present Year 2 and Year 6 are below average. This is partly due to the large proportion of pupils requiring additional special educational needs support (twenty per cent in year 6), and having a turbulent period with a large number of different temporary teachers. This has affected the learning of the pupils in Year 6 in particular and is one of the reasons why standards are below what they should be. Pupils in Years 3, 4 and 5 are starting to show improvement in the standards of their work and are beginning to work at levels closer to those expected for their ages. This rise in standards has largely been achieved by improving the quality of teachers' planning, based on the good use of national guidelines, and by introducing well-paced mental sessions at the start of lessons.
95. Pupils have clear targets for mathematics that are discussed with them and clearly displayed in the classrooms. All teachers identify clearly what they want pupils to learn during lessons. This is always shared with the class at the beginning of lessons and referred to at the end to see if learning intentions have been achieved. There is no significant difference in the performance of boys and girls throughout the school. The mental, quick thinking oral sessions introducing each numeracy lesson are well taught and appropriately paced, with all teachers using a good variety of resources to keep pupils alert and interested. In Year 6 the methods pupils use to find their answers are often shared, for example, when pupils gave answers to a range of questions relating to the doubling and halving of decimals.
96. The quality of teaching is satisfactory overall, and is sometimes good. It is stronger in Years 5 and 6 than in other year groups. When pupils start in Year 1, they have a reasonable grasp of numeracy, although there is a wide spread of ability. Pupils work confidently with numbers up to ten, for example, giving pairs of numbers that, when added together, make ten. They confidently select a range of two-dimensional shapes, sorting rectangles, triangles and squares into correct sets. Although teaching is satisfactory overall in Year 2 there are some weaknesses. The class contains a high proportion of boys exhibiting challenging behaviour, and many requiring additional special educational needs support. Routines are not well established and some work lacks

challenge, especially for higher attaining pupils. As a result, these pupils do not achieve as well as they might. The quality of pupils' work lacks pride and presentation is untidy. Class management has peaks and troughs, with no routines for answering questions, for example. Most question and answer sessions end up with pupils shouting out answers that fail to support good learning. By contrast, pupils with special educational needs in this class make good progress because classroom assistants give them good support and work is clearly planned in relation to their ability and individual needs. Most teachers make good use of well-displayed mathematical vocabulary that in most classrooms forms part of a 'maths corner'. Although many mathematical words are displayed, displays do not reflect a range of pupils' work, especially the use of information and communication technology.

97. The good quality teaching observed in Years 5 and 6 has a positive influence on raising standards. In each lesson observed, teachers displayed confident subject knowledge and effective use of practical resources that suitably enhanced good learning for all pupils. As a result of this good teaching, pupils enjoy mathematics. A great sense of achievement was realised when they tried to 'beat the teacher' during a range of questions relating to multiplying and dividing by one hundred. In the Year 5/6 lesson, pupils used a good range of addition and subtraction methods, accurately recording their answers. The use of the day's 'target number' provided an additional focus for learning. Higher attaining pupils used co-ordinates confidently to draw and create a given range of two-dimensional shapes. The use of map symbols suitably linked mathematics to geography as features were given the correct co-ordinate positions. The main strength of teaching in Year 6 is the teacher's high expectations, which challenge and enthuse most pupils, including those with special educational needs. The impact of the recently introduced government guidelines on the teaching of numeracy has been good. In Year 6, the teacher's effective use of time creates a sense of urgency. Her use of gentle humour supports the very good management of behaviour. Pupils enjoy the challenge of the lessons and work hard. Higher attaining pupils are given well-planned opportunities to devise their own methods of recording when solving problems. This is a good feature of practice.
98. Analysis of pupils' work reflects the fact that tasks are directed too closely by some class teachers and do not give pupils sufficient opportunity to decide their own methods and thus improve their skill at solving problems. There are too few planned opportunities for pupils to develop their own investigative skills. In many classes, teachers miss opportunities to develop mathematical understanding when dealing with other subjects. In design and technology, some displays support pupils' learning, for example, measuring accurately and identifying shapes in the manufacture of box-type models, but such occurrences are limited.
99. Overall, co-ordination of mathematics is satisfactory. The co-ordinator, in post a very short time, has analysed the results of national tests to identify areas of success and consolidate areas of perceived weakness. Target setting for groups of pupils has just started following the recent introduction of assessment systems. Consequently, it is too early to measure what impact this is having. The school has made plans to monitor teaching and learning but this is not yet fully in place.

## SCIENCE

100. Standards have declined since the last inspection when they were average. They are now below average by the age of seven and well below average by the age of eleven. Observed standards are low at both key stages due to significant weaknesses in pupils' investigative skills. Most pupils make unsatisfactory progress and do not achieve as well as they might as they move through the school. Pupils with special educational needs sometimes make better progress than the rest because of the effective support in lessons.

101. Discussion with pupils in Year 2 indicates that they have very limited knowledge and understanding in most areas of science. They know that babies grow into adults and can describe the changes as they do so. They have better knowledge of materials than they have in other areas. Most pupils can name some common materials, and higher attainers know that heating and cooling can change some of them, chocolate for example. The teacher in this class uses display effectively to reinforce learning, for example, about manufactured and naturally occurring materials. Pupils in Year 3 know that muscles in the body enable it to move. However, although they know that muscles work in pairs, they cannot explain this. Their written work is low level, for example, 'There are muscles in my leg so I can move'. An examination of the Year 3 pupils' books shows that they have done practical work to find out about rocks and soil. However, the written work consists of simple descriptions, with no evidence of comparing rocks, for example, for hardness or porosity. In Year 4, pupils can identify different teeth and they know that some foods are harmful to teeth. They have a satisfactory knowledge of materials and their uses. Pupils in Year 5 are beginning to understand the effects of exercise on their bodies. They know that their pulse rate increases with exercise but they cannot explain why. By Year 6, pupils know that materials are classified as solids, liquids or gases. However, their knowledge of the properties of materials is not secure. When a group of pupils were asked to describe solids, for example, they said that, 'all solids are hard and keep their shape unless they are heated. They know that water and light are essential to healthy plant growth, but when questioned, even the higher attainers could not explain the importance of light beyond saying that without it the plant would die.
102. None of the teaching in the lessons seen was better than satisfactory, and there are weaknesses that must be addressed if standards are to rise. The evidence from an examination of pupils' books is that, throughout the school, the quality of teaching is unsatisfactory over time. As they move through the junior classes, the pupils do not learn enough because the subject is not taught in sufficient depth and pupils do not have opportunities to plan their own investigations. Teachers' subject knowledge is insecure and consequently they have low expectations of what pupils can do. This is reflected in their planning, which is unsatisfactory. They are not clear enough about what it is they want pupils to learn, how they are going to provide for this and how they will know whether the pupils have been successful. While they plan interesting activities, these do not necessarily follow on from what has gone before to build on pupils' prior learning. The work is not matched accurately to pupils' needs. This means that potentially higher attaining pupils are not given the opportunity to achieve as well as they might. The quality of marking is variable, but mostly unsatisfactory. Teachers frequently pose questions in their marking to take learning forward but they do not follow these through.
103. Leadership of the subject is unsatisfactory. The co-ordinator has held the post for a relatively short time and, as yet, she does not have a clear enough understanding of the strengths and weaknesses in the subject. She examines teachers' planning, but she does not monitor teaching and learning in classes through direct observation. The school has adopted the latest national guidelines, but teachers do not follow these consistently. Work in the Year 6 pupils' books and classroom displays show that past test papers are used to teach scientific facts. The weakness with this approach is that, because they have had so little previous experience, the pupils do not have any depth of knowledge and understanding.
104. The pupils' attitudes to science are good. They are keen to learn and they listen attentively. Some pupils in Year 6 miss some of their lessons because they are withdrawn for literacy and numeracy booster classes. This is unsatisfactory as there is no planning to ensure that the work is made up. Resources are satisfactory overall, but there is a shortage of measuring equipment.

## **ART AND DESIGN**

105. Standards of work at the age of seven and eleven are below those expected. In each year group there are pupils whose attainments are average, but these are too few to raise standards overall.

Standards are inconsistent across the school and the good start given to pupils in the Foundation Stage is not built upon progressively in later years.

106. Only two lessons were observed during the inspection and these were taught by visiting artists. Evidence of pupils' standards was obtained from a scrutiny of work and in discussion with pupils and the co-ordinator.
107. Two-dimensional work only was available at the time of the inspection because three-dimensional work is planned to take place later in the year. Some paintings of sunflowers, by higher attaining pupils in Year 2 were of a satisfactory standard but only a few pupils achieve at this level. The standard of work achieved within the junior years depends directly upon the knowledge and expertise of individual teachers. While there are examples of satisfactory, age-related work, overall standards are below those expected nationally. Pupils' individual abilities are not assessed in order to provide them with work that challenges and brings about improvement. Techniques are taught in isolation and pupils do not develop their skills progressively. Work is often too directed and pupils are not given opportunities to make choices.
108. From Year 3 onwards pupils have personal sketchbooks. These are beginning to be used effectively in order to make preliminary drawings for paintings. This has been particularly effective in Year 5 where pupils have achieved satisfactory still life paintings of plants.
109. Most pupils express their enjoyment of art and their pleasure in the manner in which their work is displayed to advantage around the school. In Year 2, where a visiting artist introduced the pupils to making felt, all pupils, including those with known disruptive tendencies, responded well and were engrossed in their work. They tried hard to carry out the instructions and worked carefully.
110. Teachers lack subject expertise and the co-ordinator has arranged for an artist-in-residence to be available to the school for four terms. This arrangement should ensure that teachers receive training in aspects of the subject by working alongside the artist. A portfolio of assessed practical work is planned to provide guidance for teachers in their planning and practice.
111. Established artists, through the 'artist of the month' display in each classroom, effectively introduce pupils to a suitable range of work. Displays are carefully thought out and often present pupils with little-known artists, or the little-known works of famous artists or with images in other media, for example, a mediaeval stained glass window from Chartres Cathedral. Images selected are accompanied by short explanations of the work and of the artist's life. At the end of the month the works are collected together in a folder for later reference. There have been good examples of paintings being used to enrich other studies, for example, paintings of Tudor origin when pupils in Year 4 visited Shibden Hall. Pupils have also visited the North Yorkshire Sculpture Park to enrich their knowledge of original works of art.
112. Leadership of the subject is unsatisfactory. The amount of curriculum time currently devoted to art is less than that available in most schools and this is having a negative impact on the progress pupils make. Resources are adequate for the range of two and three-dimensional activities offered. There are sufficient illustrations of paintings by famous artists available, but few examples of work in other media. This is a weakness.

## **DESIGN AND TECHNOLOGY**

113. In Key Stage 1, pupils make satisfactory progress and, by the age of seven, they reach standards that are in line with those expected. This is similar to the findings of the last inspection. As a result of satisfactory teaching, pupils have made a sound start to the design process and work confidently to improve the things they make, for example, by adding decorative stitches to their puppets. They use a good range of joining techniques and learn through experience which ones

are most appropriate for the job in hand. When making glove puppets, the pupils soon realised that stitching would be stronger and allow more flexibility than glue or sellotape.

114. Standards at the age of 11 are below those expected. This represents a decline since the last inspection. No lessons were seen in Key Stage 2, and there was not enough past work available for a judgement on teaching to be made. However, the impact of teaching over time is unsatisfactory because there are not enough materials and equipment to take learning forward. Because of this teachers only plan for a limited range of experiences. Pupils make unsatisfactory progress overall and pupils of all abilities are not given the opportunity to achieve their full potential.
115. The school has adopted the latest guidelines for the subject and the teachers plan interesting contexts for the work within the limits imposed. They make effective links between subjects, such as designing sandwiches that contribute to healthy eating. The subject makes a satisfactory contribution to the development of literacy and numeracy skills. In designing sandwiches, for example, Year 4 pupils found out about people's preferences for different types of bread and fillings. They decided the questions to ask and displayed their findings in a graph.
116. Management of the subject is satisfactory. The co-ordinator has a clear idea of the strengths and weaknesses. She understands that overall standards will not improve until there are sufficient resources for pupils to experience a much broader range of tools and materials.

## **GEOGRAPHY**

117. Standards in geography are below those expected at the end of Year 2 and Year 6. Few geography lessons were seen, but sufficient evidence was available to allow judgements to be made. Standards in geography are not as high as they were in the previous inspection, although the good use of visits to support the subject has been maintained. The school now has a scheme of work that incorporates materials from national subject guidelines, an improvement since the last inspection. The subject co-ordinators recognise that the subject should now be rigorously monitored with a view to raising standards and improving the quality of teaching. Improvement since the previous inspection is unsatisfactory.
118. By the age of seven, pupils have a developing awareness of physical and human features and are beginning to use this knowledge when deciding how they wish to travel to New Zealand. They understand that maps are based on a 'birds' eye view' and identify Elland and its location within the British Isles. Year 2 pupils further develop their sense of the wider world through the travels of a bear that accompanies staff and children to different locations. In Year 4, pupils study a different location in Africa, and Year 6 pupils engage in fieldwork by undertaking a detailed study of the local river running through Elland. By Year 6, pupils are aware of environmental issues such as traffic and litter. During the course of their studies, limited opportunities exist for pupils to undertake individual studies or use information and communication technology to gain further information. Work for many higher attaining pupils lacks challenge, with many completing the same work as fellow pupils.
119. Links with other subjects are unsatisfactory. However, some use is made of numeracy, for instance, when using co-ordinates in map work and plotting the position of symbols.
120. Teaching is unsatisfactory because the subject is not always taught on a regular basis due to weaknesses in planning, and the fact that resources are insufficient to meet the needs of the curriculum. By the end of Year 6, pupils' attainment and knowledge and understanding of places are generally below expected levels. The development of geographical skills is insecure because the school's resources are unsatisfactory for developing this area. Few maps and globes are available in classrooms to enhance pupils' learning. The quality and range of reference books

available in the school library are also unsatisfactory. Scrutiny of pupils' work indicates an overuse of unrelated worksheets, and long gaps between geography topics means that pupils often forget what they have learnt previously.

121. Leadership of the subject is unsatisfactory. The subject co-ordinators are newly qualified teachers who have been in post for a very short time and, at present, leadership is ineffective in raising standards. They have dual responsibility for leading geography and history. Monitoring of teaching, planning and pupils' work is insufficiently rigorous and there are no systems to track individual pupils' progress, a weakness identified from the previous inspection report. The planning of the curriculum is weak. The subject has a very low profile. It is not taught regularly enough to support effective learning. In some classes it is not taught for the whole of the autumn term. This means that there is a six-month gap during which pupils forget what they have learnt. In order to increase the rate of learning to satisfactory levels, emphasis needs to be given to helping teachers build more systematically on pupils' previous achievements.

## **HISTORY**

122. Standards at the time of the last inspection were satisfactory at the ages of seven and eleven. Standards observed during the current inspection were below average at age seven and well below average at age eleven.
123. Only one lesson was observed during the inspection. In order to make a judgement on standards teachers' planning and pupils' work were inspected, infant pupils engaged in conversation and Year 6 pupils interviewed.
124. No history had been taught in Years 3 and 6 by the time of the inspection. In Year 1, pupils had compared old and new toys. The wall display showed that there had been vocabulary work to give key words associated with the study. Pupils spoken with had satisfactory knowledge of the idea of why some toys might be new or old. In Year 2, the above average numbers of pupils with special educational needs and lower attainment led to insufficient numbers of pupils having gained secure understanding of the study of Florence Nightingale. Higher attaining pupils had good recall of her life and works, but the majority of pupils' written and recalled work was unsatisfactory.
125. In Year 4 pupils had undertaken a study of aspects of life in Tudor times at Shibden Hall. Their writing showed an understanding of the importance of historical evidence and its correct use. They drew on the ideas of change over time and of the effect of personal power. Similarities and differences between Tudor and modern times were explored and additional information sought on the Internet. In Year 5, pupils gained sound insights into the differences between Victorian schools and their own when they were visited by a "Victorian" schoolmistress. Unfortunately, the use of the same worksheets for all pupils, discouraged higher attaining pupils from attempting additional investigative work. Overall, apart from the unchallenging requirement to colour in a drawing of Queen Elizabeth I, the standard of work was satisfactory.
126. Pupils who were interviewed in Year 6 displayed poor knowledge of the periods of history they had studied. Their understanding of the concept of history was also unsatisfactory. They displayed little knowledge of chronology or of the major figures from the periods covered. They recalled isolated facts, but were unable to relate these to people or to offer secure reasons for events or their consequences. Pupils who had undertaken practical experiences as part of learning about history stated their enjoyment of the lessons. They obviously gained pleasure in using historical language and explaining the more gruesome aspects of Tudor life and the Victorian schoolroom. They showed intense interest in the Tudor practice of burying window glass in order to prevent theft while owners were away from home.



127. Teaching in the one lesson seen was satisfactory. The teacher had secure subject knowledge and, by dressing in a period costume for a “hot seat” question and answer session added to pupils’ interest and concentration well. Work in pupils’ books and displayed on walls suggests that teaching, when it does take place, is satisfactory. However, the overall quality of teaching is unsatisfactory at both key stages because it takes place at too wide an interval and pupils are unable to build their skills, knowledge and understanding in a progressive way.
128. Leadership of the subject is unsatisfactory. The joint co-ordinators are newly qualified teachers but have worked hard and have begun to understand some of the requirements of the post. Since the last inspection the school has adopted national guidelines for history and has adapted them to the needs of the school. However, the practice of alternating history and geography means that there are long gaps between taught time and pupils forget what they have learnt.
129. While work is planned to match the levels of work in literacy, insufficient attention is given to help raise standards of writing though history. Assessment data is not used effectively to match work to pupils’ prior attainment especially in order to challenge the higher attainers. Cross-curricular links are not made with sufficient rigour.
130. Resources are barely adequate to support the curriculum. The school makes good use of library book loans.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

131. Standards are below the expected levels in all year groups, but there has been very recent good improvement in the provision for information and communication technology. In the last report standards were below expectations and pupils made unsatisfactory progress especially in Years 3 to 6. Talking to pupils indicates that, since the development of the computer suite, there have been good opportunities to develop basic computer skills but these are still too infrequent to make enough impact on standards. There has been insufficient time since the improvements for the older pupils to catch up on the skills quickly enough to attain expected levels. Although standards are satisfactory in word processing and drawing skills, there are weaknesses in pupils’ knowledge and understanding of data handling and there has been too little opportunity for pupils to measure light, sound or temperature, using sensor equipment or to work with simple on-screen robots to develop their knowledge and understanding of control. All pupils, but especially the higher attaining ones, have not achieved as well as they could.
132. The computer suite is not timetabled in the mornings and although teachers know that they can use the computers to support their literacy and numeracy lessons, few choose to do so and the suite is often empty during the mornings. This reflects an inefficient use of an expensive resource and the school should review the timetabling arrangements. Until recently the pupils have had too few experiences to raise their attainment high enough and this remains an issue from the previous inspection. The interactive whiteboards in two classes are a great motivator to the pupils who show great delight when they are chosen to demonstrate their thinking using the SMART board.
133. Pupils in Years 1 and 2 show that they have a basic knowledge of an art program and can select from a menu of tools to draw and colour in their pictures of houses. The tools they use are limited to fill, spray and line only, and this does not reflect fast enough progress from the reception year. Pupils in Year 6 have developed satisfactory multimedia presentation skills using an appropriate program. These have included digital photographs, text and clipart pictures organised into a series of slides for their presentation. They use the Internet to search independently for information and are aware of the sites that they are allowed to visit.
134. The quality of teaching, while currently satisfactory, has not had sufficient impact on learning because of the lack of opportunity to develop basic skills and a breadth of study. Learning is,

therefore, unsatisfactory. There is sufficient subject knowledge now to support the pupils' learning while in the computer suite and this is helping to improve levels of skill. The two lessons seen were judged to be at least satisfactory due to the interesting nature of the tasks planned. However, tasks are often too directed and the pupils are given too little opportunity to explore and develop their own ideas. The two computer clubs are well attended and make a good contribution to learning. Pupils' work on the school newspaper shows that they are given good opportunities to plan the layout of the pages for themselves. The digital camera photographs have been successfully placed into articles and add interest to the reports.

135. The co-ordination of the subject is now satisfactory. The co-ordinator is new to the post and has not yet had time to address some of the weaknesses remaining from the previous inspection. The school has recognised the need to identify where information and communication technology can support learning in other subjects, but this has not yet been done and remains unsatisfactory. There is a suitable Internet access policy and the programme of work developed during the last year gives suitable breadth to teaching and learning. There has been too little time to implement this scheme fully and this is one reason why standards remain below those expected. The resources are new and of good quality. The range of software is adequate to meet the needs of the curriculum.
136. The co-ordinator has had no opportunity yet to monitor the use of the computer suite nor to check that teaching and learning follow the agreed planning. Therefore, she has not been able to evaluate fully enough standards or practice to identify suitable priorities for development and improvement. Assessment procedures are being trialled and these are based appropriately on pupils' skill development. The interactive whiteboards in use in two classes are an excellent resource, which motivates pupils to pay attention to teaching, and their learning is enhanced as a result.

## MUSIC

137. Standards across the school meet expected levels. Standards in singing are very good and remain a strength of the school. A weakness identified in the previous report about pupils' composition skills has been addressed effectively and these skills are now satisfactory. Pupils' achievement is satisfactory overall, except in singing, where achievement is very good.
138. Since the previous inspection, resources have been improved and are now good. Instruments are used well in assemblies and music lessons to support the pupils' skills of composition and performance. The wide range from which they can choose adds interest to their work. There are insufficient books in the library to support independent research.
139. Pupils in Year 1 are developing a sound understanding of pulse and rhythm and can clap a beat accurately to the 'Buster, Buster' rhyme. This familiar rhyme gives the pupils good opportunity to concentrate on the beat and rhythm rather than having to learn new words each time. Other activities are planned to include both singing and performance and pupils' response is good since they are interested to take part. Year 6 pupils' compositions, reflecting the mood and effect of the movement of the sea, show good understanding of the various sounds that can be created when playing their chosen instruments in different ways. These sounds have been incorporated into their compositions and changes in volume and tempo, and the mixing of a range of sounds in different ways have produced a very interesting piece of music. They have not yet recorded their compositions using formal or informal notation, despite having a sound understanding of crotchets, quavers and crotchet rest. This is an area for development.
140. The annual pantomime is obviously a joyous occasion and the pupils show real enthusiasm to put on the best performance for parents and friends. They all sing confidently, with good expression, creating a suitable mood and adding to the audience's enjoyment. During assemblies the singing is an uplifting experience, all pupils joining in enthusiastically and with good thought to the quality of

their performance. Every word can be heard and the preciseness of the singing is wonderful to listen to. The piano accompaniment lifts the singing and motivates the pupils to do well. Percussion accompaniments are good although they sometimes lack the precision of the singing and further practice is required.

141. The quality of teaching is satisfactory with some good features. Singing is taught particularly well. Three lessons were observed during the inspection and all were at least satisfactory. The lesson led by a music specialist was very good. Lessons have suitable structure and always start with a warm up activity, which effectively prepares the pupils' voices for singing. Pupils are familiar with these fun activities and consequently they all join in enthusiastically. Pupils are interested in their work and are keen to perform their compositions to the rest of the class. Sometimes the discussions about what would improve the compositions are too long and pupils begin to lose interest. When they are given opportunities to compose short rhythms, they are fully involved and listen well to each others' performances.
142. Real challenge was seen in the Year 3 lesson when the pupils were guided very well to compose simple rhythmic phrases using crotchets, quavers and crotchet rests. Previous learning was built on effectively as the very expert teacher questioned and probed until the pupils had a good understanding of musical terms and phrasing. By the end of the lesson, all pupils read accurately formal notation to perform rhythms and could say what the structure was of each piece. Due to the very focused and purposeful teaching, four pupils were able to compose a short piece to a given structure. They all knew whether they had to compose a phrase different to the others or to repeat one of those they heard earlier in the piece. They listened carefully for their turn and to others' performances so that their composition was correct.
143. The co-ordination of the subject is satisfactory. All the issues identified in the previous inspection have been addressed. There has been some opportunity to observe lessons and this has led to the identification of suitable development needs and informed the decision to employ a specialist teacher to develop teachers' expertise and support pupils' learning. This initiative is effectively raising attainment. Opportunities to use information and communication technology are unsatisfactory, however. There are no assessment procedures in place and this is an area for development.

## **PHYSICAL EDUCATION**

144. Standards for most seven and eleven year olds meet those expected, indicating that they have been maintained since the previous inspection. All pupils in Year 3 and some in Year 4 have swimming lessons. However, records of their competence and ability to swim at least twenty-five metres were not available at the time of the inspection. Standards in other aspects have been maintained since the previous inspection.
145. Pupils in the infant classes have regular physical education lessons that include games, dance and gymnastics. In gymnastics, pupils show a good degree of control and awareness of space. They listen attentively to the teachers' instructions and guidance, watch demonstrations and learn to improve their performance. Most understand the need to 'warm up' at the start of lessons in order to increase heart rate and fitness levels.
146. Pupils' skills are extended in Year 3. During the inspection, they confidently linked positions that included balancing, stretching and curling. Pupils worked together well and wasted no time in setting up apparatus in a controlled, orderly manner. They confidently evaluated the work of each individual pair to enhance learning, highlighting the good things and suggesting ways of improvement. The teacher's sensitive intervention and good guidance resulted in pupils confidently demonstrating in front of their friends.

147. Overall the quality of teaching is satisfactory with good features. Good teaching was observed in two lessons. In these lessons, teachers used the correct vocabulary, such as “sequence of movements”. They also have good relationships with pupils, supporting and encouraging them appropriately. They are well organised and use time very well. Their expectations of what pupils can do are high and, where this occurs, pupils respond accordingly. Pupils with special educational needs receive good support and make good progress in relation to their prior attainment.
148. Currently, much equipment is stored in the hall. This restricts the space available for the junior classes and means that they are crowded for gymnastic skill lessons. Residential visits are offered to pupils in Year 5 and Year 6 and the opportunities for extra-curricular activities are good. These successfully promote pupils’ independence and interdependence. This is a strength of the physical education programme.
149. Leadership of the subject is unsatisfactory. The subject co-ordinator has been in post for a short time and is aware of the issues that need to be addressed. The monitoring of teaching is insufficiently rigorous to identify areas for development, and assessment procedures are not used to monitor the rate at which pupils develop skills as they move through the school.